

# Deakin University 2019 Handbook Unit Listing



**DEAKIN**  
UNIVERSITY

*This page has been intentionally left blank*

Information in this publication was current at 17 December 2019. Notwithstanding anything which may be contained herein, the University reserves the right at any time to amend, alter, propose or withdraw any course or unit which is being conducted or offered by the University.

Deakin University CRICOS Provider Code: 00113B

# Contents

## Faculty of Arts and Education

AAE900 – Research Framing and Development .....	1	ACD309 – Major Choreographic Project A: Process.....	23
AAI018 – Academic Integrity.....	1	ACD310 – Major Choreographic Project B: Performance .....	23
AAR410 – Critical Creative Research Methods .....	2	ACD311 – Contemporary Dance in New York Study Tour .....	24
AAR412 – Honours Research Theory A.....	2	ACF103 – Writing with the Camera .....	24
AAR413 – Honours Literature Discipline Unit.....	3	ACF104 – Screening History .....	25
AAR414 – Honours Writing Discipline Unit.....	3	ACF106 – Screen Practices .....	25
AAR422 – Honours Research Theory B.....	3	ACF107 – Principles of Animation.....	26
ACA100 – Art and Performance: New Directions for Creative Practice .....	4	ACF201 – Short Fiction Film .....	26
ACA101 – Art and Performance: Roles of the Artist.....	4	ACF202 – Documentary Production .....	27
ACA201 – Production Design for Screen and Performance .....	4	ACF205 – Television Studio Production .....	27
ACA202 – Acting and Directing for Screen .....	5	ACF206 – Contemporary Topics in Screen Cultures .....	28
ACA203 – The Art and Design of Sound .....	5	ACF207 – Animation Project .....	28
ACA210 – Creative Studio 2A .....	6	ACF208 – Cinematography.....	29
ACA211 – Creative Studio 2B .....	6	ACF209 – Experimental Screens .....	29
ACA309 – Creative Careers and Contexts .....	6	ACF210 – Postproduction.....	30
ACA310 – Creative Studio 3A .....	7	ACF211 – Screen Careers .....	30
ACA311 – Creative Studio 3B .....	7	ACF212 – Visual Effects and Motion Graphics.....	30
ACA397 – Exhibition and Performance.....	8	ACF301 – Independent Production Practice .....	31
ACA401 – Advanced Creative Practice A .....	8	ACF302 – Developing a Project: Ideas to Scripts.....	31
ACA402 – Advanced Creative Practice B.....	9	ACF303 – Narrative Film and Television Project .....	31
ACA403 – Creative Arts Research Project.....	9	ACF307 – Major Screen Project A – Development.....	32
ACA410 – Contemporary Debates in Creative Arts .....	10	ACF308 – Major Screen Project B – Production .....	32
ACA411 – Investigating Creative Methods .....	10	ACF320 – The Australian Moving Image.....	33
ACA701 – Creative Studio A .....	10	ACF700 – Writing with the Camera .....	33
ACA702 – Creative Studio B .....	11	ACF701 – Television Studio Production .....	34
ACA703 – Advanced Creative Research Project A.....	11	ACF702 – Television Commercial Production .....	34
ACA704 – Advanced Creative Research Project B .....	12	ACF703 – Fractured TV: Audiences, Formats, Technology and Regulation.....	35
ACA710 – Contemporary Debates in the Creative Arts.....	12	ACF704 – Talking Heads: Personality and Persona On Screen .....	35
ACA711 – Methods and Design for Creative Arts Research.....	12	ACF705 – Documentary Production Practice .....	36
ACA712 – Transgressive Acts in Cinema, Art, Performance.....	13	ACG103 – Design Skills .....	36
ACA715 – Creative Enterprise Project .....	13	ACG304 – Design and Collaboration.....	37
ACC100 – Communication in Everyday Life .....	14	ACG305 – Design Practice .....	37
ACC200 – Freelancing in the Arts.....	14	ACG307 – Global Design Strategies .....	38
ACC213 – Media Law and Ethics.....	15	ACG308 – Screen & Design Industry Project .....	38
ACC302 – Advertising: Desire, Consumption and the Attention Economy .....	15	ACG702 – Digital Publishing .....	39
ACC303 – Communication Research Practices.....	16	ACG703 – Design and Digital Skills.....	39
ACC317 – Communication and Creative Arts Internship A .....	16	ACG706 – Designing for Web Environments .....	39
ACC318 – Communication and Creative Arts Internship B .....	17	ACG708 – Design Thinking and Problem Solving.....	40
ACC319 – Communication and Creative Arts Study Tour.....	18	ACG709 – Strategic Branding and Design .....	40
ACC320 – Communication Internship A: Placement.....	18	ACI101 – Analogue Photography .....	41
ACC321 – Communication Internship B: Career Development .....	19	ACI102 – Digital Photography .....	41
ACC700 – Communication and Creative Arts Internship .....	19	ACI201 – Alternative Imaging.....	42
ACC717 – Law, Media and Communication.....	20	ACI202 – Digital Imaging 2: Advanced .....	42
ACD101 – Introduction to Contemporary Dance Practice A.....	20	ACI203 – Darkroom Practices.....	43
ACD102 – Introduction to Contemporary Dance Practice B .....	20	ACI204 – Contemporary Documentary and Narrative Photography .....	43
ACD103 – Dance and Screens .....	21	ACI205 – Photographic Lighting 1: Natural and Artificial Lighting....	44
ACD104 – Exploring Dance Styles From Hip Hop to Bollywood.....	21	ACI301 – Experimental Photography and Creative Practice .....	44
ACD207 – Improvisation in Movement and Dance .....	21	ACI302 – Photographic Lighting 2: Studio Lighting .....	45
ACD208 – Dance Beyond the Studio.....	22	ACI303 – New Worlds: Intersections of Art and Science .....	45
ACD307 – Specialised Technique and Dance Performance .....	22	ACI304 – Folio and Professional Practice.....	46
ACD308 – Choreographic Research and Performance.....	23	ACI700 – Introduction to Digital Photography.....	46
		ACO410 – Communication Research Methods .....	47



ACO411 – Communication Concepts.....	47	ADA202 – Animation, Performance and Capture.....	73
ACO412 – Advanced Communication Research A.....	48	ADA203 – Interactive Animation Design Studio .....	74
ACO413 – Advanced Communication Research B.....	48	ADA204 – Advanced Motion Graphics .....	74
ACO414 – Advanced Communication Research C.....	49	ADD101 – Design Thinking.....	74
ACO415 – Advanced Communication Research D .....	49	ADD102 – Design Skills and Technologies 1 .....	75
ACP103 – Foundations of Acting and Performance .....	50	ADD103 – Design Skills and Technologies 2 .....	75
ACP109 – Improvisation: Principles in Action.....	50	ADD104 – Design Laboratory.....	76
ACP110 – Performance Laboratory.....	51	ADD201 – Designing User Experience .....	76
ACP205 – Performance, Image, Site .....	51	ADD202 – Design Strategies.....	76
ACP206 – Adaptation and Solo Performance .....	51	ADD203 – Professional Practice in Design .....	77
ACP207 – Practical Approaches to Dramatic Text .....	52	ADD301 – Collaborative Design Project.....	77
ACP208 – Theatre and Creative Technologies.....	52	ADD302 – Individual Design Portfolio .....	78
ACP210 – Performance Laboratory (B): Performance Composition.....	53	ADD303 – Design to Change the World.....	78
ACP281 – Page to Stage: Major Performance Project.....	53	ADH700 – Introduction to International and Community Development .....	78
ACP323 – Out of the Box: Theatre in Alternative Contexts.....	53	ADH701 – The Humanitarian World .....	79
ACP324 – Ensemble Performance: Dramaturgy and Devising (A) ....	54	ADH702 – Humanitarian – Development Nexus .....	79
ACP326 – Ensemble Performance: Dramaturgy and Devising (B) ....	54	ADH703 – Evidence and Decision Making in Humanitarian Action.....	80
ACP378 – Out of the Ether: Devised Theatre .....	55	ADH712 – Food Security .....	80
ACR101 – Introducing Crime and Criminology .....	55	ADH714 – Gender and Development .....	81
ACR102 – Introducing Crime and Criminal Justice .....	56	ADH716 – Humanitarian Settlement .....	81
ACR201 – Issues in Criminal Justice .....	56	ADH717 – Sustainability and Development.....	82
ACR202 – Criminology Theory .....	56	ADH724 – Disaster Risk Reduction and Management in Humanitarian Contexts.....	82
ACR203 – Crime, Victims and Justice.....	57	ADH733 – The Economic Development Record .....	83
ACR204 – Crime, Media and Justice .....	57	ADH790 – Research Project Capstone.....	83
ACR210 – Crime, Surveillance and Society .....	58	ADS701 – Introduction to International and Community Development .....	83
ACR211 – Crime Prevention and Security.....	58	ADS704 – Community Development Theory and Practice A .....	84
ACR212 – Crime, Surveillance and Technology .....	59	ADS705 – Participatory and Community Development Practice...	84
ACR213 – Crime, Terrorism and Security.....	59	ADS711 – Non-Government Organisations and other Development Actors.....	85
ACR301 – International and Comparative Criminal Justice.....	60	ADS715 – Cross Cultural Communication and Practice .....	85
ACR302 – Criminology Research .....	60	ADS720 – Arts and Sports-based Approaches to Community Development .....	86
ACR303 – Criminology Practicum .....	61	ADS721 – Policy and Advocacy in Development Contexts.....	86
ACV101 – Contemporary Art Practice: Body .....	61	ADS722 – Private Sector Development: Corporations, Social- Enterprise and Microfinance.....	87
ACV102 – Contemporary Art Practice: Space.....	62	ADS723 – The Development Project Cycle .....	87
ACV115 – Drawing and the Body in Visual Arts.....	62	ADS733 – The Economic Development Record.....	88
ACV205 – Contemporary Art Practice: Pluralism .....	63	ADS734 – Political Development Record .....	88
ACV206 – Contemporary Art Practice: Abstraction.....	63	ADS753 – International and Community Development Internship .....	88
ACV207 – Materialising the Image: Visual Art and Photography Since 1989.....	64	ADT201 – Digital Technologies Design Studio .....	89
ACV210 – Integrated Practice 1 .....	64	ADV101 – Drawing and Illustration .....	89
ACV212 – Digital Practices and the Visual Arts.....	65	ADV102 – Typography and Publication Design.....	90
ACV213 – Modelling and the Visual Arts .....	65	ADV201 – Web Design and Interactivity.....	90
ACV214 – Art and Technology.....	66	ADV202 – Branding Design .....	91
ACV307 – Contemporary Art Practice: Research .....	66	ADV203 – Visual Communication Design Studio.....	91
ACV310 – Integrated Practice 2 .....	67	AEI101 – Producing Entertainment.....	91
ACV311 – Visual Arts History and Theory in the Expanded Field....	67	AEI203 – Distributing Entertainment .....	92
ACV312 – Contemporary Art Practice: Production .....	68	AEI204 – Programming Entertainment.....	92
ACX701 – Communication Concepts .....	68	AER730 – Why Research Matters.....	92
ACX702 – Applied Research Methods for Communication.....	69	AGS101 – Sex and Gender: Ideas That Changed the World.....	93
ACX703 – Developing a Communication Research Project.....	69	AGS102 – Histories of Sex and Gender .....	94
ACX704 – Academic Research Project 1 .....	70	AGS200 – Cultural Studies of Sex and Gender .....	94
ACX705 – Academic Research Project 2 .....	70	AGS300 – Theories of Sex and Gender .....	95
ACX706 – Academic Research Project 3 .....	71	AHA716 – Humanitarian Settlement .....	95
ACX707 – Professional Research Project 1 .....	71		
ACX708 – Professional Research Project 2 .....	72		
ADA101 – Designing 3D Motion .....	72		
ADA102 – Designing 3D Environments.....	73		
ADA201 – Creating 3D Characters .....	73		

AHA721 – Dynamics and Dilemmas of the Humanitarian Sector ...	96	AIG103 – People and Place: An Introduction to Human Geography.....	119
AHA722 – Applied Humanitarian Assistance: From Theory to Practice .....	96	AIG211 – Geographies of Heritage and Tourism .....	120
AHA723 – Fundamentals of Humanitarian Management.....	97	AIG300 – Australian Urban Geography: National and International Perspectives.....	120
AHA724 – Disaster Risk Reduction and Management in Humanitarian Contexts.....	97	AIH107 – World History Between the Wars 1919–1939.....	121
AHA725 – Project and Financial Management in Humanitarian Contexts.....	98	AIH108 – The Cold War World: 1945–1991 .....	121
AHA726 – Humanitarian Assistance Internship.....	98	AIH205 – Sex and Gender in the British Empire.....	122
AHL701 – The Humanitarian World .....	99	AIH238 – Australia and the Two World Wars .....	122
AHL702 – Developing Humanitarian Leadership.....	99	AIH240 – History: Interpreting the Past.....	123
AHL703 – Leadership in Humanitarian Operations.....	100	AIH264 – The Holocaust.....	123
AHL704 – Demonstrating Strategic Leadership in Humanitarian Contexts.....	100	AIH267 – Conflict and Its Legacies in Modern Asia .....	123
AHL705 – Management of Humanitarian Health Programs .....	101	AIH276 – African American History From Slavery to Black Lives Matter .....	124
AIA105 – Visions of Australia: Time and Space From 1700 to 2010.....	102	AIH288 – Exploring Australia’s Indigenous Pasts.....	124
AIB151 – Arabic 1A.....	102	AIH326 – Australia’s Empire: Colonialism in Papua New Guinea.....	125
AIB152 – Arabic 1B.....	103	AIH389 – The French Revolution and the Struggle for Freedom.....	125
AIB251 – Arabic 2A.....	103	AIH399 – Making History.....	126
AIB252 – Arabic 2B.....	104	AIM703 – Introduction to Heritage Planning .....	126
AIB309 – Advanced Arabic Language Skills.....	104	AIM704 – Heritage, Development and Tourism in the Asia-Pacific Region .....	127
AIB310 – Introduction to Translation Skills .....	105	AIM705 – Conservation Management Planning .....	127
AIB351 – Arabic 3A.....	105	AIM708 – World Heritage and International Heritage Practice.....	128
AIB352 – Arabic 3B.....	106	AIM709 – Intangible Heritage .....	128
AIC181 – Chinese 1A .....	106	AIM714 – Cultural Landscapes.....	129
AIC182 – Chinese 1B.....	107	AIM715 – Virtual Heritage.....	129
AIC281 – Chinese 2A .....	107	AIM717 – Heritage in the Field .....	129
AIC282 – Chinese 2B.....	107	AIM718 – Cultural Heritage and Museums Studies Field School.....	130
AIC283 – Chinese 2C.....	108	AIM722 – Collections and Curatorship .....	130
AIC284 – Chinese 2D .....	108	AIM723 – Heritage Interpretation .....	131
AIC381 – Chinese 3A .....	108	AIM727 – Exhibitions.....	131
AIC382 – Chinese 3B.....	109	AIM733 – Applied Heritage Project .....	132
AIC383 – Chinese 3C.....	109	AIM734 – Understanding Significance.....	132
AIC384 – Chinese 3D.....	109	AIM735 – Leadership in Museums and Heritage Organisations.....	132
AIC385 – Chinese for Business Purposes A.....	110	AIM736 – Museums, Heritage and Society .....	133
AIC386 – Chinese for Business Purposes B.....	110	AIP107 – Introduction to Politics.....	133
AIC387 – Advanced Chinese for Business Purposes C.....	110	AIP116 – Visions and Values in Politics .....	134
AIC389 – Advanced Chinese for Business Purposes D.....	111	AIP208 – Government and Politics of the United States.....	134
AIE153 – Historical Foundations of the Middle East .....	111	AIP209 – Asylum Challenges in Australia and Asia.....	135
AIE154 – Modern Middle East Politics.....	111	AIP211 – Politics of Development.....	135
AIE255 – Issues in Middle East Politics .....	112	AIP230 – Understanding Public Policy .....	136
AIE334 – China: From Empire to Republic.....	112	AIP243 – Europe’s Political Transformation .....	136
AIE335 – Modern China: Liberation, Cultural Revolution and Reform .....	112	AIP245 – Environmental Politics .....	137
AIE364 – The Arab-Israeli Conflict.....	113	AIP247 – Media and Politics: Campaign Strategies .....	137
AIE365 – Middle East Study Tour .....	113	AIP300 – Democracy and Dissent .....	137
AIF142 – Conversational Indonesian B .....	114	AIP301 – Political Parties and Social Movements.....	138
AIF145 – Conversational Indonesian.....	114	AIP703 – Political Values and Public Policy .....	138
AIF146 – The Language, Culture and People of Indonesia .....	115	AIP704 – Making Policy .....	139
AIF241 – Formal and Informal Indonesian A .....	115	AIP740 – Policy Lessons From Overseas .....	139
AIF242 – Formal and Informal Indonesian B .....	116	AIP746 – Challenges to Democratic Governance .....	140
AIF320 – Indonesian Society Through Literature .....	116	AIP748 – Intergovernmental Relations .....	140
AIF321 – Contemporary Issues in Indonesia .....	117	AIP773 – Governance and Accountability .....	140
AIF341 – Professional and Academic Indonesian A.....	117	AIP780 – Managing Public Expenditure.....	141
AIF342 – Professional and Academic Indonesian B.....	118	AIP781 – Political Communication.....	141
AIF345 – Indonesian for Business Purposes .....	118	AIP782 – Engaging for Change .....	141
AIF354 – History and Development of the Indonesian Language... ..	119	AIP783 – Rethinking Democracy.....	142
		AIP785 – Political Competition.....	142
		AIR101 – World in Crisis .....	143

AIR102 – War, Terrorism and Humanitarian Responses.....	143	ALC202 – Advertising: Desire, Consumption and the Attention Economy .....	168
AIR200 – Global Capitalism and Power.....	143	ALC215 – Global Media .....	169
AIR202 – Australia and the Changing Asia-Pacific .....	144	ALC302 – Digital Media Entrepreneurship .....	169
AIR203 – Human Rights in World Politics .....	144	ALC304 – The Celebrity Industries: Star Images, Fan Cultures and Performance .....	170
AIR204 – Great Power Relations .....	145	ALC305 – Media Ecologies .....	170
AIR242 – Key Concepts in International Relations .....	145	ALC701 – Social Media Principles and Practices .....	171
AIR292 – Study Tour: America and the International System .....	146	ALC702 – Making Online Communities .....	171
AIR348 – Activists Beyond Borders .....	146	ALC703 – Digital Curation.....	172
AIR349 – Diplomacy and the United Nations .....	147	ALC708 – Blogging and Online Communication Techniques .....	172
AIR701 – China and the World.....	147	ALJ111 – News Reporting 1 .....	173
AIR707 – The United Nations and International Organisation.....	148	ALJ112 – News Reporting 2 .....	173
AIR712 – Australian Foreign Policy.....	148	ALJ216 – Feature Writing.....	173
AIR717 – International Conflict Analysis.....	148	ALJ218 – Audio Journalism .....	174
AIR720 – Transnational Activism and Policy .....	149	ALJ220 – Journalism in Society .....	174
AIR726 – Human Rights in World Politics .....	149	ALJ221 – Video Journalism .....	175
AIR728 – Global Political Economy .....	150	ALJ304 – Local Journalism .....	175
AIR729 – Human Security in Global Politics.....	150	ALJ313 – Journalism Law and Ethics.....	175
AIR732 – Terrorism in International Politics .....	150	ALJ330 – News Production 1.....	176
AIR742 – International Relations Theory .....	151	ALJ331 – News Production 2.....	176
AIR747 – Contemporary International Politics .....	151	ALJ710 – Multimedia Journalism .....	177
AIR748 – Security and Strategy.....	152	ALJ712 – Broadcast Journalism .....	177
AIR753 – Regionalism in International Politics .....	152	ALJ721 – International News.....	177
AIR790 – International Relations Internship.....	153	ALJ722 – Investigative and Narrative Journalism .....	178
AIS101 – Intercultural Communication.....	153	ALJ728 – Feature Writing .....	178
AIS201 – International Studies @ Work .....	154	ALJ729 – Newsroom Practice.....	179
AIS203 – Immersion Program: Japanese Politics, Society and Culture .....	154	ALL101 – The Stories We Tell: Inventing Selves and Others.....	179
AIS204 – Gender, Globalisation and Development .....	155	ALL102 – From Horror to Romance: Genre and Its Revisions.....	180
AIS303 – International Studies Capstone Portfolio .....	155	ALL153 – Literature for Children and Young Adults.....	180
AIS330 – International Internship A .....	156	ALL154 – Power Politics and Texts for Young People.....	181
AIS331 – International Internship B .....	156	ALL202 – Writing Modern Worlds .....	181
AIX117 – Professional Writing for Work .....	157	ALL228 – The Golden Age in Children’s Literature .....	181
AIX160 – Introduction to University Study .....	157	ALL230 – Re-Imagining Literature for Young People .....	182
AIX290 – Australia Today: An Introduction to Australia .....	158	ALL255 – Fantasy Literature .....	182
AIX493 – Honours Research Design .....	158	ALL256 – Gender, Sex and Literature .....	183
AIX494 – Honours Thesis Presentation.....	158	ALL260 – Australian Literature .....	183
AIX495 – Honours Thesis A .....	159	ALL275 – Shakespeare Today .....	184
AIX496 – Honours Thesis B.....	159	ALL301 – Global Literatures: Literary Interventions in the Present Situation .....	184
AIX497 – Honours Theory and Debates in the Discipline.....	159	ALL326 – Gender, Sexuality and Texts for Young People .....	185
AIX499 – Honours, Reading in the Discipline.....	160	ALL350 – Children’s literature around the world.....	185
AIX701 – Research Project .....	160	ALL375 – Shakespeare: Six Plays, Six Worlds .....	185
AIX702 – Dissertation A.....	161	ALL376 – Classics and Trash .....	186
AIX703 – Dissertation B .....	161	ALL381 – Reading the End of Nature .....	186
AIX704 – Research Paper A .....	162	ALL701 – Retelling Myths and Tales: Classic to Contemporary....	187
AIX705 – Research Paper B .....	162	ALL702 – Criticism of Literature for Children: A Variety of Approaches .....	187
AIX706 – Research Design.....	163	ALL705 – Vision and Revision: Short Stories Now .....	188
AIX707 – Qualitative Research .....	163	ALL706 – Historical Fiction .....	188
AIX708 – Quantitative Research.....	164	ALL708 – The Picture Book: Reading and Writing .....	189
ALA101 – Advertising Principles and Practices.....	164	ALL721 – Writing Fiction for Young Adults .....	189
ALA102 – Creative Brand Communication .....	165	ALL722 – Texts for Young Adults .....	189
ALA201 – Art Direction and Visualisation .....	165	ALL727 – Sex, the Body, and American Poetry .....	190
ALA202 – Copywriting and Ideation .....	166	ALL728 – Literary Narratives .....	190
ALA203 – Integrated Communication.....	166	ALL743 – Foundations in Narrative Theory .....	190
ALA301 – Creative Advertising Campaigns .....	167	ALL784 – Writing and Film .....	191
ALA302 – Transmedia Storytelling .....	167	ALM101 – Making Social Media.....	191
ALC104 – Media Genres: Negotiating Textual Forms and Pleasures.....	168		

ALM102 – Making Video .....	192	ALX722 – Masters Research Project A .....	215
ALM202 – Quantified Media .....	192	ALX723 – Masters Research Project B .....	216
ALR103 – Introduction to Public Relations .....	193	ALX724 – Masters Research Project C .....	216
ALR104 – Strategic Communication and Writing .....	193	ALX725 – Masters Research Project D .....	217
ALR210 – Media Relations Strategy .....	194	ALX726 – Masters Research Theory A .....	217
ALR276 – Ethical Communication and Citizenship .....	194	ALX727 – Masters Research Theory B .....	217
ALR279 – Public Relations Management .....	195	AMC204 – 3D Character Animation .....	218
ALR300 – Public Relations Campaigns and Practice .....	195	AMC228 – Building 3D Objects and Worlds .....	218
ALR311 – Communication Management in Asia .....	196	AMC300 – Pre-Production and Project Pitch .....	218
ALR383 – Lobbying, Advocacy and Public Opinion .....	196	AMC327 – Designing Animated Worlds .....	219
ALR700 – Public Relations Campaigns .....	197	AMC339 – Documentary Animation .....	219
ALR701 – Public Relations Writing and Tactics .....	197	AMC340 – Major Creative Project .....	220
ALR703 – Digital Marketing .....	197	APE101 – Create Your Own Career .....	220
ALR704 – Reputation Management: Crisis, Risk and Responsibility .....	198	APE201 – Individual Professional Project .....	221
ALR710 – Marketing Communication .....	198	APE202 – Team Professional Project .....	221
ALR718 – Public Relations, Activism and Social Change .....	198	APE301 – Professional Practice Internship .....	222
ALR731 – Public Relations Theory and Practice .....	199	ASC101 – Introduction to Sociology A .....	222
ALR733 – Advertising Theory and Practice .....	199	ASC102 – Introduction to Sociology B .....	223
ALR782 – Public Affairs and Opinion Formation .....	200	ASC206 – Sociology of Health .....	223
ALS100 – Spanish 1A .....	200	ASC210 – Youth Culture and Identity .....	223
ALS150 – Spanish 1B .....	201	ASC211 – Religion and Social Change .....	224
ALS200 – Spanish 2A .....	201	ASC233 – International Migration and Multicultural Societies .....	224
ALS225 – Introduction to the Spanish-Speaking World .....	202	ASC250 – Contemporary Social Research .....	225
ALS250 – Spanish 2B .....	202	ASC287 – Love, Sex and Relationships .....	225
ALS300 – Intermediate Spanish 3A .....	202	ASC304 – Culture and Control: Boundaries and Identities .....	226
ALS325 – Cultures of Resistance in the Spanish-Speaking World .....	203	ASC308 – Social Theory Rewired: Power, Passion and Post Humanism .....	226
ALS350 – Advanced Spanish 3B .....	203	ASC320 – Sex, Crime and Justice in An Electronic Age .....	227
ALS360 – Selected Topics in Spanish .....	204	ASC346 – Media, Stories and Power .....	227
ALS370 – Advanced Topics in Spanish .....	204	ASP109 – Freedom and Power: Existentialism and Beyond .....	228
ALW101 – Writer’s Toolkit: Craft and Creativity .....	205	ASP129 – Love, Sex and Death .....	228
ALW102 – Writing Spaces: Paradigms and Provocations .....	205	ASP208 – Introduction to Logical Reasoning .....	228
ALW205 – The Role of the Editor .....	206	ASP210 – Plato and Nietzsche .....	229
ALW223 – The Lyric Essay: Playing with Ideas .....	206	ASP214 – Justice and Equality .....	229
ALW225 – Designing Fictions .....	206	ASP215 – Philosophy, Happiness, and the Good Life .....	229
ALW227 – Scriptwriting: Character, Event, Consequence .....	207	ASP216 – Ethics in Global Society .....	230
ALW242 – Poetry: Events in Language .....	207	ASP224 – Freud and Philosophy .....	230
ALW251 – Writing for Games: Designing Quests and Characters .....	208	ASP227 – Philosophies of Religion: Western, Asian, and Contemporary Inquiries .....	231
ALW252 – Writing for Young People .....	208	ASP228 – Philosophy, Art, Film .....	231
ALW394 – Studio Writing Project .....	209	ASP263 – Buddhist Studies in India .....	231
ALW395 – Experimental Writing Lab .....	209	ASP309 – 20th Century French Philosophy .....	232
ALW396 – Producing Digital Anthologies: From Concept to Publication .....	209	ASP326 – Language and Reality .....	232
ALW725 – Writing Manifestos .....	210	ASR100 – World Religions .....	233
ALW730 – Creative Nonfiction: the Personal Essay .....	210	ASR200 – Religion, Spirituality and Popular Culture .....	233
ALW732 – Fiction Writing: Story, Structure and Starting Out .....	211	ASR205 – Mindfulness, Meditation, and Buddhism .....	233
ALW734 – Script Writing .....	211	ASR206 – Gender and Sexuality in Islam .....	234
ALW736 – Experiments in Writing .....	211	ASR207 – Tibetan Buddhism .....	234
ALW738 – Editing .....	212	ASR208 – Contemporary Islam .....	235
ALW739 – Publishing .....	212	ASR300 – Religion, Rights and Governance .....	235
ALW740 – Foundations in Professional and Creative Writing .....	212	ASS101 – Peoples of the World .....	236
ALX420 – Honours Research Project A .....	213	ASS102 – Culture and Communication .....	236
ALX421 – Honours Research Project B .....	214	ASS203 – Being Human (With the Nonhuman) .....	237
ALX422 – Honours Research Project C .....	214	ASS204 – Urban Spaces, Global Places .....	237
ALX423 – Honours Research Project D .....	214	ASS205 – Anthropology of Poverty and Development .....	238
ALX705 – Critical and Creative Research Methods .....	215	ASS206 – Medical Anthropology .....	238
ALX720 – Minor Research Project .....	215	ASS233 – Myth and Ritual .....	239
		ASS234 – Environmental Anthropology .....	239



ASS329 – Anthropology of Crime and Violence .....	240	ECE491 – Perspectives of Management and Leadership .....	267
ASS330 – Cyborg Anthropology .....	240	ECE761 – Early Childhood Pedagogy, Curricula and Programmes .....	267
ASS705 – Anthropology of Poverty and Development.....	241	ECE762 – Language and Literacy .....	268
ASS706 – Poverty, Health and Illness.....	241	ECE763 – Science and Environmental Awareness.....	268
AST205 – Sport, Bodies, Action! .....	242	ECE764 – Young Children’s Mathematics .....	268
AST256 – Sport in History.....	242	ECL226 – Professional Teaching Practice and Child Study (Birth to 3 Years) .....	269
EAA301 – Personalising Learning: a Transdisciplinary Approach ...	242	ECL305 – Professional Experience (3–6 Years) .....	269
EAD110 – Communication Skills for Study and Work.....	243	ECL320 – Science and Design Technology.....	270
EAD111 – Digital Literacy: Finding, Evaluating and Interpreting Information .....	243	ECL330 – Multiliterate Learners in Early Years and School Environments.....	270
EAD112 – Critical Thinking and Problem Solving: Using Analysis to Develop Solutions .....	244	ECL350 – Transition Case Study .....	270
EAD113 – Teamwork: Working Constructively with Others.....	244	ECL390 – Management and Leadership.....	271
ECA100 – Engaging and Exploring Arts Education.....	245	ECL210 – Multiliterate Learners in Early Years Environments.....	271
ECA210 – Music Studies: Earth, Wind and Fire .....	245	ECL306 – Teaching and Learning Languages in Primary Contexts.....	272
ECA304 – Arts Education Specialisation Study .....	246	ECL307 – Introduction to the International Baccalaureate Primary Years Programme (IBPYP) .....	272
ECA431 – Arts Education Discipline Study 1.....	246	ECL310 – Multiliterate Learners in Middle Years Environments ...	273
ECA432 – Arts Education Discipline Study 2.....	247	ECL350 – Teaching EAL/D Students .....	273
ECA433 – Arts Education Discipline Study 3.....	247	ECL351 – Diversity, Language and Literacy .....	274
ECA434 – Arts Education Discipline Study 4.....	248	ECL410 – Literacy Teacher – Researchers in New Times.....	274
ECA435 – Arts Education Discipline Study 5.....	249	ECL461 – English Education A .....	275
ECA436 – Arts Education Discipline Study 6.....	249	ECL462 – English Education B .....	275
ECA731 – Arts Education Curriculum Study 1 .....	250	ECL761 – English Education A .....	276
ECA732 – Arts Education Curriculum Study 2 .....	251	ECL762 – English Education B .....	276
ECA733 – Arts Education Curriculum Study 3 .....	251	ECM710 – An Inquiry Based Approach to Leading with Data and Evidence .....	277
ECA734 – Arts Education Curriculum Study 4 .....	252	ECM711 – Education Governance and Policy.....	277
ECA735 – Arts Education Curriculum Study 5 .....	253	ECM712 – Education Leadership in Changing Times .....	278
ECA736 – Arts Education Curriculum Study 6 .....	253	ECM713 – Education Leadership Development and Capacity Building .....	278
ECB704 – Commerce and Business Studies Curriculum Study B ...	254	ECN704 – Applied Learning: Theories and Practice .....	279
ECE110 – Child Development 1.....	254	ECN720 – Youth Cultures and Learning Pathways.....	279
ECE111 – Curriculum 1: Pedagogies and Play .....	255	ECN721 – Introduction to Teaching: Middle Years.....	280
ECE112 – Curriculum 2: Planning and Assessment for Teaching and Learning.....	255	ECN722 – Assessment Frameworks and Equity in the Workplace.....	280
ECE116 – Promoting Health, Wellbeing and Nutrition .....	256	ECN723 – Middle Years Teaching Strategies (Years 5–9).....	281
ECE120 – Contemporary Perspectives of Education .....	256	ECN724 – Later Years Teaching Strategies (Years 10–12).....	281
ECE130 – Partnerships with Families and Communities.....	257	ECN725 – Teaching Strategies for Vocational Pathways.....	282
ECE140 – Creative Arts 1: Young Children and the Arts.....	257	ECN726 – Teaching Literacy and Numeracy .....	282
ECE211 – Mathematical Learning in the Early Years .....	258	ECN727 – Working with Data for School Improvement.....	283
ECE212 – Curriculum 3: Planning and Assessment for Teaching and Learning.....	258	ECN728 – Indigenous Students and Cultural Diversity.....	283
ECE216 – Children’s Health, Wellbeing and Physical Education ...	259	ECN729 – Teaching Aboriginal and Torres Strait Islander Students.....	284
ECE220 – Science 1: Science and Environmental Awareness for Young Children .....	259	ECN730 – Introduction to Teaching: Later Years .....	285
ECE230 – Language and Literacy Development in Early Childhood.....	260	ECN731 – Becoming a Teacher in the 21st Century: From Novice to Graduate.....	285
ECE241 – Creative Arts 2: Music and Visual Arts.....	260	ECP128 – Professional Knowledge (0–2 Years).....	286
ECE312 – Lifespan Development .....	261	ECP227 – Professional Practice 1 (3–5 Years).....	286
ECE320 – Science 2: Science and Design Technology .....	261	ECP228 – Professional Practice 2 (3–5 Years).....	287
ECE330 – Multiliterate Learners in Early Years and School Environments.....	262	ECP303 – Child Protection.....	287
ECE340 – Creative Learning Through the Arts.....	262	ECP327 – Professional Engagement 1 (Primary School 1) .....	288
ECE345 – Integrated Science and Technology Education.....	263	ECP400 – Building Leadership Capacity in the School and Wider Community .....	288
ECE360 – Protective Education and Child Well-Being.....	263	ECP410 – Professional Teaching Practice and Child Study (0–3 Years) .....	289
ECE370 – Guiding Engaged, Resilient Learners .....	264	ECP427 – Professional Engagement 2 (Primary School 2) .....	289
ECE404 – Inclusive Education for Young Children .....	264		
ECE420 – Supporting Children Making Transitions .....	265		
ECE430 – Teacher as Researcher .....	266		
ECE455 – Effective Primary Mathematics Learning.....	266		

ECP703 – Child Protection.....	290	EEH301 – Nutrition, Growth and Development for Health Educators .....	315
ECP711 – Creativity and the Arts in Childhood .....	291	EEH302 – Health and Physical Education in the Curriculum.....	316
ECP712 – Social, Physical and Emotional Health and Wellbeing....	291	EEH315 – Teaching Sexuality and Relationship Education .....	316
ECS471 – History and Humanities: Curriculum Study A.....	292	EEH401 – Professional Issues in Health and Physical Education...	317
ECS472 – History and Humanities: Curriculum Study B.....	293	EEH403 – Inclusivity and Diversity in HPE Movement Contexts ...	318
EDE798 – Cloud and Online Learning Practice .....	293	EEH404 – Health: a Family and Community Focus.....	318
EDU101 – Education, Knowledge and Society.....	294	EEH405 – Senior Physical Education: Curriculum Study .....	319
EDU102 – From Aristotle to ATARS: the History, Philosophy and Future of Education.....	294	EEH406 – Home Economics: Curriculum Study A .....	319
EDU201 – Educational Psychology.....	295	EEH407 – Home Economics: Curriculum Study B .....	320
EDU202 – Educators and Learners.....	295	EEH455 – Approaches to Teaching Health and Physical Education .....	320
EDU203 – Literacy, Numeracy and Education .....	295	EEH531 – Promoting Student Wellbeing .....	321
EDU301 – Culture, Diversity and Participation in Education.....	296	EEH730 – Promoting Student Wellbeing .....	321
EDU302 – Education and Humanitarian Development .....	296	EEL202 – Communication and Diverse Learners.....	322
EDU303 – Education, Communication and Technology.....	297	EEL301 – Personalising Learning: a Transdisciplinary Approach ..	322
EDX478 – Theory in Education Research .....	297	EEL302 – Role of Multimodal Therapies in Special Education.....	323
EDX479 – Independent Reading Study .....	297	EEL322 – Teaching the Learner with Special Needs in the General Education Classroom .....	323
EDX701 – Research Design Development and Method .....	298	EEL700 – Practicum Case Study.....	323
EDX703 – Research Paper A.....	298	EEL703 – Personalised Program Planning .....	324
EDX704 – Research Paper B .....	299	EEL704 – Advanced Inclusive Practice.....	325
EDX705 – Minor Thesis A .....	299	EEL705 – Practicum: Specialist Inclusive Education.....	325
EDX706 – Minor Thesis B .....	300	EEL714 – Individualised Program Planning .....	326
EDX707 – Independent Research Project for Professional Practice .....	300	EEL715 – Effective Classroom Management: Positive Learning Environments.....	326
EDX712 – Theory and Methodology in Education Research.....	301	EEL716 – Practicum: Special Educational Needs.....	327
EEA211 – Navigating the Visual World.....	301	EEL201 – Literacy Across the Curriculum .....	328
EEA311 – Primary Arts Education: Focussed Study.....	302	EEL702 – New and Traditional Literacies and Diverse Student Needs .....	328
EEA411 – Primary Arts Education: Focussed Study.....	302	EEM401 – Numeracy Across the Curriculum .....	329
EEC381 – Classroom and Behaviour Management .....	303	EEO211 – Humanities Education in the 3–6 Primary Levels .....	329
EEE308 – Curriculum, Assessment and Reporting: Primary .....	303	EEO301 – Sustainability, Inquiry and Action – a Humanities Perspective.....	330
EEE401 – Professional Relationships.....	304	EEO311 – Learners Living in Their World: Humanities Perspectives .....	330
EEE402 – Transition to Beginning Teaching .....	304	EEO320 – Humanities Education Across the Primary Levels.....	331
EEE726 – Digital Learning, Design and Assessment .....	305	EEO410 – Learners Inquiring in and About Their World: Human Disciplines .....	331
EEE730 – Contextualising Learning and Teaching in Higher Education .....	305	EEP202 – Primary School Experience 2 .....	332
EEE731 – Designing, Teaching and Assessing Higher Education Programs.....	305	EEP301 – Primary School Experience 3 .....	332
EEE732 – HDR Supervision .....	306	EEP302 – Primary School Experience 4 .....	332
EEE733 – The Scholarship of Learning and Teaching .....	306	EEP401 – Primary School Experience 5 .....	332
EEE751 – Teaching: Promoting Successful Learning .....	307	EEP402 – Primary School Experience 6 .....	333
EEE752 – Planning and Assessment with Diverse Learners.....	307	EEP403 – Primary School Experience 7 .....	333
EEE753 – Becoming a Professional Educator .....	308	EES245 – Primary Science Education 1.....	333
EEG302 – Place, Culture and Teaching in a Global Context .....	308	EES300 – Science, Technology, Engineering and Mathematics (STEM) Education .....	334
EEG402 – Teaching in a Global World.....	309	EES301 – Digital Technologies: Programming and Robotics .....	334
EEG701 – Contemporary Issues in International Education .....	309	EES345 – Primary Science Education 1.....	335
EEG702 – Professional Learning Theory and Practice in International Education.....	310	EES440 – Primary Science Education 2.....	335
EEG703 – Governance and Capacity Building in International Education.....	310	EHI701 – History A.....	336
EEG704 – Internationalising Curriculum in Education .....	311	EHI702 – History B.....	336
EEH101 – Health and Physical Education Studies .....	311	EHU701 – Humanities Societies and Environments A.....	337
EEH102 – The Art and Science of Movement.....	312	EHU702 – Humanities Societies and Environments B.....	337
EEH103 – Foundations of Sport and Exercise Pedagogy and Practice .....	312	EIE701 – Personalising Learning.....	338
EEH116 – Primary Physical Education.....	313	EIE702 – Teaching and Learning in the Inclusive Classroom.....	338
EEH202 – Youth Health and Student Wellbeing .....	314	EIE703 – Designing Engagement for Learning.....	339
EEH203 – Sport and Exercise Practice .....	314	EIE704 – Supporting Communication in Inclusive Classrooms ....	339
EEH217 – Student Health and Wellbeing .....	315		

ELL101 – Language: Speech and Sounds .....	340	ESM303 – Primary Mathematics Lesson Study .....	370
ELL102 – Language: Words and Structure .....	340	ESM310 – Teachers and Mathematics: Creating An Effective Classroom.....	370
ELN010 – Australian Literacy Test .....	341	ESM410 – Professional Practice and Mathematics: Designing an Inclusive Program .....	371
ELN011 – Australian Numeracy Test .....	341	ESM424 – Mathematics: Curriculum Study.....	372
ELT700 – Education Business Planning and Capacity Building .....	342	ESM425 – Senior Mathematics: Curriculum Study .....	372
ELT701 – Governance in Education.....	342	ESM701 – Teaching Mathematics Successfully .....	373
ELT702 – Leading Strategy and Change in Education .....	342	ESM704 – Problem Solving and Modelling.....	373
ELT703 – Understanding Funding and Finance for Educational Outcomes .....	343	ESM724 – Mathematics: Curriculum Study.....	374
ELT711 – Theories and Models of Leadership: Introduction .....	343	ESM725 – Senior Mathematics: Curriculum Study .....	374
ELT712 – Leadership Communities of Learners.....	344	ESM733 – Exploring Space and Number .....	375
ELT713 – Researching the Leadership of Teaching.....	344	ESP202 – Senior Psychology A: Curriculum Study .....	375
ELT714 – Leadership of Teaching Profile.....	345	ESP203 – Senior Psychology B: Curriculum Study .....	376
EPL746 – Primary Literacy.....	345	ESP701 – Education and Development of Exceptional Learners....	376
EPM742 – Fostering Primary Children’s Mathematical Development .....	346	ESP705 – Psychology Curriculum Study 1.....	377
EPO701 – Primary Humanities, Societies and Environments .....	346	ESP706 – Psychology Curriculum Study 2.....	377
EPP101 – Teacher-Learner Identity.....	347	ESP707 – Psychology in Education .....	378
EPP102 – Learning-Teaching Communities .....	347	ESS412 – Science Experiments You Can Eat .....	378
EPP203 – Professional Experience in Health and Physical Education: Curriculum Study A .....	348	ESS415 – Resources in the Contemporary Science Curriculum...	379
EPP204 – Understanding Learning, Learners and Classroom Relationships.....	348	ESS439 – Issues in Science and Environmental Education .....	379
EPP207 – Pedagogy .....	349	ESS441 – Environmental Science and Society: Curriculum Study .....	380
EPP303 – Health and Physical Education: Curriculum Study B ....	349	ESS442 – Senior Environmental Science: Curriculum Study .....	380
EPP304 – Ways of Knowing Children and Adolescents .....	350	ESS444 – Science: Curriculum Study.....	381
EPP305 – Policy, Schooling and Society .....	350	ESS467 – Senior Biology: Curriculum Study.....	381
EPP401 – Curriculum Assessment and Policy in Contemporary Schooling.....	351	ESS741 – Science and Environmental Sustainability: Curriculum Study (Years 7–10).....	382
EPP405 – Professional Identity and Curriculum Work .....	351	ESS742 – Senior Environmental Science: Curriculum Study .....	382
EPP406 – Professional Identity and Curriculum Work .....	352	ESS744 – Science: Curriculum Study.....	383
EPR704 – Internship .....	353	ESS745 – Senior Physics Curriculum Study .....	383
EPR711 – Planning for Learning in Professional Experience .....	353	ESS755 – Resources in the Contemporary Science Curriculum...	384
EPR712 – Managing Teaching in Professional Experience .....	354	ESS767 – Senior Biology: Curriculum Study.....	384
EPR713 – Reflecting On Practice in Professional Experience .....	355	ESS768 – Curriculum Studies (Senior Chemistry).....	385
EPR721 – Planning for Learning in Professional Experience .....	356	EST400 – Primary Technology Education: Creativity and Design ...	385
EPR722 – Managing Teaching in Professional Experience .....	357	ETL700 – Pedagogy for EAL Classrooms .....	386
EPR723 – Reflecting On Practice in Professional Experience .....	358	ETL701 – TESOL Method .....	386
EPR731 – Planning for Learning in Professional Experience .....	359	ETL702 – Linguistics for Second Language Teachers .....	387
EPR732 – Managing Teaching in Professional Experience .....	360	ETL703 – Intercultural Communication in Language Classrooms ...	387
EPR733 – Reflecting On Practice in Professional Experience .....	361	ETL704 – Innovation in Language Curriculum .....	388
EPR741 – Planning for Learning in Professional Experience .....	362	ETL705 – Pedagogic Grammar .....	388
EPR743 – Reflecting On Practice in Professional Experience .....	363	ETL706 – Reflective Practice in EAL and Languages Classrooms....	389
EPR753 – Reflecting On Practice in Professional Experience .....	364	ETL708 – Language Teaching in Practice .....	389
EPS735 – Primary Science and Technology Education .....	365	ETL709 – Multilingualism and Multilingual Education in Global Contexts.....	390
ESH402 – Health Education: Curriculum Study .....	365	ETL710 – Teaching and Learning in Languages Classrooms.....	390
ESH403 – Senior Health and Human Development: Curriculum Study .....	366	ETL711 – Learning An Additional Language .....	391
ESH702 – Health Education: Curriculum Study .....	366	ETL712 – Discourse Analysis for Language Teaching.....	391
ESH703 – Senior Health and Human Development: Curriculum Study .....	367	ETL713 – Learning Global English in Diverse Social Contexts .....	392
ESJ457 – Studies in Curriculum (LOTE A).....	367	ETL714 – Language Testing and Assessment.....	392
ESJ458 – Studies in Curriculum (LOTE B).....	367	ETL715 – Internationalising the Curriculum .....	393
ESJ459 – Studies in Curriculum TESOL A .....	368	ETL716 – CLIL Pedagogy .....	393
ESJ460 – Studies in Curriculum (Senior Chemistry or TESOL B) ...	368	ETM701 – Knowledge, Learning and Learners in STEM.....	394
ESM211 – Children and Mathematics: Developing Mathematical Concepts .....	369	ETM702 – Designing Contemporary STEM education programs...	394
ESM215 – Problem Solving, Modelling and Mathematical Applications .....	369	ETM703 – Researching your practice as a STEM Educator and Leader .....	395
		ETM704 – Supporting and Leading Development of Communities of STEM Practice .....	395

ETP101 – Perspectives On Learning and Teachers’ Work .....	396
ETP102 – Social Contexts of Education .....	396
ETP200 – Classroom Relationships .....	397
ETP300 – Educating Students with Additional Needs .....	397
ETP303 – Curriculum and Pedagogy .....	398
ETP400 – Assessment: Ways of Knowing Learners .....	398
ETP401 – Assessment: Ways of Knowing Learners .....	399
ETP402 – University-To-Work Transition .....	399
ETP403 – University-To-Work Transition .....	400
ETS301 – Pedagogy – Middle Years (7–10) .....	401
ETS302 – Curriculum Inquiry – Middle Years (7–10) .....	401
EXC425 – Literacy and Numeracy Across the Curriculum .....	402
EXC440 – Teaching for Diversity .....	402
EXC725 – Literacy and Numeracy Across the Curriculum .....	403
EXE723 – Curriculum and Assessment Design .....	403
EXE731 – Professional Learning and Development .....	404
EXE732 – Social Justice and Difference .....	405
EXE734 – New Technologies in Education and Training .....	405

## Faculty of Health

HAI010 – Academic Integrity .....	411
HBS107 – Understanding Health .....	411
HBS108 – Health Information and Data .....	412
HBS109 – Human Structure and Function .....	412
HBS110 – Health Behaviour .....	413
HBS300 – Ethics: Frameworks and Decisions .....	414
HBS340 – Interdisciplinary Health Study Tour .....	414
HBS345 – Collaborative Practice in Healthcare .....	415
HBS400 – Research Methods .....	415
HBS745 – Collaborative Practice in Healthcare .....	416
HDS101 – Communication and Diversity .....	416
HDS106 – Diversity, Disability and Social Inclusion .....	417
HDS209 – Inclusive Services .....	417
HDS210 – Diversity At Work .....	418
HDS301 – The Inclusive Practitioner .....	418
HDS310 – Human Rights and Advocacy .....	419
HDS730 – Disability and Inclusion: Contemporary Theory and Lived Experience .....	419
HDS731 – Planning for Inclusion Across the Life Course .....	419
HDS732 – Determinants of Health and Wellbeing in the Lives of People with Disability .....	420
HDS733 – Community Capacity Building – Theory and Practice for Inclusion .....	420
HDS734 – Inclusive Design and Technology .....	421
HDS735 – Inclusive Engagement: Advocacy and Participation .....	421
HDS736 – Disability Research – Inclusive Approaches .....	422
HME401 – Medicine 4A .....	422
HME402 – Medicine 4B .....	425
HME703 – Clinical Leadership 3: Clinicians Consumers and Their System .....	426
HME704 – Fundamentals of Health Informatics .....	427
HME705 – Hospital Financing .....	427
HME706 – Fundamentals of Digital Health in Hospitals .....	428
HME707 – Hospital Operations .....	428
HME710 – Health Management Practicum .....	429
HME711 – Health Law and Ethics .....	430
HME712 – Healthcare Operations .....	430
HME713 – Clinical Governance .....	431

HME714 – Hospital Clinical Governance .....	431
HME803 – Clinical Anatomy Investigation .....	432
HME805 – Research Project in Surgery .....	432
HME806 – Research Project in Surgery .....	433
HME807 – Research Project in Surgery .....	434
HME911 – Medicine 1A .....	434
HME912 – Medicine 1B .....	435
HME921 – Medicine 2A .....	436
HME922 – Medicine 2B .....	437
HME931 – Medicine 3A .....	437
HME932 – Medicine 3B .....	439
HME941 – Medicine 4A .....	440
HME942 – Medicine 4B .....	440
HMF701 – Agricultural Health and Medicine .....	441
HMF702 – Healthy and Sustainable Agricultural Communities .....	442
HMH401 – Developing Research Skills .....	442
HMH402 – Honours Research Project .....	443
HMH800 – Research Design .....	443
HMH810 – Research Communication .....	443
HMH811 – Research Interpretation and Integrity .....	444
HMH812 – Research Thesis .....	444
HMH813 – Research Thesis .....	445
HMH900 – Research Design .....	445
HMI101 – Medical Radiation Science 1 .....	445
HMI102 – Foundation Principles and Application of Medical Imaging 1 .....	446
HMI103 – Medical Imaging Practice 1 .....	447
HMI104 – Foundation Principles and Application of Medical Imaging 2 .....	448
HMI105 – Medical Imaging Practice 2 .....	448
HMI201 – Medical Radiation Science 2 .....	449
HMI202 – Foundation Principles and Application of Medical Imaging 3 .....	450
HMI203 – Medical Imaging Practice 3 .....	450
HMI204 – Foundation Principles and Application of Medical Imaging 4 .....	451
HMI205 – Medical Imaging Practice 4 .....	452
HMI301 – Principles of Advanced Modality Imaging 1 .....	452
HMI302 – Medical Imaging Practice 5 .....	453
HMI303 – Principles of Advanced Modality Imaging 2 .....	454
HMI304 – Medical Imaging Practice 6 .....	454
HMI401 – Research Methods and Critical Appraisal .....	455
HMI402 – Medical Imaging Practice 7 .....	455
HMI403 – Medical Imaging Practice 8 .....	456
HMI404 – Advanced Modalities .....	457
HMI405 – Practice Management .....	458
HMM101 – Introduction to Medical Biotechnology .....	458
HMM102 – Principles of Gene and Genomic Technology .....	459
HMM103 – Cell Technology .....	459
HMM105 – Applied Ethics .....	459
HMM201 – Medical Nanotechnology .....	460
HMM202 – Molecular Diagnostics .....	460
HMM203 – Human Anatomy .....	461
HMM204 – Haematology and Immunology .....	461
HMM301 – Principles of Pharmacology .....	462
HMM302 – Innovations in Medical Biotechnology .....	462
HMM303 – Emerging Infectious Diseases and Their Control .....	462
HMM304 – Therapeutic Development .....	463



HMM305 – Cell and Tissue Engineering.....	463	HNN313 – Perioperative Nursing.....	496
HMO101 – Principles of Optics.....	464	HNN318 – The Older Person and Supportive Care .....	496
HMO102 – Science of Vision 1.....	464	HNN319 – Chronic Illness and Supportive Care .....	497
HMO103 – Clinical Optics.....	465	HNN320 – Leadership and Clinical Governance.....	498
HMO104 – Ocular Structure .....	465	HNN321 – Perspectives on Educational Leadership.....	498
HMO105 – The Business of Optometry.....	466	HNN325 – Comprehensive Nursing Practice .....	499
HMO201 – Science of Vision 2.....	466	HNN348 – Rural and Remote Area Nursing.....	499
HMO202 – Ocular Function .....	467	HNN704 – Clinical Leadership and Collaborative Practice .....	500
HMO203 – Health and Vision Sciences 1.....	467	HNN713 – International Nursing and Midwifery Study Tour .....	500
HMO204 – Principles and Practice of Optometry 1.....	468	HNN714 – Ethical Dimensions in Nursing and Midwifery.....	501
HMO300 – Optometric Clinical Skills Refresher .....	468	HNN715 – Leadership and Management in Nursing.....	501
HMO303 – Health and Vision Sciences 2.....	469	HNN727 – Research in Nursing and Midwifery .....	502
HMO304 – Principles and Practice of Optometry 2 .....	469	HNN730 – Advanced Health Assessment and Diagnostic Reasoning.....	502
HMO305 – Health and Vision Sciences 3.....	470	HNN731 – Contemporary Nurse Practitioner Role .....	503
HMO306 – Principles and Practice of Optometry 3 .....	470	HNN732 – Clinical Research Methods .....	503
HMO700 – Optometric Clinical Competency Preparation .....	471	HNN733 – Clinical Excellence in Nurse Practitioner Practice.....	504
HMO701 – Advanced Optometric Studies 1 .....	472	HNN740 – Core Principles of Intraoperative Nursing Care .....	504
HMO702 – Advanced Optometric Studies 2 .....	472	HNN742 – Principles of Complex Peri anaesthesia Nursing Care... 505	
HMO703 – Community Optometry 1 .....	473	HNN743 – Principles of Complex Intraoperative Nursing Care.... 506	
HMO704 – Community Optometry 2 .....	474	HNN749 – Patient Safety and Risk Management .....	506
HND701 – Pathophysiology of Diabetes.....	475	HNN750 – Inquiry Into Specialty Nursing Practice.....	507
HND702 – Management of Diabetes.....	475	HNN751 – Advanced Physiology and Patient Assessment.....	507
HND731 – Learning and Teaching for Health Professionals.....	476	HNN752 – Core Principles of Care for the Critically Ill Patient.... 508	
HND732 – Diabetes in Social and Psychological Contexts .....	476	HNN755 – Core Principles of Perianaesthesia Nursing Care.....	509
HNM101 – Partnerships in Midwifery Care 1.....	477	HNN756 – Nursing Research Thesis A .....	509
HNM102 – Partnerships in Midwifery Care 2.....	477	HNN757 – Nursing Research Thesis B.....	510
HNM201 – Partnerships in Midwifery Care 3.....	478	HNN758 – Nursing Research Thesis C.....	510
HNM202 – Collaboration in Midwifery Care .....	478	HNN759 – Nursing Research Thesis D .....	511
HNM310 – Midwifery Practice 1.....	479	HNN764 – Intensive Care Nursing 1 .....	511
HNM311 – Midwifery Practice 2.....	479	HNN765 – Cardiac Care Nursing 1 .....	512
HNM313 – Complexities in Midwifery Care .....	480	HNN766 – Emergency Care Nursing 1 .....	513
HNM314 – Primary Midwifery Practice.....	481	HNN767 – Critical Care Nursing 1 .....	513
HNM323 – Challenges in Infant Care.....	481	HNN768 – Advanced Physiology and Assessment of Complex Acute Patients.....	514
HNM701 – The Woman During Pregnancy, Labour and Birth .... 482		HNN769 – Core Principles of Care for Complex Acute Patients... 515	
HNM702 – The Woman and Newborn Infant .....	483	HNN771 – Facilitating Clinical Learning .....	515
HNM703 – Contexts of Midwifery Practice .....	483	HNN772 – Healthcare in Low Resource/Complex Environments.... 516	
HNM704 – Clinical Challenges in Maternity Care.....	484	HNN773 – Healthcare Management of Vulnerable Populations.... 516	
HNM705 – Clinical Challenges in Infant Care .....	485	HNN774 – Intensive Care Nursing 2 .....	517
HNN021 – Nursing Practice in Australia .....	485	HNN775 – Cardiac Care Nursing 2 .....	517
HNN025 – Clinical Practicum .....	486	HNN776 – Emergency Care Nursing 2.....	518
HNN026 – Legal Ethical and Contemporary Issues in Australian Nursing Practice .....	486	HNN777 – Critical Care Nursing 2 .....	519
HNN108 – Understanding Research Evidence.....	487	HNN780 – Quality and Safety in Medication Management.....	520
HNN112 – Quality and Safety: Nursing Practice 1.....	487	HNN781 – Therapeutic Medication Management.....	520
HNN114 – Health Assessment .....	488	HNN788 – Advanced Concepts in Specialty Nursing Practice.....	521
HNN120 – Quality and Safety in Health Care .....	489	HNR410 – Research Project 1 .....	521
HNN122 – Quality and Safety: Nursing Practice 2.....	489	HNR411 – Research Project 2 .....	522
HNN207 – Maternity Nursing: Pregnancy, Birth and the Newborn.....	490	HNR412 – Research Planning in Nursing .....	522
HNN208 – Perspectives on Leadership and Management .....	491	HPS104 – Foundations of Psychological Science.....	522
HNN210 – Perspectives on Research Leadership.....	491	HPS105 – Foundations of Psychological Practice .....	523
HNN215 – Quality Use of Medicines .....	491	HPS111 – Psychology A: Fundamentals of Human Behaviour .... 524	
HNN216 – International Nursing Study Tour .....	492	HPS121 – Psychology B: Individual and Social Development..... 524	
HNN217 – Community Nursing Practice.....	492	HPS201 – Research Methods in Psychology A.....	525
HNN222 – Mental Health and Illness.....	493	HPS202 – Child and Adolescent Development.....	526
HNN227 – Quality and Safety: Nursing Practice 3.....	494	HPS203 – The Human Mind .....	526
HNN300 – Child and Adolescent Health.....	495	HPS204 – Human Social Behaviour.....	527
HNN301 – Mental Health Promotion .....	495	HPS206 – Introduction to Forensic Psychology .....	527

HPS207 – Preparing for Employment .....	528	HPS793 – Research Thesis C.....	557
HPS226 – Applied Health Psychology .....	529	HPS794 – Research Thesis D .....	557
HPS301 – Research Methods in Psychology B.....	529	HPS905 – Advanced Clinical Assessment.....	558
HPS302 – Pathways Through Adulthood .....	530	HPS907 – Advanced and Applied Research Methods .....	558
HPS304 – The Social Psychology of Relationships .....	530	HPS908 – Psychological Intervention 2.....	559
HPS307 – Personality.....	531	HPS910 – Clinical Placement and Case Analysis 1.....	559
HPS308 – Psychopathology .....	531	HPS911 – Advanced Research Methods.....	560
HPS310 – Brain, Biology and Behaviour.....	532	HPS912 – Clinical Placement and Case Analysis 3.....	561
HPS325 – Addiction .....	532	HPS914 – Studies in Psychopathology .....	561
HPS327 – Research Methods Capstone.....	533	HPS915 – Psychological Intervention 3.....	562
HPS328 – Psychology At Work (Internship) .....	533	HPS916 – Psychological Intervention 4.....	562
HPS395 – Cognitive Neuroscience .....	534	HPS917 – Clinical Placement and Case Analysis 4.....	563
HPS431 – Psychological Assessment.....	535	HPS918 – Clinical Placement and Case Analysis 5.....	563
HPS432 – Research Methods in Psychology C.....	535	HPS924 – Research Thesis A .....	564
HPS433 – Client-Centred Skills in Practice .....	535	HPS925 – Research Thesis B.....	565
HPS434 – Research Methods in Psychology D .....	536	HPS926 – Research Thesis C.....	565
HPS435 – Research Project A.....	536	HPS927 – Research Thesis D .....	565
HPS436 – Research Project B.....	537	HPS928 – Research Thesis E.....	566
HPS705 – Advanced Clinical Assessment.....	537	HPS942 – Health Placement 5 .....	566
HPS706 – Clinical Placement and Case Analysis 1.....	538	HPS945 – Child and Family Forensic Placement 2 and Case Conference Seminar B .....	567
HPS707 – Advanced and Applied Research Methods .....	539	HPS976 – Issues in Professional Psychology.....	567
HPS708 – Psychological Intervention 2.....	540	HPS977 – Psychological Intervention 1.....	568
HPS709 – Clinical Placement and Case Analysis 2.....	540	HPS978 – Biological and Neuropsychological Perspectives on Disorder .....	569
HPS711 – Psychological Intervention 3.....	541	HPS979 – Psychological Assessment.....	569
HPS712 – Clinical Placement and Case Analysis 3.....	541	HPY210 – Coaching and Counselling for Behaviour Change .....	570
HPS714 – Studies in Psychopathology .....	542	HPY310 – Coaching and Counselling Groups for Behaviour Change.....	570
HPS715 – Psychological Assessment.....	543	HPY701 – Leadership Assessment, Development and Coaching ...	571
HPS721 – Organisational Development and Change Management .....	543	HPY710 – Client-Centred Skills in Practice .....	571
HPS722 – Facilitation, Training and Evaluation in Organisations....	543	HPY711 – Psychology A: Fundamentals of Human Behaviour .....	572
HPS723 – Organisational Placement 1.....	544	HPY712 – Research Methods in Psychology D .....	572
HPS724 – Applied Methodology for Organisational Analysis.....	545	HPY713 – Psychology B: Individual and Social Development.....	573
HPS725 – Organisational Placement 2.....	545	HPY720 – Research Project A.....	573
HPS726 – An Introduction to Organisational Psychology.....	546	HPY721 – Research Project B.....	574
HPS727 – Organisational Intervention Strategies and Skills .....	546	HPY722 – Practice and Ethics in Professional Psychology.....	575
HPS728 – Organisational Placement 3.....	546	HPY723 – Psychological Assessment in Practice .....	575
HPS730 – Occupational Health and Wellbeing.....	547	HPY724 – Psychological Interview and Intervention Strategies...	576
HPS742 – Research Methods in Psychology C.....	547	HPY725 – Professional Practicum A .....	576
HPS758 – Psychological Assessment in Organisations .....	548	HPY726 – Psychological Practice Across the Lifespan .....	577
HPS759 – Issues in Professional Organisational Psychology .....	548	HPY727 – Working with Diverse Populations .....	578
HPS766 – Research Thesis A .....	549	HPY728 – Applied Methods for Professional Practice.....	578
HPS767 – Research Thesis B.....	549	HPY729 – Professional Practicum B .....	579
HPS771 – Research Methods in Psychology A.....	549	HSE010 – Exercise and Sport Laboratory Safety.....	580
HPS772 – Child and Adolescent Development.....	550	HSE070 – Exercise and Sport Laboratory Safety.....	580
HPS773 – The Human Mind.....	550	HSE102 – Functional Human Anatomy.....	581
HPS774 – Human Social Behaviour.....	551	HSE103 – Essentials of Exercise Delivery .....	581
HPS775 – Brain, Biology and Behaviour.....	551	HSE104 – Research Methods and Statistics in Exercise and Sport .....	582
HPS776 – Issues in Professional Psychology .....	552	HSE105 – Principles of Sport Coaching.....	582
HPS777 – Psychological Intervention 1.....	553	HSE110 – Muscle Biology for Exercise Science.....	583
HPS778 – Biological and Neuropsychological Perspectives on Disorder .....	553	HSE111 – Physical Activity and Exercise for Health .....	583
HPS779 – Psychological Assessment.....	554	HSE112 – Pathways in the Physical Activity, Exercise and Health Industry .....	584
HPS781 – Research Methods in Psychology B.....	555	HSE113 – Human Growth, Development and Ageing for Exercise Scientists.....	584
HPS785 – Research Thesis A .....	555	HSE201 – Exercise Physiology .....	585
HPS787 – Research Thesis C.....	555		
HPS788 – Psychopathology .....	556		
HPS791 – Personality.....	556		
HPS792 – Research Thesis B.....	557		

HSE202 – Biomechanics .....	585	HSH111 – Introduction to Public Health and Health Promotion.....	615
HSE203 – Exercise Behaviour .....	586	HSH112 – Local and Global Environments for Health .....	616
HSE204 – Motor Learning and Development.....	587	HSH113 – Social Perspectives on Population Health.....	616
HSE205 – Advanced Sport Coaching Theory and Practice .....	587	HSH201 – Planning and Evaluation 1 .....	617
HSE208 – Integrated Human Physiology .....	588	HSH205 – Epidemiology and Biostatistics 1 .....	617
HSE212 – Physical Activity Promotion and Evaluation .....	588	HSH206 – Human Development and Healthy Families .....	617
HSE213 – Children’s Physical Activity and Sport.....	589	HSH207 – Socio-Economic Status and Health .....	618
HSE301 – Exercise Prescription for Fitness and Health.....	589	HSH208 – Health Communication .....	619
HSE302 – Exercise Programming .....	590	HSH211 – Australian Health Care System.....	619
HSE303 – Exercise Metabolism.....	591	HSH212 – Professional Practice .....	620
HSE304 – Physiology of Sport Performance .....	592	HSH216 – Epidemiology and Biostatistics 2 .....	620
HSE305 – Issues in Sport Coaching .....	592	HSH218 – Planning and Evaluation 2 .....	621
HSE309 – Behavioural Aspects of Sport and Exercise .....	592	HSH219 – Population Health: A Research Perspective.....	621
HSE311 – Applied Sports Science 1 .....	593	HSH302 – Politics, Policy and Health .....	622
HSE312 – Exercise and Sports Science Practicum .....	594	HSH303 – Public Health and Health Promotion Practicum.....	622
HSE313 – Children’s Physical Activity and Sport.....	595	HSH306 – People, Health and Place .....	623
HSE314 – Applied Sports Science 2 .....	595	HSH313 – Contemporary Health Issues.....	623
HSE316 – Physical Activity and Population Health .....	596	HSH319 – Population Health: A Research Perspective.....	624
HSE320 – Exercise in Health and Disease .....	596	HSH322 – Health Sciences Practicum .....	624
HSE321 – Sport Coaching and Development Practicum.....	597	HSH323 – Program Planning, Management and Evaluation.....	625
HSE323 – Clinical and Sport Biomechanics.....	598	HSH324 – Integrated Learning for Practice .....	626
HSE329 – Advanced Anatomy for Exercise Scientists.....	598	HSH340 – Health in Action: Planning for Sustainable Change .....	626
HSE330 – Nutrition for Exercise Scientists.....	599	HSH360 – International Perspectives in Health and Social Development.....	627
HSE331 – Advanced Strength and Conditioning .....	599	HSH401 – Developing Research Skills .....	627
HSE332 – Global Perspectives in Physical Activity and Exercise for Health .....	600	HSH402 – Honours Research Project.....	627
HSE360 – International Perspectives On Exercise and Sports Science.....	600	HSH701 – Principles and Practice of Public Health .....	628
HSE401 – Developing Research Skills.....	601	HSH702 – Contemporary Health Issues and Policies .....	628
HSE402 – Honours Research Project .....	601	HSH703 – Health Promotion .....	629
HSE702 – Exercise Physiology for Neurological and Neuromuscular Disease.....	602	HSH704 – Health Communication .....	629
HSE703 – Mental Health and Exercise Behaviour .....	602	HSH705 – Needs Assessment and Health Program Planning .....	630
HSE704 – Exercise Physiology for Metabolic Disease.....	603	HSH709 – Health and Social Impact Assessment .....	630
HSE705 – Exercise Physiology for Cardiopulmonary Disease .....	603	HSH712 – Alcohol, Tobacco, and other Drugs .....	631
HSE706 – Research in Clinical Exercise Physiology.....	604	HSH715 – Qualitative Health Research.....	631
HSE707 – Exercise Physiology for Musculoskeletal Injury and Disease.....	604	HSH717 – Health Economics 1 .....	632
HSE709 – Exercise Physiology Across the Lifespan.....	605	HSH719 – Economic Evaluation 1 .....	632
HSE711 – Pre Clinical Practice 1 .....	605	HSH724 – Healthy Cities and Urban Communities .....	633
HSE712 – Pre Clinical Practice 2 .....	606	HSH725 – Research Literacy for Health Practice .....	633
HSE714 – Clinical Practicum 1 .....	606	HSH728 – Health Equity and Human Rights .....	634
HSE715 – Clinical Practicum 2 .....	607	HSH731 – Minor Project A .....	634
HSE717 – Clinical Practicum 3 .....	608	HSH732 – Minor Project B.....	635
HSE720 – Athlete and Program Development in High Performance Sport .....	609	HSH733 – Major Project A.....	636
HSE721 – High Performance Management in Sport .....	609	HSH734 – Major Project B.....	636
HSE722 – The Scientific Process for Sports Scientists .....	610	HSH736 – Community Consultation and Participation .....	637
HSE723 – Data Analysis and Program Evaluation for Sports Scientists .....	610	HSH739 – Global Health Policy and Planning .....	637
HSE724 – Strength and Conditioning Methods for Athletes.....	611	HSH744 – Epidemiology 1 .....	638
HSE725 – Factors Influencing Training Design for Sport .....	611	HSH745 – Health Program Evaluation .....	638
HSE726 – Sport Performance Analysis.....	612	HSH746 – Biostatistics 1 .....	639
HSE727 – Advanced Sport Performance Analysis .....	612	HSH747 – Biostatistics 2 .....	639
HSE728 – Applied Sport Science Project – Part 1.....	613	HSH754 – Epidemiology 2 .....	640
HSE729 – Applied Sport Science Project – Part 2.....	613	HSH760 – International Perspectives in Health and Social Development.....	640
HSE730 – Professional Practice.....	614	HSH761 – Health Technology Assessment 1 .....	641
HSH105 – Understanding Families and Health.....	615	HSH762 – Resource Allocation and Priority Setting .....	641
		HSH763 – Financing Health Care .....	642
		HSH764 – Economic Evaluation – Theory and Practice.....	642
		HSH765 – Health Technology Assessment 2 .....	643
		HSH766 – Economics and Health Policy Analysis .....	643

HS767 – Economic Modelling.....	644	HSN745 – Community Nutrition .....	672
HS768 – Health Economics in a Global Context.....	644	HSN746 – Nutritional Issues from Early Childhood to Adolescence.....	673
HS769 – Comparative Health Systems .....	645	HSN747 – Clinical Dietetic Practice .....	673
HS915 – Qualitative Health Research.....	645	HSN749 – Biochemistry and Physiology for Human Nutrition.....	674
HS944 – Epidemiology 1.....	645	HSN750 – Nutrition Research Project Part A.....	675
HS946 – Biostatistics 1.....	646	HSN751 – Nutrition Research Project Part B.....	675
HS947 – Biostatistics 2.....	646	HSN753 – Research Practice in Human Nutrition .....	676
HSN010 – Food and Nutrition Laboratory Safety .....	647	HSN754 – Dietary Modification to Improve Health.....	676
HSN070 – Food and Nutrition Laboratory Safety .....	647	HSN758 – Professional Practice for Dietetics .....	677
HSN101 – Foundations of Food, Nutrition and Health .....	647	HSN760 – International Perspectives in Food and Nutrition .....	678
HSN103 – Food: the Environment and Consumers.....	648	HSO102 – Foundations of Occupational Science and Therapy A.....	678
HSN104 – The Science of Food .....	648	HSO104 – Foundations of Occupational Science and Therapy B.....	679
HSN105 – Healthy and Sustainable Food Systems .....	649	HSO202 – Impact of Health Conditions On Occupational Performance .....	680
HSN106 – Food Fundamentals.....	649	HSO205 – Occupations in Childhood Development.....	681
HSN107 – Physiology of Human Growth and Development.....	650	HSO206 – Occupation Across the Lifespan.....	681
HSN202 – Lifespan Nutrition.....	650	HSO207 – Neurological Structure, Function and Plasticity .....	682
HSN204 – Food Safety .....	651	HSO208 – Analysis of Occupational Performance.....	682
HSN206 – Food Analysis and Quality Assurance .....	651	HSO302 – Evidence-Based Occupational Therapy Practice 1 .....	683
HSN209 – Food Security and Safety.....	652	HSO303 – Evidence-Based Occupational Therapy Practice 2 .....	683
HSN210 – Nutrition and Food Promotion .....	652	HSO304 – Work Integrated Learning A.....	684
HSN211 – Nutritional Physiology.....	653	HSO305 – Occupational Performance: Evaluation and Intervention 1 .....	685
HSN212 – Functional Foods and Biotechnology .....	653	HSO306 – Occupational Performance: Evaluation and Intervention 2 .....	685
HSN223 – Sensory Evaluation of Food.....	654	HSO307 – Psychosocial Influences on Occupational Performance .....	686
HSN227 – Volunteering in Exercise and Nutrition Sciences.....	654	HSO401 – OT Practice Applying Knowledge and Reasoning .....	686
HSN301 – Diet and Disease.....	655	HSO403 – Promoting Occupational Engagement Through Assistive Technology .....	687
HSN302 – Population Nutrition.....	656	HSO405 – Work Integrated Learning B.....	687
HSN305 – Assessing Food Intake and Activity .....	656	HSO408 – Transition to Practice.....	688
HSN307 – Sports Nutrition: Theory and Practice .....	656	HSO411 – OT Honours Proposal Ethics and Literature.....	688
HSN308 – Food, Nutrition and Society .....	657	HSO414 – OT Honours Analysis and Critique .....	689
HSN309 – Food Policy and Regulation.....	657	HSO416 – Honours Research Project.....	689
HSN311 – Food and Nutrition Practicum .....	658	HSO417 – Occupational Therapy Professional Development.....	690
HSN313 – Sensory Evaluation of Foods .....	659	HSO418 – Innovation and Evaluation in OT Practice.....	690
HSN315 – Food Manufacturing and Process Innovation .....	659	HSO709 – Therapeutic Use of Self.....	691
HSN319 – Consumer and Sensory Innovation of Food .....	660	HSO710 – Foundations of Play Therapy.....	692
HSN320 – Trends in Product Development .....	660	HSO711 – Child Attachment Environment and Trauma.....	692
HSN360 – International Perspectives in Food and Nutrition .....	661	HSO712 – Engaging Children in Play Using Directive Approaches.....	693
HSN414 – Honours Research Project.....	661	HSO713 – Assessment and Measurement in Play Abilities.....	693
HSN701 – Principles of Nutrition .....	662	HSO715 – Childhood Developmental Neuroscience and Psychopathology.....	694
HSN702 – Lifespan Nutrition.....	662	HSO717 – Professional Practice and Behaviour .....	695
HSN703 – Diet and Disease.....	663	HSO720 – Humanistic Play Therapy.....	695
HSN705 – Public Health Nutrition.....	663	HSO723 – Systemic Play Therapy.....	696
HSN706 – Food Policy and Public Health.....	664	HSO724 – Play Therapy Research Thesis .....	696
HSN708 – Nutrition Promotion.....	664	HSR701 – Research Project Part A .....	697
HSN709 – Sports Nutrition .....	665	HSR702 – Research Project Part B .....	697
HSN713 – Food, Nutrition and Behaviour .....	665	HSW101 – Introduction to Social Work: Social Work Theory and Practice A.....	698
HSN714 – Systems Thinking in Public Health Nutrition .....	665	HSW111 – Theories for Social Work Practice: Social Work Theory and Practice B.....	698
HSN715 – Understanding Human Nutrition Research Studies ....	666	HSW118 – Social Work Methods in Context: Social Work Theory and Practice C.....	699
HSN719 – Assessment Methods for Nutrition and Physical Activity Research .....	666		
HSN734 – Obesity Prevention.....	667		
HSN735 – Essentials of Food Science .....	667		
HSN738 – International Nutrition .....	668		
HSN740 – Dietetic Research Skills.....	668		
HSN741 – Postgraduate Nutrition Practicum .....	669		
HSN742 – Food Service Management.....	670		
HSN743 – Nutrition for Healthy Ageing.....	671		
HSN744 – Principles of Dietetics.....	671		



HSW201 – Human Rights and Social Justice: Values, Ethics and the Legal Context of Social Work .....	699
HSW202 – Placement Readiness: Preparing for Supervised Social Work Practice .....	700
HSW212 – Social Work Processes and Interventions: Social Work Theory and Practice E.....	701
HSW216 – Public Policy and Politics for Critical Social Workers .....	701
HSW219 – Self and Society .....	702
HSW221 – Social Work Research in Ethical and Political Contexts .....	702
HSW235 – Community Development: Social Work Theory and Practice D.....	703
HSW313 – Doing Critical Social Work: Social Work Theory and Practice F .....	704
HSW314 – Social Work Field Education A.....	704
HSW316 – Critical Social Policy .....	706
HSW322 – Applied Social Research in Ethical and Political Context .....	706
HSW331 – Practicum in Health and Social Development .....	707
HSW401 – Social Work Research Methods .....	708
HSW402 – Critical Approaches to Social Work: Social Work Theory and Practice G .....	708
HSW404 – Social Work Field Education B Research Focused .....	709
HSW415 – Social Work Field Education B.....	710
HSW416 – Social Work Honours Research Project A .....	711
HSW417 – Social Work Honours Research Project B .....	711
HSW434 – Administration and Policy Development: The Organisational Context .....	712
HSW452 – Working in Uncertainty: Social Work Theory and Practice H.....	712
HSW701 – Australian Social Work in an International Context....	713
HSW702 – Understanding Care and Risk.....	713
HSW703 – Becoming a Social Worker.....	714
HSW704 – Reconstructing Professional Practice.....	714
HSW705 – Challenging Poverty and Social Exclusion.....	715
HSW707 – Addressing Violence and Abuse.....	715
HSW709 – Practicing Social Work with Communities and Groups ...	716
HSW711 – Responding to Trauma, Grief and Loss .....	716
HSW714 – Professional Practice in Social Work A.....	717
HSW715 – Professional Practice in Social Work B.....	718

## Faculty of Business and Law

IPA701 – Managing Growth of Small Medium Enterprises.....	729
MAA071 – Pre-Term: Getting to Grips with Postgraduate Study ...	730
MAA103 – Accounting for Decision Making .....	730
MAA104 – Financial Literacy .....	731
MAA204 – Accounting Information Systems.....	731
MAA215 – Client Behaviour and Decision Making.....	732
MAA250 – Ethics for Financial Professionals.....	732
MAA255 – Financial Planning.....	733
MAA261 – Financial Accounting .....	733
MAA262 – Management Accounting .....	734
MAA267 – Integrated Reporting and Value Creation .....	734
MAA303 – Audit and Assurance .....	735
MAA310 – Accounting and Society.....	735
MAA317 – Superannuation Planning.....	736
MAA318 – Advanced Financial Planning .....	736
MAA319 – Estate Planning and Insurance.....	737
MAA363 – Corporate Accounting .....	738
MAA427 – Research Methods .....	738

MAA428 – Contemporary Issues in Accounting.....	739
MAA451 – Advanced Auditing .....	739
MAA456 – Advanced Management Accounting .....	739
MAA700 – Estate Planning and Risk Management Strategies.....	740
MAA703 – Accounting for Management.....	740
MAA705 – Corporate Auditing.....	741
MAA716 – Financial Accounting .....	741
MAA717 – Introductory Accounting .....	742
MAA718 – Financial Accounting I .....	742
MAA719 – Superannuation and Retirement Planning .....	743
MAA720 – Financial Accounting II .....	743
MAA725 – Advanced Accounting Principles and Practice .....	744
MAA726 – Strategic Business Reporting.....	744
MAA727 – Financial Planning Development .....	745
MAA728 – Financial Behaviour and Decision Making.....	745
MAA729 – Estate Planning Strategies.....	746
MAA744 – Strategic Management Accounting .....	746
MAA745 – Financial Planning and Economic Fundamentals.....	746
MAA746 – Principles of Risk Management and Insurance .....	747
MAA747 – Administration of Trusts and Estates.....	747
MAA753 – Professional Research and Analysis .....	748
MAA754 – Enterprise Risk Management.....	749
MAA763 – Governance and Fraud.....	749
MAA764 – Advanced Performance Management .....	750
MAA765 – Advanced Audit and Assurance .....	750
MAA766 – Issues in International Accounting.....	751
MAA767 – Integrated Reporting and Value Creation.....	751
MAA769 – Ethics for Financial Services .....	752
MAA789 – Accounting Systems and Analytics.....	752
MAA795 – Strategic Business Leader .....	753
MAA906 – Contemporary Issues in Accounting .....	753
MAA907 – Advanced Auditing .....	753
MAA908 – Advanced Management Accounting .....	754
MAB242 – Agribusiness Governance.....	754
MAB251 – Agribusiness Resource Management .....	755
MAB341 – Global Challenges: Food, Water and Climate .....	755
MAB352 – Agribusiness Technology.....	756
MAB353 – Applied Agribusiness Project .....	756
MAE101 – Economic Principles.....	757
MAE201 – Competition and Industry .....	757
MAE203 – The Global Economy.....	758
MAE213 – International Trade .....	758
MAE214 – Economic Strategy for Business .....	759
MAE256 – Analytical Methods in Economics and Finance .....	759
MAE301 – Choice, Strategies and Dilemmas.....	760
MAE302 – Macroeconomics of Open Economies .....	760
MAE304 – Labour and Health Economics .....	761
MAE305 – Energy and Environment.....	761
MAE306 – Applied Econometrics for Economics and Finance ....	761
MAE307 – Techniques for Business and Economic Analysis .....	762
MAE308 – Contemporary Issues in Trade and Development .....	763
MAE312 – National Economic Policy .....	763
MAE315 – International Banking and Finance .....	764
MAE403 – Advanced Issues in Economics.....	764
MAE406 – Business and Financial Econometrics .....	764
MAE411 – Advanced Economic Theory.....	765
MAE413 – Macroeconomic Theory and Policy.....	765

MAE782 – Macroeconomics .....	765	MBA702 – Financial Decision Making.....	788
MAE901 – Advanced Econometrics .....	766	MBA703 – The Economic Environment .....	788
MAE903 – Advanced Economic Theory.....	766	MBA704 – Marketing, Positioning and Consumers.....	789
MAE905 – Macroeconomic Theory and Policy.....	766	MBA705 – Business Processes and Technology .....	789
MAE906 – Econometrics II .....	767	MBA706 – Leading People in Organisations.....	790
MAE907 – Macroeconomic Theory II .....	767	MBA707 – The Deakin Advantage: Capstone .....	790
MAE908 – Microeconomic Theory II .....	768	MBA710 – Business Process Management .....	791
MAF101 – Fundamentals of Finance .....	768	MBA711 – Accounting and Analysis for Managers.....	791
MAF202 – Money and Capital Markets .....	768	MBA721 – People Management.....	792
MAF203 – Business Finance.....	769	MBA722 – Finance.....	792
MAF302 – Corporate Finance .....	769	MBA730 – Principles of Leadership .....	793
MAF306 – International Finance and Investment .....	770	MBR701 – Strategy and Value Creation (Residential) .....	793
MAF307 – Equities and Investment Analysis.....	770	MBR702 – Financial Decision Making (Residential) .....	794
MAF308 – Derivative and Fixed Income Securities .....	771	MBR704 – Marketing, Positioning and Consumers (Residential)....	794
MAF367 – Treasury Operations .....	771	MBR706 – Leading People in Organisations (Residential).....	795
MAF421 – Advanced Investments .....	772	MBR721 – People Management (Residential).....	795
MAF430 – Advanced Derivative Securities .....	772	MBR730 – Principles of Leadership (Residential).....	796
MAF453 – Advanced Corporate Finance .....	772	MBR731 – Strategy Capstone (Residential) .....	796
MAF702 – Financial Markets.....	773	MBT703 – The Economic Environment (Tour).....	797
MAF703 – Applied Corporate Finance.....	773	MBT704 – Marketing, Positioning and Consumers (Tour) .....	797
MAF704 – Treasury and Risk Management.....	774	MBT712 – Economics for Managers (Study Tour) .....	797
MAF707 – Investments and Portfolio Management .....	774	MBT720 – Marketing Management (Tour) .....	798
MAF711 – Modelling Techniques for Finance .....	775	MFT307 – Equities and Investments Analysis.....	798
MAF713 – Futures, Options and other Derivatives .....	775	MIS010 – Academic Induction for the Bachelor of Business Analytics.....	799
MAF723 – Business and Financial Econometrics .....	775	MIS070 – Academic Induction for Postgraduate Information Systems .....	799
MAF755 – Advanced Financial Management.....	776	MIS171 – Business Analytics .....	800
MAF759 – Analytical Methods.....	776	MIS201 – Business Requirements Analysis.....	800
MAF760 – International Finance.....	777	MIS202 – Managing Data and Information .....	800
MAF761 – Advanced Investments .....	777	MIS203 – Making Sense of Information .....	801
MAF762 – Advanced Derivative Securities .....	777	MIS211 – Information Security, Governance and the Cloud.....	801
MAF764 – Advanced Corporate Finance .....	778	MIS231 – Professional Ethics in the Digital Age .....	802
MAF767 – Treasury Dealing .....	778	MIS271 – Business Intelligence and Data Warehousing .....	802
MAF901 – Advanced Investments .....	778	MIS272 – Predictive Analytics .....	803
MAF902 – Advanced Derivative Securities .....	779	MIS275 – Decision Analytics .....	803
MAF903 – Advanced Corporate Finance .....	779	MIS312 – Social Media and Mobile Strategies .....	804
MAF904 – Quantitative Methods for Finance .....	779	MIS313 – Strategic Supply Chain Management .....	804
MAF905 – Foundations of Corporate Finance .....	780	MIS352 – Business Process Management .....	805
MAF906 – Empirical Research Methods.....	780	MIS362 – Social Media Analytics and Data Driven Innovation ....	805
MAF907 – Empirical Methods in Corporate Finance .....	780	MIS373 – Artificial Intelligence for Business.....	806
MAF908 – Empirical Asset Pricing.....	781	MIS384 – Marketing Analytics .....	806
MAI010 – Academic Integrity.....	781	MIS398 – Project Management .....	807
MAI728 – Financial Behaviour and Decision Making (Intensive) ...	781	MIS399 – Applied Business Project.....	807
MAI769 – Ethics for Financial Services (Intensive) .....	782	MIS701 – Business Requirements Analysis.....	808
MAR411 – Research Report 1 .....	783	MIS712 – eBusiness Strategies.....	808
MAR412 – Research Report 2 .....	783	MIS713 – Supply Chain Management and Logistics.....	809
MAR413 – Research Report 3 .....	783	MIS714 – Human Resource Analytics .....	809
MAR414 – Research Report 4 .....	784	MIS732 – Enterprise Architecture and Governance.....	810
MAR725 – Research Methods .....	784	MIS741 – Analysing the Impact of Digital Business.....	810
MAR905 – Research Report .....	784	MIS761 – Enterprise Information Management and Security .....	811
MAT348 – Accounting in International Contexts.....	785	MIS770A – Foundation Skills in Data Analysis .....	812
MAT748 – Accounting in International Contexts.....	785	MIS770 – Foundation Skills in Data Analysis.....	811
MBA071 – MBA Pre-Term: Getting to Grips with MBA Study.....	786	MIS771 – Descriptive Analytics and Visualisation .....	812
MBA072 – MBA Pre-Term: Accounting Fundamentals .....	786	MIS772 – Predictive Analytics .....	813
MBA073 – MBA Pre-Term: Basic Business Statistics .....	787	MIS775 – Decision Modelling for Business Analytics .....	813
MBA700 – The Deakin Advantage: Leadership and Professional Development .....	787	MIS776 – Design Thinking for Innovation.....	814
MBA701 – Strategy and Value Creation.....	787	MIS779 – Decision Analytics in Practice .....	814

MIS781 – Business Intelligence.....	815	MLL111 – Contract.....	838
MIS782 – Value of Information.....	815	MLL113 – Legal Communication and Ethical Decision Making....	839
MIS784 – Marketing Analytics.....	816	MLL114 – Criminal Law.....	839
MIS793 – Business Analytics Project.....	816	MLL117 – Misleading Conduct and Economic Torts.....	840
MIS798 – Project Management.....	817	MLL210 – Family Law.....	840
MIS799 – Information Systems in Practice.....	817	MLL213 – Torts.....	841
MIT399 – Applied Business Project (Study Tour).....	818	MLL215 – Commercial Law.....	841
MIT799 – Information Systems in Practice (Study Tour).....	818	MLL218 – Criminal Procedure.....	842
MLC101 – Law for Commerce.....	818	MLL225 – Personal Injuries Compensation Schemes.....	842
MLC203 – Corporations Law.....	819	MLL227 – Superannuation Law.....	843
MLC206 – Marketing Law.....	819	MLL228 – Alternative Dispute Resolution: Principles and Practice.....	843
MLC301 – Principles of Income Tax Law.....	820	MLL235 – Legal Practice and Ethics.....	844
MLC302 – Applied Commercial Law Project.....	820	MLL244 – Chinese Commercial Law.....	844
MLC305 – Business Tax Law.....	820	MLL277 – International Law.....	845
MLC309 – Employment Law.....	821	MLL282 – Indian Law.....	845
MLC310 – Sport and the Law.....	821	MLL301 – International Litigation and Dispute Settlement – Jessup Moot.....	845
MLC703 – Principles of Income Tax Law.....	821	MLL318 – Corporate Insolvency Law.....	846
MLC707 – Business Law.....	822	MLL319 – Sentencing Law and Practice.....	846
MLC709 – Business Taxation Law and Policy.....	822	MLL323 – Constitutional Law.....	846
MLC710 – Sport and the Law.....	823	MLL325 – Land Law.....	847
MLC713 – Corporate Insolvency Law and Policy.....	823	MLL327 – Property.....	847
MLH401 – Legal Research Training.....	823	MLL329 – Financial Services Regulation.....	848
MLH402 – Legal Research Project.....	824	MLL330 – Health Law.....	848
MLI714 – Financial Advice Regulation (Intensive).....	824	MLL331 – Corporate Law.....	849
MLJ701 – Legal Method and Statutory Interpretation.....	825	MLL332 – International Arbitration.....	849
MLJ702 – Contract Law and Policy.....	825	MLL334 – Evidence.....	850
MLJ703 – Criminal Law and Policy.....	826	MLL336 – International Commercial Law.....	850
MLJ704 – Torts and Policy.....	826	MLL337 – Venture Law Clinic.....	850
MLJ705 – Commercial Law and Policy.....	826	MLL338 – Legal Professional Practice.....	851
MLJ706 – Law and Policy of Misleading Conduct and Product Liability.....	827	MLL342 – Workplace Law.....	852
MLJ707 – Criminal Procedure and Policy.....	827	MLL351 – Legal Internship.....	852
MLJ708 – Civil Procedure, Alternative Dispute Resolution and Policy.....	828	MLL355 – International Litigation and Dispute Settlement.....	853
MLJ709 – Constitutional Law and Policy.....	828	MLL388 – International Financial Crime.....	853
MLJ710 – Administrative Law and Policy.....	828	MLL391 – Civil Procedure and Dispute Resolution.....	854
MLJ711 – Property Law and Policy.....	829	MLL394 – Migration and Refugee Law and Policy.....	854
MLJ712 – Family Law and Policy.....	829	MLL405 – Equity and Trusts.....	855
MLJ713 – Evidence Law and Policy.....	829	MLL406 – Taxation.....	855
MLJ714 – Workplace Law and Policy.....	830	MLL409 – Competition Law and Policy.....	855
MLJ715 – Corporate Law and Policy.....	830	MLL410 – Intellectual Property.....	856
MLJ716 – Land Law and Policy.....	830	MLL412 – Civil and Commercial Law Clinic.....	856
MLJ717 – Trusts and Equitable Remedies.....	831	MLL414 – Employment Law Clinic.....	857
MLJ718 – Competition Law and Policy.....	831	MLL415 – Family Law Clinic.....	858
MLJ719 – Intellectual Property and Policy.....	831	MLL416 – Criminal Law Clinic.....	858
MLJ720 – Legal Practice, Ethics and Policy.....	832	MLL417 – Human Rights Law.....	859
MLJ721 – Advanced Legal Professional Practice.....	832	MLL418 – Contemporary Legal Issues.....	860
MLJ722 – International Commercial Law and Policy.....	833	MLL419 – Contemporary International Legal Challenges (Intensive).....	860
MLJ723 – Taxation Law and Policy.....	833	MLL424 – Administrative Law.....	861
MLJ724 – Mergers and Acquisitions.....	833	MLL426 – Mining and Energy Law.....	861
MLJ725 – Employment Law Clinic.....	834	MLL427 – Advanced Legal Problem Solving and Persuasion.....	862
MLJ726 – Family Law Clinic.....	834	MLL442 – Advanced Legal Practice.....	863
MLJ727 – Criminal Law Clinic.....	835	MLL444 – Special Topics in Cyber Law.....	864
MLJ728 – Contemporary Legal Issues.....	836	MLM070 – Academic Induction for Professional Accounting and Law.....	864
MLJ729 – Contemporary International Legal Challenges (Intensive).....	837	MLM703 – Chinese Commercial Law.....	865
MLJ730 – Migration and Refugee Law and Policy.....	837	MLM704 – Foundations of Law.....	865
MLL110 – Legal Research and Statutory Interpretation.....	838		

MLM705 – Research Methodology .....	866	MMK295 – Integrated Marketing Communications in the Digital Age.....	887
MLM706 – Corporate Governance.....	866	MMK317 – Merchandise Management.....	887
MLM707 – Research Thesis .....	867	MMK325 – Strategic Marketing .....	887
MLM712 – International Intellectual Property Law .....	867	MMK365 – Marketing Insights.....	888
MLM715 – Health Law .....	867	MMK368 – Business Marketing .....	888
MLM716 – Alternative Dispute Resolution: Principles and Practice .....	868	MMK737 – Online Marketing.....	889
MLM717 – Financial Services Regulation .....	868	MMK738 – Integrated Marketing Communication .....	889
MLM718 – Venture Law Clinic .....	868	MMK739 – Strategic Brand Management .....	890
MLM719 – Human Rights Law and Policy .....	869	MMK751 – Services Marketing .....	890
MLM720 – Introduction to Commercial Law .....	869	MMK792 – Arts Marketing.....	891
MLM721 – International Competition Law and Policy.....	870	MMM111 – Intrapersonal Skills.....	891
MLM727 – Superannuation Law and Policy .....	870	MMM132 – Management.....	891
MLM728 – Civil and Commercial Law Clinic.....	870	MMM211 – Team Dynamics .....	892
MLM731 – Corporations Law.....	871	MMM233 – Business and the Environment.....	892
MLM732 – Accounting and Legal Research Methods.....	871	MMM240 – Organisational Behaviour .....	893
MLM770 – Law and the Internet .....	872	MMM241 – Entrepreneurship and Innovation .....	893
MLM782 – Indian Law.....	872	MMM267 – Business Logistics.....	893
MLM785 – Public International Law .....	872	MMM276 – Design Thinking.....	894
MLM786 – Electronic Crime .....	873	MMM279 – Creating and Managing Social Enterprises.....	894
MLM788 – International Financial Crime .....	873	MMM306 – Global Strategy and International Management .....	895
MLM790 – Marketing Law .....	873	MMM308 – Applied Management Capabilities .....	895
MLM792 – Anti-Money Laundering and Counter-Terrorism Financing.....	874	MMM311 – Global Mindset and Citizenship.....	896
MLT244 – Chinese Commercial Law .....	874	MMM312 – Event Management .....	896
MLT266 – International Alternative Dispute Resolution .....	875	MMM315 – Business Management Capstone .....	897
MLT345 – Criminal Justice Study Tour .....	875	MMM343 – Business Ethics .....	897
MLT703 – Chinese Commercial Law .....	876	MMM707 – Creative Industries .....	898
MMC401 – Qualitative Research for Business.....	876	MMM750 – Critiquing Entrepreneurship.....	898
MMC402 – Research Design Strategies for Business .....	877	MMM751 – Exploring Socio-Economic Innovation.....	898
MMC403 – Quantitative Research Methods for Business .....	877	MMM752 – Strategic Change and Innovation .....	899
MMC404 – Research Paradigms for Business .....	877	MMM753 – Creating Entrepreneurial Impact.....	899
MMC410 – Research Project.....	878	MMM790 – Arts Management.....	900
MMH230 – Fundamentals of Human Resource Management....	878	MMM793 – Managing Cultural Projects and Events .....	900
MMH231 – Managing and Rewarding Performance.....	878	MMM796 – Managing Arts in Community Settings.....	900
MMH232 – Human Resource Development .....	879	MMM799 – Arts Fundraising and Sponsorship .....	901
MMH250 – Workplace Counselling and Negotiation.....	879	MMM905 – Philosophy of Research.....	901
MMH331 – Strategic Human Resource Management .....	880	MMM906 – Qualitative Research Methods .....	902
MMH349 – Employment Relations.....	880	MMM907 – Quantitative Research Methods.....	902
MMH352 – International Human Resource Management .....	881	MMM908 – Discipline Reading Unit.....	902
MMH356 – Change Management .....	881	MMM909 – Meta-Analysis Research Methods .....	903
MMH701 – Human Resource Strategy .....	881	MMP111 – Introduction to Property .....	903
MMH702 – Strategic Staffing.....	882	MMP122 – Introduction to Property Development.....	904
MMH703 – Developing People and Organisations .....	882	MMP211 – Statutory Valuation.....	904
MMH704 – Performance Management and Reward.....	882	MMP212 – Property Investment .....	905
MMH707 – Organisational Development and Change .....	883	MMP213 – Property Economics .....	905
MMH709 – Employment Relations for Organisational Effectiveness .....	883	MMP221 – Property Management.....	906
MMH710 – Rights and Responsibilities in Human Resource Management .....	883	MMP223 – Property Law and Practice .....	906
MMH733 – Ethics for Managers .....	884	MMP311 – Advanced Property Valuation .....	907
MMH753 – Human Resource Management in the Global Context .....	884	MMP321 – Advanced Property Analysis.....	907
MMK101 – Marketing Fundamentals .....	884	MMP322 – Advanced Property Development .....	908
MMK226 – Retailing .....	885	MMP712 – Rating and Statutory Valuation .....	908
MMK251 – Services Marketing .....	885	MMP713 – Property and Real Estate Context .....	909
MMK266 – Consumer Behaviour.....	886	MMP721 – Property and Real Estate Law and Practice .....	909
MMK280 – Brand Management .....	886	MMP731 – Management of Real Estate.....	910
		MMP732 – Property Development.....	910
		MMP741 – Property and Real Estate Valuation .....	911
		MMP742 – Investment Valuation .....	911



MMS100 – Sport Organisation.....	911
MMS201 – Sport in Society.....	912
MMS202 – Managing High Performance Sport .....	912
MMS306 – Sport Management Practicum.....	912
MMS307 – Sport Facility and Event Management.....	913
MMS308 – Sport Marketing.....	913
MMS313 – Sport Leadership and Governance.....	914
MMS314 – Planning for Sport Policy and Development.....	914
MMS701 – Athlete Management .....	914
MMS711 – Introduction to the Sport Industry.....	915
MMS712 – Sport Marketing.....	915
MMS713 – Sport Policy and Development.....	915
MMS714 – Sport Organisation Behaviour .....	916
MMS715 – Sport Promotions and Public Relations .....	916
MMS716 – Sport Organisation Theory .....	917
MMS736 – Strategic Management.....	917
MMS773 – Sport Broadcasting .....	917
MMS774 – Facility and Event Management.....	918
MMT280 – Brand Management (Tour).....	918
MPA701 – Accounting .....	919
MPA702 – Financial Interpretation .....	919
MPD914 – Thesis Results Reporting .....	920
MPE707 – International Banking and Finance .....	920
MPE711 – Global Trade and Markets .....	921
MPE781 – Economics for Managers .....	921
MPF753 – Finance .....	922
MPK701 – Research Design and Analysis .....	922
MPK704 – Sustainable Environmental Marketing .....	923
MPK713 – Consumer Behaviour .....	923
MPK732 – Marketing Management.....	924
MPK733 – Applied Strategic Marketing.....	924
MPK736 – International Marketing.....	925
MPL700 – Leadership Practice with Impact .....	925
MPL701 – Leadership Challenges .....	926
MPM701A – Business Process Management.....	927
MPM701 – Business Process Management .....	926
MPM703 – Business Strategy and Analysis .....	927
MPM705 – Retailing .....	928
MPM712 – Managing Innovation .....	928
MPM715 – Management and Organisational Consulting.....	929
MPM716 – Merchandise Management .....	929
MPM722 – Human Resource Management.....	929
MPM731 – Business Communication for Managers.....	930
MPM732 – Critical Thinking for Managers .....	930
MPM735 – International Business Management.....	931
MPM755 – Building Success in Commerce .....	931
MPM773 – Contemporary Issues in Leadership.....	932
MPM775 – Personal Leadership .....	932
MPM792 – Operations Management.....	932
MPP701 – Research Project 1A.....	933
MPP702 – Research Project 1B.....	933
MPP703 – Leadership Research Project .....	934
MPP704 – Research Project 4 .....	934
MPR705 – Entrepreneurship (Residential) .....	935
MPR779 – Leadership in the Real World .....	935
MPT712 – Managing Innovation (Tour) .....	936
MPT732 – Marketing Management (Tour).....	936

MPT735 – International Business Management (Tour) .....	936
MPT736 – International Marketing.....	937
MPT781 – Economics for Managers (Study Tour) .....	938
MRA908 – Discipline Reading Unit (Accounting).....	938
MRI908 – Discipline Reading Unit (Isba).....	938
MRK908 – Discipline Reading Unit (Marketing) .....	939
MRL908 – Discipline Reading Unit (Law) .....	939
MRM908 – Discipline Reading Unit (Management).....	939
MSC401 – Research Report 1.....	940
MSC402 – Research Report 2.....	940
MSC403 – Research Report 3.....	940
MSC404 – Research Report 4.....	940
MSC411 – Research Paradigms and Contemporary Issues in Information Systems.....	941
MWL101 – Professional Insight.....	941
MWL201 – Community Based Volunteering .....	942
MWL202 – Team Projects .....	942
MWL203 – Work Based Learning.....	943
MWL204 – Global Business Experience.....	943
MWL301 – Team Internship .....	944
MWL303 – Business Internship.....	944
MWL311 – Industry Based Learning (3mth).....	945
MWL312 – Industry Based Learning (6mth).....	945
MWL701 – Business Internship Experience .....	946
MWL702 – Business Practicum.....	946
MWL703 – Team Internship.....	946
MWL704 – Work Based Learning.....	947

## Faculty of Science, Engineering and Built Environment

SEB101 – Engineering Physics.....	947
SEB121 – Engineering Practice.....	948
SEB223 – The Professional Environment for Engineers and Scientists .....	948
SEB324 – Project Management .....	949
SEB711 – Managing and Developing Innovation.....	949
SEB723 – Engineering Project Management.....	950
SEB724 – Engineering Leadership.....	950
SEB725 – Engineering Entrepreneurship.....	950
SED102 – Engineering Graphics and CAD.....	951
SED202 – Mechanical Design and CAM.....	951
SED302 – Computer Aided Engineering .....	951
SED304 – Product Development.....	952
SED402 – Advanced Design Methodologies.....	952
SEE010 – Safety Induction Program.....	953
SEE103 – Electrical Systems .....	953
SEE202 – Digital Electronics .....	953
SEE205 – Analogue Electronics .....	954
SEE206 – Measurement and Instrumentation .....	954
SEE207 – Power Engineering Design .....	954
SEE208 – Modern Power Generation Systems Design.....	955
SEE210 – Power Engineering Design .....	955
SEE213 – Distributed Generation System Design.....	956
SEE216 – Analogue and Digital Systems .....	956
SEE307 – Systems and Signals.....	957
SEE308 – Electrical Machines and Drives .....	957
SEE309 – Power Systems Protection and Relaying.....	958

SEE312 – Data Communication.....	958	SEM722 – Advanced Manufacturing Technology.....	984
SEE320 – Microcontroller System Design.....	958	SEM723 – Additive Manufacturing Processes and Applications....	984
SEE321 – Electro-Mechanical Systems.....	959	SEM724 – Design for Additive Manufacturing.....	984
SEE326 – Artificial Intelligence for Autonomous Systems.....	959	SEM725 – Materials for Additive Manufacturing.....	985
SEE332 – Transmission and Distribution System Design.....	960	SEN700 – Research Methodology.....	985
SEE333 – Power System Protection Design and Safety.....	960	SEN719 – Project Initiation.....	985
SEE344 – Control Systems.....	961	SEN720 – Project Implementation and Evaluation.....	986
SEE405 – Smart Generation and Transmission.....	961	SEN725 – Urban Stormwater Management.....	986
SEE406 – Power System Analysis.....	961	SEN727 – Advanced Geomechanics.....	987
SEE407 – SCADA and PLC.....	962	SEN728 – Transportation Infrastructure Systems.....	987
SEE409 – Energy Efficiency and Demand Management.....	962	SEN730 – Engineering Management Case Study.....	987
SEE410 – High Voltage Engineering.....	963	SEN731 – Engineering Management Project.....	988
SEE412 – Industrial Data Communication.....	963	SEN769 – Advanced Structural Design.....	988
SEE700 – Safety Induction Program.....	963	SEP122 – Physics for the Life Sciences.....	988
SEE701 – Control Systems Engineering.....	964	SEP291 – Engineering Modelling.....	989
SEE705 – Energy Efficiency and Demand Management.....	964	SEP490 – Engineering Work Experience.....	989
SEE710 – Instrumentation and Process Control.....	965	SEP499 – Professional Engineering Practice.....	990
SEE711 – Sensor Networks.....	965	SEP701 – Introduction to Engineering Professional Practice.....	991
SEE712 – Embedded Systems.....	965	SEP702 – Mastery of Engineering.....	991
SEE716 – Electrical Systems Protection.....	966	SER201 – Embedded System Design.....	992
SEE717 – Smart Grid Systems.....	966	SER202 – Programming for Embedded Systems.....	993
SEE718 – Renewable Energy Systems.....	966	SER300 – Mechatronic Design.....	993
SEJ010 – Introduction to Safety and Project Oriented Learning....	967	SER301 – Electromechanical Systems Design.....	994
SEJ101 – Design Fundamentals.....	967	SER400 – Virtual and Augmented Interfaces.....	994
SEJ102 – Electrical Systems Engineering Project.....	968	SET401 – Advanced Topics in Engineering 1.....	995
SEJ103 – Materials Engineering Project.....	968	SET402 – Advanced Topics in Engineering 2.....	995
SEJ201 – Structural Design.....	969	SET404 – Engineering Design: International Study Tour.....	996
SEJ344 – Technology Project.....	970	SET721 – Engineering Sustainability.....	996
SEJ440 – Engineering Project.....	970	SEV101 – Global Environmental Systems.....	997
SEJ441 – Engineering Project A.....	971	SEV200 – Geotechnical Investigation and Design.....	997
SEJ442 – Engineering Project 2.....	971	SEV201 – Environmental Health Engineering.....	998
SEJ446 – Engineering Project B.....	972	SEV210 – Construction Engineering.....	998
SEJ451 – Materials Performance and Durability.....	972	SEV215 – Water Systems.....	999
SEL703 – Internship – Engineering.....	973	SEV217 – Engineering Geology and Surveying.....	999
SEM111 – Engineering Materials 1.....	973	SEV219 – Environmental Analysis.....	1000
SEM200 – Machine Design.....	974	SEV252 – Geo Mechanics 1.....	1000
SEM202 – Thermodynamics.....	974	SEV254 – Road and Pavement Engineering.....	1001
SEM212 – Materials 2.....	975	SEV300 – Reinforced Concrete Design.....	1001
SEM216 – Stress and Failure Analysis.....	975	SEV301 – Water Engineering Design.....	1002
SEM218 – Fluid Mechanics.....	976	SEV311 – Air and Noise Pollution and Control.....	1002
SEM223 – Engineering Mechanics.....	976	SEV320 – Theory of Structures.....	1003
SEM300 – Thermo-Fluid System Design.....	977	SEV322 – Hydrology and Hydraulics.....	1003
SEM301 – Industrial Control.....	977	SEV323 – Steel and Timber Structures.....	1004
SEM302 – Advanced Stress Analysis.....	978	SEV328 – Water and Wastewater Treatment.....	1004
SEM313 – Manufacturing.....	978	SEV331 – Waste Management Systems.....	1005
SEM327 – Dynamics of Machines.....	979	SEV353 – Reinforced Concrete Structures.....	1005
SEM329 – Materials Selection and Performance.....	979	SEV354 – Transportation Engineering.....	1006
SEM400 – Computational Fluid Dynamics.....	980	SEV362 – Geotechnical Engineering.....	1006
SEM401 – Materials Performance and Durability.....	980	SEV402 – Traffic and Transport Engineering.....	1007
SEM402 – Advanced Manufacturing.....	980	SEV414 – Transportation Infrastructure.....	1007
SEM405 – Heat Transfer.....	981	SEV415 – Infrastructure Engineering.....	1007
SEM406 – Advanced Modelling and Simulation.....	981	SEV454 – Advanced Structural Design.....	1008
SEM422 – Advanced Stress Analysis.....	982	SEV455 – Water System Design.....	1008
SEM433 – Mechatronic Design.....	982	SHD201 – Creating Sustainable Futures.....	1009
SEM711 – Product Development Technologies.....	982	SHD301 – Creating Sustainable Futures.....	1009
SEM712 – CAE and Finite Element Analysis.....	983	SIT001 – Cyber Security Fundamentals.....	1009
SEM721 – Product Development.....	983	SIT002 – Computer Hacking Forensic Investigator.....	1010

SIT003 – Certified Ethical Hacker .....	1010	SIT283 – Development for Virtual Reality.....	1034
SIT004 – Certified Security Analyst .....	1010	SIT284 – Cyber Security Management .....	1034
SIT010 – Safety Induction Program.....	1011	SIT291 – Mathematical Methods for Information Modelling ....	1034
SIT101 – Fundamentals of Information Technology.....	1011	SIT292 – Linear Algebra for Data Analysis .....	1035
SIT102 – Introduction to Programming .....	1012	SIT302 – Project Delivery .....	1035
SIT103 – Data and Information Management .....	1012	SIT305 – Android and iOS Mobile Programming.....	1036
SIT104 – Introduction to Web Development.....	1013	SIT306 – IT Placement .....	1036
SIT105 – Thinking Technology and Design.....	1013	SIT307 – Data Mining and Machine Learning.....	1037
SIT106 – Fundamental Concepts of Mathematics .....	1014	SIT308 – Human Behaviour and Computer Interaction .....	1037
SIT107 – Software Engineering 1: Connecting the Cyber and Physical Worlds .....	1014	SIT309 – Data Visualization and Decision Making .....	1038
SIT110 – Creative Coding.....	1015	SIT310 – Robotics Application Development.....	1038
SIT111 – Algorithms and Computing Systems.....	1015	SIT311 – Software Engineering 3: Designing User-Centric Internet-Of-Things Application .....	1039
SIT112 – Data Science Concepts .....	1015	SIT312 – System Design and Prototyping .....	1039
SIT113 – Cloud Computing and Virtualisation.....	1016	SIT313 – Developing Client-Server Web Applications .....	1040
SIT114 – Introduction to Artificial Intelligence .....	1016	SIT314 – Developing Scalable Internet-Of-Things Applications.....	1040
SIT120 – Introduction to Responsive Web Apps .....	1016	SIT315 – Programming Paradigms .....	1040
SIT122 – Robotics Studio .....	1017	SIT316 – Optimisation and Constraint Programming.....	1041
SIT123 – Data Capture Technologies .....	1017	SIT317 – Enterprise, Entrepreneurship and Innovation .....	1041
SIT124 – Exploring I.T.....	1018	SIT318 – Innovation Design and Prototyping .....	1042
SIT151 – Game Fundamentals .....	1018	SIT321 – Software Engineering Methods .....	1042
SIT153 – Introduction to Game Programming.....	1018	SIT322 – Cloud Systems.....	1043
SIT161 – Principles of Interactive Media .....	1019	SIT323 – Cloud Application Development .....	1043
SIT162 – Introduction to Creative Technologies.....	1019	SIT340 – Research and Development in Information Technology.....	1043
SIT172 – Programming for Engineers .....	1020	SIT352 – Creative Production.....	1044
SIT176 – Mathematical Visualisation and Reasoning.....	1020	SIT353 – Multiplayer and Networked Games.....	1044
SIT182 – Real World Practices for Cyber Security .....	1021	SIT354 – Real-Time Graphics and Rendering.....	1045
SIT183 – Application and Design of Virtual and Augmented Reality Systems .....	1021	SIT361 – Interactive Technology Application .....	1045
SIT190 – Introductory Mathematical Methods .....	1021	SIT365 – Human-Computer Interaction .....	1046
SIT191 – Introduction to Statistics and Data Analysis .....	1022	SIT374 – Project Design.....	1046
SIT192 – Discrete Mathematics .....	1022	SIT379 – Ethical Hacking.....	1047
SIT194 – Introduction to Mathematical Modelling .....	1023	SIT382 – System Security.....	1047
SIT199 – Applied Algebra and Statistics.....	1023	SIT383 – Augmented Reality Systems.....	1047
SIT202 – Networks and Communications.....	1024	SIT384 – Cyber Security Analytics .....	1048
SIT203 – Web Programming.....	1024	SIT392 – Public-Key Cryptography .....	1048
SIT204 – Mathematics and Physics for Games.....	1025	SIT396 – Complex Analysis .....	1048
SIT205 – Thinking Systems and Cognition Science.....	1025	SIT399 – Optimization Modelling and Decision Analysis.....	1049
SIT206 – iOS Programming.....	1025	SIT420 – Research Methods and Practices in Information Technology.....	1049
SIT207 – Android Programming .....	1026	SIT421 – Advanced Information Technology Coursework.....	1050
SIT208 – Advanced Data Science .....	1026	SIT422 – Honours Information Technology Thesis A.....	1050
SIT209 – Software Engineering 2: Developing Internet-Of-Things Applications .....	1026	SIT423 – Honours Information Technology Thesis B.....	1050
SIT210 – Embedded Systems Development .....	1027	SIT424 – Advanced Topics in Information Technology .....	1050
SIT215 – Artificial and Computational Intelligence .....	1027	SIT430 – Honours Research Project A.....	1051
SIT216 – User Centred Design.....	1027	SIT431 – Honours Research Project B.....	1051
SIT221 – Data Structures and Algorithms.....	1028	SIT432 – Developing Secure Internet-Of-Things Applications.....	1052
SIT222 – Operating Systems Concepts .....	1028	SIT490 – Honours Mathematics Research 1.....	1052
SIT223 – Professional Practice in Information Technology .....	1029	SIT491 – Honours Mathematics Coursework .....	1052
SIT232 – Object-Oriented Development.....	1029	SIT492 – Honours Mathematics Research 2.....	1053
SIT253 – Audio and Visual Production.....	1030	SIT493 – Honours Mathematics Research 3.....	1053
SIT254 – Game Design.....	1030	SIT701 – Enterprise Network Construction .....	1053
SIT255 – Game Development Patterns.....	1031	SIT702 – Enterprise Network Management .....	1054
SIT264 – Authoring of Interactive Media.....	1031	SIT703 – Advanced Digital Forensics.....	1054
SIT272 – Enterprise Network Construction .....	1032	SIT704 – Advanced Topics in Digital Security.....	1055
SIT277 – Enterprise Network Management .....	1032	SIT705 – Research Methods for IT .....	1055
SIT281 – Cryptography .....	1033	SIT706 – Cloud Computing Technologies .....	1055
SIT282 – Computer Crime and Digital Forensics .....	1033	SIT707 – Software Quality and Testing .....	1056

SIT708 – Mobile Systems Development .....	1056	SLE136 – Life On An Evolving Planet .....	1081
SIT709 – Internship – Information Technology .....	1057	SLE151 – Biodiversity: A Global Perspective .....	1082
SIT716 – Computer Networks and Security .....	1057	SLE155 – Chemistry for the Professional Sciences .....	1082
SIT717 – Enterprise Business Intelligence .....	1058	SLE162 – Marine and Coastal Environmental Communications ...	1082
SIT718 – Real World Analytics .....	1058	SLE200 – Communicating Science Ideas .....	1083
SIT719 – Security and Privacy Issues in Analytics .....	1059	SLE201 – Society and Environment .....	1083
SIT720 – Machine Learning .....	1059	SLE202 – Landscape Evolution .....	1084
SIT725 – Software Engineering .....	1060	SLE203 – Plant Biology .....	1084
SIT735 – Communications Network Security .....	1060	SLE204 – Animal Diversity .....	1084
SIT737 – Service Oriented Architectures and Technologies .....	1060	SLE205 – Vertebrate Structure and Function .....	1085
SIT740 – Research and Development in Information Technology .....	1061	SLE206 – Cell Biology .....	1085
SIT741 – Statistical Data Analysis .....	1061	SLE207 – Environmental Planning and Impact Assessment .....	1085
SIT742 – Modern Data Science .....	1062	SLE208 – Forensic Biology .....	1086
SIT743 – Multivariate and Categorical Data Analysis .....	1062	SLE209 – History and Philosophy of Science .....	1086
SIT744 – Practical Machine Learning for Data Science .....	1063	SLE210 – Chemistry the Enabling Science .....	1087
SIT750 – Mastery of Information Technology .....	1063	SLE211 – Principles of Physiology .....	1087
SIT752 – Introduction to IT Professional Practice .....	1064	SLE212 – Biochemistry .....	1087
SIT755 – Interaction and Design for Virtual Reality and Augmented Reality .....	1064	SLE213 – Introduction to Spectroscopic Principles .....	1088
SIT756 – Development for Virtual Reality .....	1064	SLE214 – Organic Chemistry .....	1088
SIT757 – Content Creation for Virtual Reality .....	1065	SLE215 – Ecotourism and Environmental Interpretation .....	1088
SIT758 – Virtual Reality On Mobile Platforms .....	1065	SLE216 – Bushfire Management .....	1089
SIT759 – Virtual Reality Professional Practice .....	1065	SLE217 – Aquaculture Nutrition and Seafood Quality .....	1089
SIT763 – Cyber Security Management .....	1066	SLE218 – Indigenous Engagement: Natural Resource Management .....	1090
SIT764 – Project Analysis and Design .....	1066	SLE219 – Marine Invertebrates .....	1090
SIT771 – Object-Oriented Development .....	1067	SLE220 – Wildlife Ecology .....	1090
SIT772 – Database and Information Retrieval .....	1067	SLE221 – Systems Physiology .....	1091
SIT773 – Software Requirements Analysis and Modelling .....	1068	SLE222 – Biochemical Metabolism .....	1091
SIT774 – Web Technologies and Development .....	1068	SLE223 – Water Quality and Ecological Health .....	1092
SIT775 – IT Services in Organisations .....	1069	SLE224 – Animal Behaviour .....	1092
SIT780 – Enterprise Applications Development .....	1069	SLE225 – Global Environmental Placement .....	1092
SIT782 – Project Delivery .....	1069	SLE226 – Environmental Team Based Research .....	1093
SIT787 – Mathematics for Artificial Intelligence .....	1070	SLE228 – Forensic Genomics .....	1093
SIT788 – Engineering AI Solutions .....	1070	SLE229 – Introduction to Separation Science .....	1094
SIT789 – Applications of Computer Vision and Speech Processing .....	1071	SLE231 – Hydrology and Water Resources Management .....	1094
SIT790 – Major Thesis .....	1071	SLE234 – Microbiology .....	1095
SIT791 – Professional Practice .....	1072	SLE235 – Chemical Systems .....	1095
SIT792 – Minor Thesis .....	1072	SLE236 – Marine Microbiology .....	1096
SIT794 – Services Management .....	1073	SLE237 – Biogeography .....	1096
SLE010 – Laboratory and Fieldwork Safety Induction Program ...	1073	SLE238 – Marine Biology .....	1096
SLE101 – Techniques in Environmental Science .....	1074	SLE239 – Introduction to Geographic Information Systems .....	1097
SLE102 – Physical Geography .....	1074	SLE240 – Analysing Marine Dynamics .....	1097
SLE103 – Ecology and the Environment .....	1075	SLE242 – Quantitative Marine Ecology .....	1098
SLE104 – The Blue Planet: Water and Life .....	1075	SLE244 – Aquatic Ecology .....	1098
SLE105 – Marine Pollution .....	1076	SLE251 – Research Methods and Data Analysis .....	1099
SLE107 – Marine Environments .....	1076	SLE254 – Genetics and Genomics .....	1099
SLE108 – Ocean Processes .....	1077	SLE261 – Diversity of Fishes .....	1099
SLE111 – Cells and Genes .....	1077	SLE262 – Aquaculture and the Environment .....	1100
SLE112 – Fundamentals of Forensic Science .....	1078	SLE263 – Marine and Coastal Ecosystems .....	1100
SLE114 – Introduction to Parks and Wildlife Conservation .....	1078	SLE265 – Marine Botany .....	1101
SLE115 – Essential Skills in Bioscience .....	1078	SLE266 – International Marine Study Tour .....	1101
SLE121 – Environmental Sustainability .....	1079	SLE301 – Professional Practice .....	1102
SLE123 – Physics for the Life Sciences .....	1079	SLE302 – Wildlife Field Studies .....	1102
SLE132 – Biology: Form and Function .....	1080	SLE303 – Managing Environmental Projects .....	1103
SLE133 – Chemistry in Our World .....	1080	SLE304 – Geographic Information Systems: Uses in Aquatic Environments .....	1103
SLE134 – Recreational Fisheries Science .....	1081	SLE305 – Integrating Marine, Coastal and Catchment Management .....	1104



SLE307 – Behavioural Ecology.....	1104	SLE443 – Honours Environmental Science Research 3 .....	1128
SLE308 – Policy Instruments for Sustainability.....	1104	SLE451 – Science Professionalism.....	1128
SLE309 – Wildlife Conservation .....	1105	SLE452 – Research Design and Data Analysis.....	1129
SLE310 – Pest Plants and Animals.....	1105	SLE453 – Advanced Topics in Chemistry.....	1129
SLE311 – Chemical Hazards.....	1106	SLE454 – Advanced Topics in Forensic Science .....	1130
SLE312 – Toxicology.....	1106	SLE703 – Agricultural Biotechnology .....	1130
SLE313 – Forensic Analysis and Interpretation.....	1106	SLE706 – Frontier Techniques in Biotechnology and Nanotechnology .....	1130
SLE314 – Research Project .....	1107	SLE712 – Bioinformatics and Molecular Biology Techniques.....	1131
SLE315 – Marine Animal Physiology .....	1107	SLE713 – Industrial and Analytical Techniques in Biotechnology .....	1131
SLE316 – Analytical Chemistry .....	1107	SLE720 – Risk Assessment and Control .....	1131
SLE317 – Australian Vegetation and Its Management .....	1108	SLE721 – Policy and Planning for Sustainable Development .....	1132
SLE318 – Synthetic and Medicinal Chemistry.....	1108	SLE725 – Environmental Management Systems .....	1133
SLE319 – Environmental Protection and Planning .....	1108	SLE728 – Oceans, Coasts and Climate Change.....	1133
SLE320 – Resource Efficiency and Waste Management .....	1109	SLE730 – Industry-Linked Research Project B.....	1134
SLE321 – Molecular Biology Techniques.....	1109	SLE740 – Climate Change Adaptation and Mitigation.....	1134
SLE322 – Landscape Ecology.....	1110	SLE741 – Regional Development Economics and Planning .....	1134
SLE323 – Advanced Topics in Biomedical Science .....	1110	SLE742 – Systems and Strategic Thinking.....	1135
SLE324 – Australian Vertebrates .....	1111	SLE743 – Regional Development Modelling.....	1135
SLE325 – Marine Ecotoxicology and Risk Assessment .....	1111	SLE761 – Research Planning and Communication .....	1136
SLE326 – Landscape Drones.....	1111	SLE762 – Research Impact and Management .....	1137
SLE328 – Oceans, Coasts and Climate Change.....	1112	SLE763 – Research Frontiers Project.....	1137
SLE329 – Aquatic Animal Health and Reproduction .....	1112	SLE764 – Research Thesis 1.....	1138
SLE330 – Materials Chemistry.....	1113	SLE765 – Research Thesis 2.....	1138
SLE332 – Geographic Information Systems for Environmental Scientists .....	1113	SLE766 – Industry Practice .....	1139
SLE334 – Medical Microbiology and Immunology .....	1113	SRA010 – Safety Induction Program .....	1139
SLE338 – Electrochemistry for a Sustainable Future.....	1114	SRA143 – Art and Society.....	1140
SLE339 – Human Genetics and Genomics.....	1114	SRA215 – Utopian Ideals in the Modern World .....	1140
SLE340 – Genomes and Bioinformatics .....	1115	SRA224 – Austral-Asian Architecture .....	1141
SLE341 – Ecological and Conservation Genetics .....	1115	SRA323 – Contemporary Architecture.....	1141
SLE342 – Risks to Healthy Environments.....	1116	SRA341 – The City.....	1142
SLE343 – Fisheries Management.....	1116	SRA710 – Safety Induction Program .....	1142
SLE346 – Molecular Basis of Disease .....	1116	SRA742 – Urban Perspectives .....	1142
SLE348 – Freshwater Biology .....	1117	SRA743 – Critical Futures .....	1143
SLE350 – Marine Wildlife .....	1117	SRA744 – Urban Patterns and Precedents .....	1143
SLE352 – Community Science Project .....	1118	SRA760 – Urban Ecologies .....	1143
SLE353 – Asian Conservation and Environment Sustainability: International Study Tour.....	1118	SRC163 – Drawing Studio .....	1144
SLE354 – Disease Ecology and Epidemiology .....	1119	SRC221 – Modelling Studio.....	1144
SLE355 – Zoological Field Studies .....	1119	SRC362 – Documentation Studio.....	1145
SLE356 – Advanced Topics in Forensic Biology.....	1120	SRD163 – Studio 01: Thoughtscapes .....	1145
SLE360 – Australian Invertebrates .....	1120	SRD164 – Architecture Design Studio 02: Matterscapes .....	1146
SLE370 – Evolution .....	1120	SRD263 – Studio 03: Earthscapes .....	1146
SLE371 – Human and Animal Navigation.....	1121	SRD264 – Studio 04: Publicscapes .....	1146
SLE390 – Professional Practice in Bioscience .....	1121	SRD363 – Studio 05: Hybridscapes .....	1147
SLE395 – Palaeobiology.....	1122	SRD364 – Superstudio .....	1147
SLE397 – Sensory Neurobiology and Behaviour.....	1122	SRD741 – Architectural Design Research Studio .....	1147
SLE420 – Honours Biology Research 1A .....	1122	SRD742 – Architectural Design Master Studio B.....	1148
SLE421 – Honours Biology Research 1B.....	1123	SRD760 – Geo-Planning and Design .....	1148
SLE422 – Honours Biology Research 2.....	1123	SRD761 – Designing Urban Environments.....	1149
SLE423 – Honours Biology Research 3.....	1124	SRD762 – Interdisciplinary Planning and Design.....	1150
SLE430 – Honours Chemistry Research 1A.....	1124	SRD763 – Architectural Design Master Studio A.....	1150
SLE431 – Honours Chemistry Research 1B.....	1125	SRD764 – Urban Design Studio.....	1150
SLE432 – Honours Chemistry Research 2 .....	1125	SRD765 – Architectural Design and Resolution.....	1151
SLE433 – Honours Chemistry Research 3 .....	1126	SRD766 – Architecture Masterclass Studio .....	1151
SLE440 – Honours Environmental Science Research 1A.....	1126	SRD768 – Landscape Design Masterclass.....	1152
SLE441 – Honours Environmental Science Research 1B.....	1127	SRE170 – Construction Finance .....	1152
SLE442 – Honours Environmental Science Research 2 .....	1127	SRE270 – Building Economics .....	1153

SRE272 – Building Measurement.....	1153
SRE302 – Building Measurement and Estimating .....	1153
SRE372 – Measurement and Estimating 2 .....	1154
SRE373 – Measurement and Estimating 3 .....	1154
SRE464 – Building Development Appraisal.....	1155
SRL731 – Landscape Narrating and Meaning.....	1155
SRL732 – Plants, Design and Ecologies .....	1156
SRL733 – Indigenous Narratives and Processes .....	1156
SRM161 – Contract Administration 1 .....	1157
SRM165 – Introduction to Building Information Modelling.....	1157
SRM181 – Project Management 1 .....	1157
SRM261 – Contract Administration 2 .....	1158
SRM281 – Project Management 2 .....	1158
SRM310 – Project Planning and Scheduling.....	1158
SRM381 – Project Management 3 .....	1159
SRM461 – Contract Administration 3 .....	1159
SRM489 – Professional Practice.....	1159
SRM750 – Built Environment Professional Practice .....	1160
SRM751 – Principles of Building Information Modelling .....	1160
SRM752 – Advanced Project Management.....	1161
SRM771 – Work Place Assessment.....	1161
SRM772 – Built Environment Practical Assessment.....	1161
SRM777 – Construction Management Practice .....	1162
SRM781 – Managing Change and Innovation .....	1162
SRP733 – Contemporary Planning and Design Challenges .....	1163
SRP761 – Ecological Cities and Futures .....	1163
SRP781 – Planning Processes and Practice.....	1164
SRP782 – Smart Cities and Infrastructure.....	1164
SRQ301 – Building Cost Planning.....	1165
SRQ460 – Quantity Surveying Practice .....	1165
SRQ462 – Building Cost Planning.....	1165
SRQ745 – Construction Company Management.....	1166
SRQ762 – Cost Planning .....	1166
SRQ763 – Legal Risk Management .....	1166
SRQ764 – Building Project Evaluation.....	1167
SRQ774 – Construction Measurement .....	1167
SRQ780 – Strategic Construction Procurement .....	1168
SRR311 – Built Environment Research Project.....	1168
SRR367 – Built Environment Study Tour.....	1169
SRR401 – Introduction to Construction Research .....	1169
SRR402 – Construction Research Thesis.....	1169
SRR711 – Thesis.....	1170
SRR720 – Construction Research Frontiers .....	1170
SRR721 – Construction Research Project .....	1171
SRR722 – Built Environment Research Project.....	1171
SRR724 – Construction Research Paper .....	1172
SRR767 – Built Environment Study Tour.....	1172
SRR782 – Research Methodology.....	1173
SRT112 – Sustainable Construction .....	1173
SRT141 – Building Safety .....	1173
SRT151 – Construction and Structures 1 .....	1174
SRT153 – Building Materials Science .....	1174
SRT159 – Construction Projects 1 .....	1175
SRT214 – Commercial Property Construction Studies.....	1175
SRT251 – Construction and Structures 2 .....	1175
SRT257 – Building Environmental Studies 1 .....	1176
SRT259 – Construction Projects 2 .....	1176

SRT351 – Construction and Structures 3 .....	1176
SRT358 – Building Environmental Services.....	1177
SRT722 – Sustainable Construction Studies .....	1177
SRT750 – Sustainable Futures .....	1178
SRT757 – Building Systems and Environment .....	1178
SRV499 – Built Environment Integrated Research .....	1178
SRV799 – Built Environment Integrated Project.....	1179
SSC700 – Academic Writing and Communication .....	1179
SSC900 – Academic Writing and Communication .....	1180
SSC940 – Climate Change Adaptation and Mitigation .....	1180
STP010 – Introduction to Work Placements.....	1181
STP050 – Academic Integrity.....	1181
STP301 – Industry Based Learning.....	1182
STP341 – Career Placement .....	1182
STP381 – STEM Placement.....	1183
STP710 – Introduction to Work Placements.....	1184

## Institute of Koorie Education

IND101 – Introduction to Aboriginal Studies.....	719
IND201 – Aboriginal Knowledges and Experiences: Historical Journeys—Contemporary Perspectives.....	720
IND705 – Thesis Part A .....	720
IND706 – Thesis Part B .....	721
IND710 – Interpreting Cultural Landscapes.....	721
IND711 – Exploring Collaborative Land Management .....	722
IND712 – Policy and Governance for Environmental Management .....	722
IND713 – New Media and the Environment .....	723
IND714 – Strategic Planning and Project Management for Country.....	724
IND715 – Research and Communication for Country .....	724
IND716 – Professional Practice for Land Management .....	725
IND717 – Facilitation and Engagement for Natural and Cultural Resources Management.....	725
IND721 – Standpoint Theory in Indigenous Research.....	726
IND722 – Indigenous Research: Ways of Valuing and Being.....	726
IND723 – Indigenous Research: Ways of Knowing and Doing .....	727
IND724 – Indigenous Knowledge Modalities in Research.....	727
IND725 – Theories and Debates in Indigenous Knowledge's: Sites of Struggle.....	728
IND726 – Designing An Indigenous Research Project .....	728
IND727 – Research Project A .....	729
IND728 – Research Project B .....	729

## Institute of Frontier Materials

FMB701 – Foundations of Materials Modelling.....	406
FMB702 – Advanced Materials Characterisation .....	406
FME801 – Electro materials Synthesis and Characterisation.....	406
FME802 – Electromaterials Fabrication and Application .....	407
FMF801 – Advanced Fibre Science .....	407
FMM801 – Materials for Additive Manufacturing .....	408
FMR801 – Rt1: Research Thesis 1.....	409
FMR802 – Rt2: Research Thesis 2 .....	410
FMS001 – Ifm Level 1 Safety Unit .....	410

## AAE900 – Research Framing and Development

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Andrea Gallant*

*Trimester 2 Unit Chair: Andrea Gallant*

*Trimester 3 Unit Chair: Andrea Gallant*

*Cohort rule: Must be enrolled in one of A900, A800, E900 or E850*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 hours per week to engage with online unit material and participate in scheduled weekly online discussions. Regular meetings and discussions with PhD Supervisors.*

### Content

This research unit is intended to support and extend PhD supervision by acting as a guide that will provide provocations and stimulus material for candidates to discuss with their supervisors and with the HDR candidate cohort and coordinators. The unit has been designed to provide opportunities for candidates to begin their research journey with greater clarity, precision and an articulated awareness of discipline-specific approaches and styles.

The unit material is aimed at developing: an understanding of the contribution HDR research makes to knowledge; a critical analysis of relevant thesis literature; the candidates' research position within their field; and finally, an articulation of candidates' theoretical and conceptual frameworks within their knowledge field, and how these frameworks are reflected in the adaptation and implementation of selected research methodologies and analysis processes.

Overall, the aim is to further develop candidates' abilities to construct and apply discipline knowledge and research skills that demonstrate autonomy, authoritative judgement, adaptability and responsibility as an apprentice expert scholar/practitioner.

The unit's single item of summative assessment culminates in colloquia, where the candidate's research progress (written and oral) will be examined and evaluated by an academic panel in order to confirm candidature.

### Assessment

- A conventional thesis: 6000-word research framing document to be assessed. In order for the panel of examiners to effectively determine the candidate's research skills development, discipline knowledge and the underpinning and theoretical and conceptual framing of the research an appendix (approximately 9000 words) will need to accompany the research framing document.
  - Appendix 1 – Literature review highlighting the theoretical framing
  - Appendix 2 – Conceptual framing highlighting methodology choices and analysis process to be undertaken
- A research thesis in the Creative Arts accompanied by an exegesis: 6000-word research framing document.

## AAI018 – Academic Integrity

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: STP050, MAI010, HAI010*

*Scheduled learning activities – cloud (online): This is a 0-credit point unit required of all Arts&Ed students which needs to be completed individually online*

### Content

AAI018 is a core unit in all Faculty of Arts and Education courses. The unit learning and assessment activities provides students with guidance on what constitutes academic integrity. It will allow students to develop knowledge, skills and good practice principles to avoid plagiarism and collusion and thereby maintain academic integrity.

### Assessment

#### Prior to Trimester 3 2019

To be eligible to obtain a pass in this unit, students must achieve a mark of 100% in an online multiple-choice test within the first three weeks of commencement of the trimester.

## From Trimester 3 2019

To be eligible to obtain a pass in this unit, students must complete an online multiple-choice test within the first three weeks of commencement of the trimester. The test is divided into Parts A and B. Students must achieve 8/8 on Part A and a minimum of 5/7 on Part B to satisfy the unit requirements.

## AAR410 – Critical Creative Research Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\**

*Trimester 2: Cloud (online)\**

*\* Offered at Waurin Ponds (Geelong), and Cloud (online) mode subject to agreement with the Honours Co-ordinator*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alyson Miller*

*Trimester 2 Unit Chair: Alyson Miller*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALX491, AAR710*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

### 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

- Annotated Bibliography (1400 words or equivalent) – 35%
- Abstract (600 words or equivalent) – 15%
- Research paper and presentation (2000 words or equivalent) – 50%

## AAR412 – Honours Research Theory A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Helen Young*

*Cohort rule: Must be enrolled in A400*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AAR411, AAR712, ALL479, ALW492*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (1 x 2 hour seminar per week equivalence)*

### 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
- Post colonialism

### Assessment

- Essay (2000 words or equivalent) – 50%
- Essay (2000 words or equivalent) – 50%



## AAR413 – Honours Literature Discipline Unit

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jodi McAlister*

*Cohort rule: Must be enrolled in A400*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL485*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hours seminar equivalent*

### Content

Students undertaking this unit will advance their disciplinary knowledge of Literature. The unit consists of guided reading and seminars, whereby students in Literary Studies and Children's Literature will explore a particular period of literary history, genre, and/or style.

### Assessment

Written Assessment (4000 words) – 100%.

## AAR414 – Honours Writing Discipline Unit

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Le Rossignol*

*Cohort rule: Must be enrolled in A400*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL485*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials.*

### Content

Students undertaking this unit will advance their disciplinary knowledge of writing. The unit consists of guided reading and seminars, whereby students in writing will explore relevant combinations of writing theory, genre and/or style.

### Assessment

- Research and writing exercise (2000 words or equivalent) – 50%
- Research and writing exercise (2000 words or equivalent) – 50%

## AAR422 – Honours Research Theory B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Antonia Pont*

*Prerequisite: AAR412*

*Corequisite: Must be enrolled in A400*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 5 hour presentations to group; 7 x 2 hour seminars; 1 x 2 hour Welcome seminar*

*Scheduled learning activities – cloud (online): Online learning experiences equivalent to above via CloudDeakin*

### Content

This unit is the companion unit of AAR412 Honours Research Theory A. It allows students to undertake an in-depth study of the genealogy of a theory or theoretical trajectory and to present and share their research with their peers. The focus of their study should be pertinent to their thesis, and contribute to the rigour of enquiry surrounding their topic area. All students are required to contribute to, and participate in, the presentation practicals and seminars (or online equivalent).

*Note: Teaching will take place in a number of locations suited to the learning activities. This takes advantage of Deakin's broader teaching spaces and the special nature of this unit of study – as preparation for Honours and Masters Thesis work.*

## Assessment

- Presentation Preparation Task & Quiz (500 words or equivalent) – 15%
- In-class or Online Video Presentation (1200 words equivalent) – 30%
- Peer-response tasks & symposia contributions (750 words equivalent) – 15%
- Written Paper (1800 words) – 40%

## ACA100 – Art and Performance: New Directions for Creative Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Misha Myers*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week*

## Content

This unit will introduce students to key ideas and approaches that underpin the creative practices of contemporary art and performance. The unit will examine how critical feedback processes work across art and performance and, how to use these approaches to improve and strengthen creative practice. It will also investigate the necessary skills required to develop self-reflexive approaches to creativity through workbooks, blogs and related formats. Differences between discipline and multi-discipline-based creative work and solo and collaborative practices will also be addressed.

## Assessment

- Creative practice task 1 (1200 words equivalent) – 30%
- Creative practice task 2 (1200 words equivalent) – 30%
- Workbook (1600 words equivalent) – 40%

## ACA101 – Art and Performance: Roles of the Artist

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Annika Koops*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week*

## Content

This unit will examine what an artist does and how this role shapes our understanding of the value of culture in society. It will investigate the range of modes, media and strategies artists use to develop creative practices of ambition and value that together speak to salient contemporary issues for the 21st century. It will place special emphasis on identifying and developing the necessary skill-set for creativity across thinking, making and contextualizing creative forms. Through a series of practice-based projects involving critical thinking, students will emerge well-equipped to work in a range of creative industries and bring creative solutions to other industries.

## Assessment

- Creative Practice 1 (1200 words or equivalent) – 30%
- Creative Practice 2 (1200 words or equivalent) – 30%
- Workbook (1600 words or equivalent) – 40%

## ACA201 – Production Design for Screen and Performance

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Yoni Prior*

*Prerequisite: Students must complete one of ACF106, ACD101, ACD102 or ACP103*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

## Content

This unit offers an introduction to the aesthetics, theory and practice of set, spatial and costume design for dance, drama, film, television and live art installations. Students will learn to consider the scenic and aesthetic components of a project at a conceptual and practical level by applying the distinct skills of stage and screen production designers. Specialised workshops will be undertaken by experienced practitioners in the design and construction of set models, stage objects and props, and costume for live performance and screen production. For their final folio task, students will conduct research and develop a substantial design brief to demonstrate a detailed and creative response to the demands of genre, dramaturgical interpretation and location in live or screen production.

## Assessment

- Case Study – Research and Analysis of Existing Design for Stage or Screen (1000 words or equivalent) – 25%
- Practical Exercise and Class Presentation (1000 words or equivalent) – 25%
- Detailed Design Brief and Folio (2000 words or equivalent) – 50%

## ACA202 – Acting and Directing for Screen

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Donna McRae*

*Prerequisite: Students must complete ACP109 and ACP103 OR ACF103 and ACF106*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week*

## Content

This unit will begin with screenings and close analysis of examples of acting and directing for the screen. These examples will set some of the narrative, formal and stylistic criteria to be applied to exercises and tasks designed to explore different methods of working. The unit is designed to give students a practical understanding and overview of techniques and tools required to act in or direct a screen based work.

*Note: Commences 2019*

## Assessment

- Acting and Directing exercise and presentation – 20%
- Acting and Directing exercise and filmed presentation – 40%
- Presentation/Tutorials – 40%

## ACA203 – The Art and Design of Sound

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Martin Potter*

*Prerequisite: Students must complete two level 1 units from the following courses: A351, A356, A357, A359, A352*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week for 11 weeks*

## Content

The unit aims to develop students' conceptual, technical and design skills in professional sound design and production for dance, drama, animation, film, television and art installations. Students will work toward the creation of a major sound production. In preparing and developing the project, the following topics will be covered: the theory of sound recording and production, studio recording processes and post production workflows, preparation and presentation of sound for performance, microphone choices and techniques, digital editing and mixing, signal processing, acoustics and psychoacoustics.

*Note: Commencing 2019*

## Assessment

- Acoustic and Psychoacoustic Test – 20%
- Research Paper (1300 words) – 30%
- Sound project – 50%

## ACA210 – Creative Studio 2A

*Year: 2020 unit information*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Misha Myers*

*Trimester 2 Unit Chair: Misha Myers*

*Trimester 3 Unit Chair: Misha Myers*

*Prerequisite: ACA100 and ACA101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 4 hour practical per week*

### Content

This studio-based unit focuses on developing compositional, contextual and critical thinking that is vital for the realisation of arts practice (individual or collaborative). Through in-progress showings and critiques of work developed within particular creative, conceptual and resource restraints the unit will inform, support and challenge the ongoing development of professional arts practice.

*Note: Commences 2021*

### Assessment

- Research Task: Annotated Bibliography & Workshop Demonstration (1600 words equivalent) – 20%
- Exhibition/Performance (4000 words equivalent) – 50%
- Online Portfolio (2400 words equivalent) – 30%

## ACA211 – Creative Studio 2B

*Year: 2020 unit information*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Misha Myers*

*Trimester 2 Unit Chair: Misha Myers*

*Trimester 3 Unit Chair: Misha Myers*

*Prerequisite: ACA100 and ACA101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 4 hour practical per week*

### Content

This studio-based unit considers what creative work is, who it is for and where it takes place. Students will propose, present and critically evaluate and reflect on creative work which engages with a specific community and/or industry brief through the medium of their discipline. Aspects of formulating a feasible concept; researching and writing a professional proposal and; planning and managing the logistical requirements of a project will be explored in depth. Final presentations of work will be presented to a public audiences relevant to the context of the work.

*Note: Commences 2021*

### Assessment

- Project Proposal Presentation (1600 words equivalent) – 20%
- Presentation of Creative Work (4000 words equivalent) – 50%
- Project Evaluation and Documentation (2400 words equivalent) – 30%

## ACA309 – Creative Careers and Contexts

*Year: 2020 unit information*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Cross*

*Trimester 2 Unit Chair: David Cross*

*Trimester 3 Unit Chair: David Cross*

*Prerequisite: ACA210 and ACA211*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week*

### Content

In this unit students will be encouraged to reflect upon and analyse the changing roles of artists in society through direct engagement with professional practitioners and workplaces across a range of creative arts disciplines. Students will draw on this knowledge to gain a real world understanding of professional practice and identify opportunities for further employment within the contemporary cultural economy. Students will learn the appropriate practical, administrative, marketing and self-management skills required to

launch and maintain their careers as creative artists in their chosen discipline. They will develop a career development strategy that can be used to demonstrate the essential skills and knowledge for a future job application, successful pitch for funding or, development of a self run project.

*Note: Commences 2022*

### Assessment

- Professional Practice Case Study (2000 words equivalent) – 50%
- Careers and Context Strategy (2000 words equivalent) – 50%

## ACA310 – Creative Studio 3A

*Year: 2020 unit information*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: David Cross*

*Trimester 2 Unit Chair: David Cross*

*Trimester 3 Unit Chair: David Cross*

*Prerequisite: ACA210 and ACA211*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 4 hour practical per week*

### Content

This unit builds on the knowledge, understanding and skills developed in the previous second year creative studio to support students to extend and challenge their creative practice. Working within a particular discipline or across disciplines, this unit will focus on building the skills and knowledge required to develop an independent, critical and professional art and performance practice with an emphasis on concept/design, process, portfolio, development and the production of a substantial piece of creative work.

*Note: Commences 2022*

### Assessment

- Project Proposal (1600 words equivalent) – 25%
- Individual Workbook (1600 words equivalent) – 25%
- Assessment 3 (Individual and Group) – Portfolio and Presentation of Final Work (3200 word equivalent) – 50%

## ACA311 – Creative Studio 3B

*Year: 2020 unit information*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Jondi Keane*

*Trimester 2 Unit Chair: Jondi Keane*

*Trimester 3 Unit Chair: Jondi Keane*

*Prerequisite: ACA210 and ACA211*

*Corequisite: ACA397*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 4 hour practical per week*

### Content

This unit supports students to be increasingly autonomous learners, and provides a framework within which they are encouraged to set the agenda for their trajectory through, and beyond, the final year of the course to work in professional of exhibition, presentation and production of their work. Students have an opportunity to work independently and deepen their knowledge by working individually or collaboratively with others either within or venturing beyond discipline bounds to present/exhibit work within a professional industry showcase.

*Note: Commences 2022*

### Assessment

- Project Proposal (1600 words equivalent) – 20%
- Assessment 2 (Individual and Group) – Work-in-progress Showing (3200 words equivalent) – 40%
- Assessment 3 (Individual and Group) – Resolved Final Work (3200 words equivalent) – 40%



## ACA397 – Exhibition and Performance

*Year: 2020 unit information*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jondi Keane*

*Trimester 2 Unit Chair: Jondi Keane*

*Trimester 3 Unit Chair: Jondi Keane*

*Prerequisite: ACA210 and ACA211*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*1 x 1 hour practical in weeks 1–6*

*1 x 3 hour practical in weeks 7–10*

*2 x 6 hour practical in weeks 11–12*

### Content

Through project-based learning students will learn how to organise, manage and deliver a festival of exhibitions and performances of work developed in this unit with staff supervision and guidance. In this unit students will gain high level business and management skills involved in presenting their work professionally including promotion and marketing, publishing, budget management, team work, etc.

*Note: Commences 2022*

### Assessment

- Assessment 1 (Individual and Group) – Collateral working group (2000 words equivalent per student) – 50%
- Assessment 2 (Individual and Group) – Organising committee for final exhibition and/or performance (2000 words equivalent per student) – 50%

## ACA401 – Advanced Creative Practice A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Donna McRae*

*Prerequisite: Approval from Unit Chair to enrol*

*Corequisite: Nil*

*Incompatible with: ACA701*

*Scheduled learning activities – campus:*

*This unit is to be undertaken entirely with the student's creative project supervisor or supervisory team plus, for:*

*Trimester 1: 1 x 4 hour Seminar in weeks 1 & 8*

*Trimester 2: 1 x 4 hour Seminar in weeks 1 & 8*

### Content

Students will begin to develop and work on a creative arts project in their chosen discipline. This project will continue into ACA402 Advanced Creative Practice B. This work will be undertaken with supervision. The course work and assessment in this unit that will support the development of the project, will be framed by three questions: Who Am I? Where do my ideas come from? And what do I do? These questions focus on the ideas that artist are responding to a cultural context in which their work is the response to the issues and ideas circulating and gaining currency or that go undetected. The question of an individual's context and relationship to history and culture will be explored through a series of special seminars, site visits, reading, viewing, reflection and the making of creative work where students seek out what their creative identify is and how this identity is shaped by their culture. This investigation will also drive the development of the creative work.

### Assessment

- Reflective Journal (800 words) – 20%
- Oral presentation (4000 words) – 50%
- Work-in-Progress (2400 word equivalent) – 30%

## ACA402 – Advanced Creative Practice B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Donna McRae*

*Prerequisite: Permission to enrol from the unit chair*

*Corequisite: Nil*

*Incompatible with: ACA702*

*Scheduled learning activities – campus: This unit is to be undertaken entirely with the student's creative project supervisor or supervisory team plus: Trimester 2 – 1 x 4 hour Seminar in weeks 1 & 8*

### Content

This unit will support the creative research through a focus on aspects of student learning designed to enable self and group-critique situations. The critiques will generate and drive creative production by initiating a circuit of production, critically engaged feedback, self-reflection to stimulate new research and revised creative production. From group and individual critiques, students will be asked to identify the skills and areas of knowledge that need to be addressed in their own creative projects. The critique sessions will function as a hothouse incubator designed to strengthen the links between the student's own creative process and the reception and interpretation of work and foster connections between individual arts practice and the wider community of practice. Finally, the critiques allow students to investigate new perspectives that will broaden their approach and focus decisions concerning the direction and effectiveness of their creative arts research projects. These same skills and self-critical reflections become crucial for students looking for employment in the creative industries. This unit builds upon the work done in ACA401 Advanced Creative Arts Practice A, which focuses on an individual's creative formation and relationship with the history of ideas and emphasizes skills of critical engagement, constructive evaluation and informed interpretation.

### Assessment

- Two-stage critique (submitted in two stages: Work-in-progress and resolved work) (4000 word equivalent) – 50%
- Working Journal (2000 word equivalent) – 25%
- Develop and demonstrate to your supervisor (orally) a critical engagement with your creative practice and its place within your chosen discipline area (2000 word equivalent) – 25%

## ACA403 – Creative Arts Research Project

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Rose Woodcock*

*Prerequisite: Must pass 3 units in ACA401, ACA410 and ACA411*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

### Content

This unit will support you to develop your research essay. The choice of research topic will be in direct response to the work undertaken in ACA401 Advanced Creative Practice A and the development of key themes, issues and ideas developed from oral and written discussions within ACA410 Contemporary Debates in the Creative Arts. The essay will sit alongside the creative work produced in Trimester 2 that will have been brought to resolution in ACA402 Advanced Creative Practice B. The final essay will take the form of a mini-dissertation rather than an exegetical account of the working process and creative practice. The aim is to produce a publishable piece of research that addresses a key idea, issues or theme in the creative arts.

### Assessment

- Essay plan (1600 word equivalent) – 20%
- Lit Review & Extended bibliography (1600 words) – 20%
- Research Essay (4800 words) – 60%

## ACA410 – Contemporary Debates in Creative Arts

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Torika Bolatagici*

*Prerequisite: Permission to enrol from the unit chair*

*Corequisite: Nil*

*Incompatible with: ACA710*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

This unit introduces key debates, ideas and histories of contemporary arts movements and practices in a structured framework. This will support learning about how interpretations of creative arts practice and discourses may be used as a means to both inform and explain creative work and approaches. Within this context a key aim is to also emphasise the development of knowledge and skills for critical engagement, evaluation and interpretation to conceive a creative arts research project.

### Assessment

- Oral presentation – (800 words equivalent) – 20%
- Annotated Bibliography (1200 words) – 30%
- Research Essay (2000 words) – 50%

## ACA411 – Investigating Creative Methods

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rea Dennis*

*Prerequisite: Permission to enrol from the unit chair*

*Corequisite: Nil*

*Incompatible with: ACA711*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

This unit will prepare students with the key language, concepts and approaches for scholarly writing on creative arts research and practice. Students will learn how to formulate creative research questions and their relationship to the modes and language of methodology in the creative arts. Students will investigate participant observation to learn about the subjective voice in practice-led research aligned with role of material thinking. The unit teaches students how to find, review and learn from other's research whilst also acting ethically in research practice. The unit will culminate in the production of the formal research proposal.

### Assessment

- Presentation (800 words) – 20%
- Review (1200 words) – 30%
- Research Proposal (2000 words) – 50%

## ACA701 – Creative Studio A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Olivia Millard*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACA401*

*Scheduled learning activities – campus: 1 x 4 hour*

*Practical each week*

### Content

In this 2 credit point unit, students will engage in creative practice inquiry in order to apply and enhance creative process skills such as thinking through making, critical discursive practices, and the iterative nature of artistic practice. The principle focus is to enable students to better understand the means through which they might initiate and establish a creative practice approach to research through small-scale practical creative outcomes. Students will participate in practical exercises and be expected contribute to the culture of the studio through active participation and in the exercising of critical thinking within the process of creative practice inquiry; and in the presentation to peers. Over the course of the trimester students will deepen their understanding of the context of the creative practice experiments (e.g. situating the work within relevant contemporary discourses and the real-world).



Learning occurs in studio workshops and is supported by practical homework, reading, writing, discussion, viewing others' work, and maintaining a critical journal.

### Assessment

- Assessment 1: (Individual) – Creative Journal (4000 word equivalent) – 40%
- Oral presentation and written statement (4000 word equivalent) – 40%
- Creative Work-in-progress 20% – (2000 word equivalent)

## ACA702 – Creative Studio B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Kate Hunter*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACA402*

*Scheduled learning activities – campus: 1 x 4 hour Practical per week*

### Content

In this 2-credit point unit, students will engage in a series of creative practice investigations based on set provocations and selected case studies. Students work incrementally within the practical studio environment to experiment, test, and adjust their working processes and present their findings. The unit supports students to developing their practice languages, present work for feedback, reflect on what the practice reveals, and relate this to key readings. Student learning will inform the development their own manifesto for creative practice.

### Assessment

- Reflective Journal (2000 words) – 20%
- Critical Creative Practice (4000 words equivalent) – 40%
- Poster (4000 word equivalent) – 40%

## ACA703 – Advanced Creative Research Project A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Rea Dennis*

*Prerequisite: ACA701 Advanced Creative Practice A and ACA702 Advanced Creative Practice B*

*Corequisite: ACA704 and Must be enrolled in A759*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No timetable entry. Students work in regular consultation with their supervisor, as well as conducting independent research, writing and creative practice. There will also be group and individual critique sessions of creative practice.*

### Content

In this Research Unit students work on their creative practice research project. In combination with ACA704 Advanced Creative Research Project B the student completes a 4 credit point research project in the second year of study. The research project is comprised of a major creative work (16,000 word equivalent) and an exegesis (4000 words).

This unit is to be undertaken with the student's creative project supervisor or supervisory team in a critically reflexive context of self and group critiques

### Assessment

The creative research project is comprised of a Creative Submission (16,000) and Exegesis (4000) resulting in an overall submission equivalent to 20,000 words. This work will be completed over 2 units (ACA703 and ACA704) – 100%.

### Hurdle requirement

Hurdle task (Individual) – Production Blueprint (1000 words).

## ACA704 – Advanced Creative Research Project B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Rea Dennis*

*Trimester 2 Unit Chair: Torika Bolatagici*

*Prerequisite: Nil*

*Corequisite: ACA703 and Must be enrolled in A759*

*Incompatible with: ALX704*

*Scheduled learning activities – campus: Students work in regular consultation with their supervisor as well as conducting independent research, writing and creative practice*

### Content

In this Research Unit students conclude and submit their research project. The research project will be a combination of a major creative work and exegesis that the student commenced in or completed in tandem with ALX703 Creative Research Project A.

### Assessment

The creative research project (16,000) and exegesis (4000) is 18,000–20,000 words equivalent. This work will be completed over 2 units (ACA703 and ACA704), 100%.

## ACA710 – Contemporary Debates in the Creative Arts

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Torika Bolatagici*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A559, A659 or A759*

*Incompatible with: ACA410*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

### Content

This unit introduces key debates, ideas and histories of contemporary arts movements and practices in a structured framework which will support student learning about how interpretations of creative arts practice and discourses may be used as a means to both inform and explain their own creative work and approaches. Within this context a key aim for this unit is to also emphasise the development of knowledge and skills for critical engagement, evaluation and interpretation of creative practice and the connection to conceiving a creative arts research project.

### Assessment

- Oral presentation (10 minutes) (equivalent to 1000 words) – 20%
- Annotated Bibliography (1500 words) – 30%
- Research Essay (2500 words) – 50%

## ACA711 – Methods and Design for Creative Arts Research

*Offering information: This unit is to be taken in Year 2 of studies*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rea Dennis*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A659 or A759*

*Incompatible with: ACA411*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

### Content

This unit will introduce students to the way in which creative practice is applied within a research project. Students will engage with the language for creative arts research and learn how key concepts and approaches are applied. Students will formulate research questions and design their creative practice research project. Skills in written and oral critical thinking are honed as students engage with the foundations of thinking through making that is fundamental to creative practice research. The unit will culminate in the production of the formal research proposal.

## Assessment

- Presentation (1000 words) – 20%
- Review (1500 words) – 30%
- Research proposal (2500 words) – 50%

## ACA712 – Transgressive Acts in Cinema, Art, Performance

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Glenn D'Cruz*

*Trimester 3 Unit Chair: Glenn D'Cruz*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week and 10 hours of self-directed reading and independent study per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

## Content

This unit examines the relationship between art and censorship with a particular focus on transgressive filmmakers, artists, performers and choreographers who have invoked the concept of 'artistic license' to defend their work against charges of sedition, obscenity or blasphemy. The unit will engage students with social, institutional, and discursive rules that operate within censorship debates with a particular focus on censorship and: citizenship; pornography; popular culture; propagandist art; and race. Students will be expected to critique the practices culture jamming, 'hacktivism' and internet censorship. The unit will also investigate government and philanthropic bodies use soft and hard power to exert control over arts and artists.

## Assessment

- Assessment 1 (Group) – Group Seminar Presentation/Demonstration (1500 words equivalent) – 30%
- Case Study (1250 words) – 25%
- Creative Portfolio (2250 words) – 45%

## ACA715 – Creative Enterprise Project

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anne Wilson*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in course A535, A539, A559, A634, A638, A639, A659, A661, A664, A743, A759 or A764*

*Incompatible with: ALR715*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 2 hour Seminar per week equivalent.*

## Content

This unit aims to develop skills to support establishing a creative project/enterprise. It will assist the student in preparing for a transformed twenty first century work environment in the creative industries and communications – with focus on entrepreneurship, creative business planning and research into current theory on creative/cultural industry context. This includes strategic and creative approaches to marketing and promotion, with an overview of basic organizational and financial planning. It will include developing skills in pitch presentation related to students' creative practice.

## Assessment

- Presentation – pitch with written curatorial/capability documentation (1500 words or equivalent) – 30%
- Industry-based project – marketing plan (1000 words or equivalent) – 20%
- Folio Creative Project Plan (2500 words or equivalent) – 50%

## ACC100 – Communication in Everyday Life

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Luke Heemsbergen*

*Trimester 2 Unit Chair: Luke Heemsbergen*

*Trimester 3 Unit Chair: Julie Freeman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALC101*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities x 2 hours per week. This will include a range of activities including recordings, and synchronous and asynchronous participation in online classroom activities.*

### Content

This unit explores the power of media in shaping public interest, and the opportunities and challenges created in the network society. Students will learn key communication theories, concepts and analytical methods that will assist them through their degrees. The unit also incorporates an introduction to work integrated learning whereby students are encouraged to consider traditional and non-traditional communication and media roles, and reflect upon the skills and strategies needed for future careers.

### Assessment

- Seminar Exercises (1200 words or equivalent) – 30%
- Considering Careers (1200 words or equivalent) – 30%
- Essay (1600 words or equivalent) – 40%

## ACC200 – Freelancing in the Arts

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Le Rossignol*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACC301*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 2 hour seminar per week equivalent.*

### Content

This unit is targeted to developing skills for freelancing across the creative arts. There is a focus on project-based and applied learning through three elements: exploration of case studies linked to creative industries theory, government policy and arts social/cultural issues; practice in pitch presentations for career development; and development of a group project taking a client briefing from concept through marketing and basic budgeting to proposal presentation. The emphasis in the unit is on the combination of developing both the freelance skills for creative arts practice, and capacities to work to client briefs for a range of arts projects.

*Note: Pipelining unit proposed final year of offer 2019*

### Assessment

- Presentation pitch equivalent (1200 words or equivalent) – 30%
- Presentation on case studies (oral and written) (1200 words or equivalent) – 30%
- Assessment 3 (Group of 2–3 students and Individual) – Group project from client briefing plus evaluative reflection (1600 words or equivalent) – 40%

## ACC213 – Media Law and Ethics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Janine Little*

*Trimester 2 Unit Chair: Janine Little*

*Prerequisite: Two units at level 1*

*Corequisite: Nil*

*Incompatible with: ALR205 and ALJ313*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities x 2 hours per week. This will involve a range of activities including seminar recordings, and synchronous and asynchronous participation in online classroom activities.*

### Content

This unit provides students with groundwork practical knowledge to deal with legal and ethical issues that may arise from their work as communication professionals or as users of media communication. The unit takes a problem-based learning (case study) approach to working with students to develop an understanding of laws and regulations that influence journalism in Australia; highlight potential problem areas for journalists, focusing in particular on privacy, defamation, contempt of court; copyright; the Competition and Consumer Act and the ethical obligations of journalists as media professionals.

### Assessment

- Essay (2000 words or equivalent) – 50%
- Essay (2000 words or equivalent) – 50%

## ACC302 – Advertising: Desire, Consumption and the Attention Economy

*Enrolment modes: Trimester 2 Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Marshall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALC202 and ALC314*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and online seminar tasks (combined 2 hour per week equivalence)*

### Content

This unit traces the influence of historical patterns on contemporary advertising and promotional cultures to provide a distinctive means of analysing the construction of consumer identities and brand-based communities. Particular attention is given to the problems and potentialities of the attention economy in the rapidly changing context of our contemporary digital screen media culture. Students will investigate real-world industry practices and processes. Highlighting that advertising requires many of the skills underpinning related media industries, including journalism, public relations, marketing, and media arts, the unit reveals how the new promotional cultures and entertainment economies undermine distinctions between previously separate industries and necessitate the rise of the 'media professional'.

*Note: Commencing 2020*

### Assessment

- Critique (2000 words or equivalent) – 50%
- Essay (2000 words or equivalent) – 50%



## ACC303 – Communication Research Practices

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Toija Cinque*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALC303*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and discussion forums.*

### Content

This unit focuses on research skills that can be applied to professional practice in diverse media and cultural industries. Examining how to collect, analyse, and interpret quantitative and qualitative data, the unit enables students to gain practical experience in using research methods such as participant observation, focus groups, and various digital methods, including online surveys, ratings analysis, data visualisation and social media analytics. Students will critique the benefits and limitations of different media research methods, negotiate ethical considerations, and solve real-world problems by conducting industry-relevant research.

### Assessment

- Assessment 1 – Participant observation exercise (equivalent to 800 words) – 20%
- Assessment 2 – Focus group simulation and critical reflection (equivalent to 1200 words) – 30%
- Assessment 3 – Online data analysis project (equivalent to 2000 words) – 50%

## ACC317 – Communication and Creative Arts Internship A

*Enrolment modes: Trimester 1, Trimester 2 and Trimester 3: Internship unit*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bronwyn Kirby*

*Trimester 2 Unit Chair: Bronwyn Kirby*

*Trimester 3 Unit Chair: Bronwyn Kirby*

*Prerequisite: This internship unit can only be undertaken after the successful completion of 12 credit points (or equivalent) of which at least 4 must be core units in the course or major in which the student is enrolled and seeking the placement. Students also require permission from the Head of Discipline and/or Unit Chair who will take into account a range of factors including academic history and the nature of the placement. Enrolment in an internship unit is dependent on the availability of a suitable workplace or equivalent and agreed project or program of work.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent learning and a minimum of 100 internship placement hours with an approved host organisation.*

### Content

This Internship unit, available to all students in Communication and Creative Arts courses, is an internship placement with an approved host organisation. Internships may be undertaken across a very broad range of industries such as creative arts industry sectors, corporate/government/community organizations, associations and practitioners involved in the fields of writing/publishing/editing, visual communication design, dance/performance/theatre production, film, video, television, radio, sound, animation, web design, photography, visual arts, and communications/digital media.

Students may take both of the Communication and Creative Arts Internships A & B (ACC317 & ACC318), subject to approval, either sequentially or at the same time to enable longer or more intensive placement, or to experience two different placements.

*Please note that in Trimester 3 only, the Professional and Creative Writing stream option is not available.*

Note: All students must complete the following three-step internship application process:

1. Prepare: Complete the ArtsEd Pre-Internship Program in CloudDeakin.
2. Secure: Identify, research and contact potential host organisations. Negotiate your tasks, goals, hours, and supervision arrangements.
3. Register: \*Apply online to have your internship approved. Students cannot commence their internship or enrol in this unit until they have applied online and received approval from the Faculty of Arts and Education Work Integrated Learning team.

\* Please note that internship applications need to be registered at least two weeks before commencing an internship. Students will have the best success if they commence their research, planning and preparation early.

Please contact the Faculty of Arts and Education WIL Team for more information – prepare, secure and register an internship: [deakin.edu.au/artsed-wil](http://deakin.edu.au/artsed-wil)

### Assessment

- Workplace Profile (1,600 or equivalent) – 40%
- Internship Reflection, Skills Review and Resume (2400 or equivalent) – 60%

## ACC318 – Communication and Creative Arts Internship B

*Enrolment modes: Trimester 1, Trimester 2 and Trimester 3: Internship unit*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bronwyn Kirby*

*Trimester 2 Unit Chair: Bronwyn Kirby*

*Trimester 3 Unit Chair: Bronwyn Kirby*

*Prerequisite: This internship unit can only be undertaken after the successful completion of 12 credit points (or equivalent) of which at least 4 must be core units in the course or major in which the student is enrolled and seeking the placement. Students also require permission from the Head of Discipline and/or Unit Chair who will take into account a range of factors including academic history and the nature of the placement. Enrolment in an internship unit is dependent on the availability of a suitable workplace or equivalent and agreed project or program of work*

*Corequisite: Nil*

*Incompatible with: AAV384, ACD321, ACM321, ACP321, ACV309, ALC313, ALJ322, ALW351, ALX321*

*Scheduled learning activities – campus: Online independent learning and a minimum of 100 internship placement hours with an approved host organisation.*

### Content

This Internship unit, available to all students in Communication and Creative Arts courses, is an internship placement with an approved host organisation. Internships may be undertaken across a very broad range of industries such as creative arts industry sectors, corporate/government/community organizations, associations and practitioners involved in the fields of writing/publishing/editing, visual communication design, dance/performance/theatre production, film, video, television, radio, sound, animation, web design, photography, visual arts, and communications/digital media.

Students may take both of the Communication and Creative Arts Internships A & B (ACC317 & ACC318), subject to approval, either sequentially or at the same time to enable longer or more intensive placement, or to experience two different placements.

Note: All students must complete the following three-step internship application process:

1. Prepare: Complete the ArtsEd Pre-Internship Program in CloudDeakin.
2. Secure: Identify, research and contact potential host organisations. Negotiate your tasks, goals, hours, and supervision arrangements.
3. Register: \*Apply online to have your internship approved. Students cannot commence their internship or enrol in this unit until they have applied online and received approval from the Faculty of Arts and Education Work Integrated Learning team.

\* Please note that internship applications need to be registered at least two weeks before commencing an internship. Students will have the best success if they commence their research, planning and preparation early.

Please contact the Faculty of Arts and Education WIL Team for more information – prepare, secure and register an internship: [deakin.edu.au/artsed-wil](http://deakin.edu.au/artsed-wil)

### Assessment

- Workplace profile (1600 words or equivalent) – 40%
- Internship Reflection (2000 words or equivalent) – 50%
- Behavioural Interview Preparation (600 words or equivalent) – 10%

## ACC319 – Communication and Creative Arts Study Tour

*Enrolment modes:*

*Not offered 2019, reoffered 2020*

*Trimester 3: Study Tour unit*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Meghan Kelly*

*Prerequisite: Student must contact Unit Chair to enrol*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: To be advised*

### Content

Students will be invited to attend a study tour program to adapt the Australian Indigenous Design Charter: Communication Design to an International Indigenous Design Charter: Communication Design. This process will involve the engagement of first nations participants in Australia and other countries. The results of this workshop will be presented to the world Design Summit in Montreal, 2017

*Note: This unit is an elective unit open to a select cohort of Indigenous students for a project investigating Indigenous knowledge in communication design practices*

### Assessment

- Assessment 1: 2 x Reports 1500 words – 40% each
- Assessment 2: Reflective document 1000 words – 20%

## ACC320 – Communication Internship A: Placement

*Enrolment modes:*

*Trimester 1: Placement / WIL*

*Trimester 2: Placement / WIL*

*Trimester 3: Placement / WIL*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bronwyn Kirby*

*Trimester 2 Unit Chair: Bronwyn Kirby*

*Trimester 3 Unit Chair: Bronwyn Kirby*

*Prerequisite: You must have completed at least twelve credit points of study including one of the following groups:*

- *Public Relations – ACC100, ALR103, ALR104, ALR207 or ALR210*
- *Journalism – ACC100, ALJ111, ALJ112, ALJ216*
- *Digital Media – ACC100, ALM101, ALM102, ALC215*
- *Advertising – ACC100, ALA101, ALA102 and one of ALA201 ALA202, ALA203*

*Please see Note below for further special requirements needed for this unit.*

*Corequisite: Nil*

*Incompatible with: ALR382*

*Scheduled learning activities – campus: Internship*

*Placement: 100 hours min.*

### Content

You will gain firsthand experience in a professional workplace related to your chosen field of study. An internship is a bridge between university and the professional world; it provides an invaluable opportunity to develop the discipline-specific and transferable skills valued by employers. Your internship will be the foundation for career direction learning in ACC321 Communication Internship B: Career Development.

*Note: You will be given access to enrol in the unit once you complete the steps outlined below. Placements must be registered with the ArtsEd Work Integrated Learning team at least two weeks before commencing any placement hours.*

Prior to commencing your placement you MUST have:

- completed the online ArtsEd Pre-internship Program in CloudDeakin
- submitted an online internship application; and
- received approval by the ArtsEd Work Integrated Learning team and Unit Chair

For information see: [deakin.edu.au/students/faculties/artsed/work-integrated-learning/internships/process](http://deakin.edu.au/students/faculties/artsed/work-integrated-learning/internships/process)

It is strongly recommended that ACC320 be completed in the trimester prior to ACC321.

### Assessment

- Report (1600 words or equivalent) – 40%
- Exercise (2400 words or equivalent) – 60%

## ACC321 – Communication Internship B: Career Development

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bronwyn Kirby*

*Trimester 2 Unit Chair: Bronwyn Kirby*

*Prerequisite: ACC320*

*Corequisite: Nil*

*Incompatible with: ALR382*

*Scheduled learning activities – campus: 1 x 2 hour weekly seminar*

*Scheduled learning activities – cloud (online): Learning experiences are delivered via CloudDeakin*

### Content

This unit is all about you and your career development as you build on your internship experience. You will undertake valuable self-awareness activities, learn how to articulate your value to an employer, identify employment and networking opportunities and learn how to specifically tailor job applications. Most importantly, this unit develops the knowledge and skills to enable you to strategically manage your career from graduation and throughout your professional career.

*Note: It is recommended students study ACC321 Communication Internship B: Career Development in the trimester following completion of ACC320 Communication Internship A: Placement.*

### Assessment

- Presentation and peer review (1600 words or equivalent) – 40%
- Career Portfolio (2400 words or equivalent) – 60%

## ACC700 – Communication and Creative Arts Internship

*Enrolment modes: Trimester 1, Trimester 2 and Trimester 3: Internship unit*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alexia Maddox*

*Trimester 2 Unit Chair: Alexia Maddox*

*Trimester 3 Unit Chair: Mark Sheehan*

*Previously: ALX721*

*Prerequisite: Must have completed at least 4 credits of study in a Graduate Diploma or Masters program within the School of Communication and Creative Arts and have permission from the Unit Chair to enroll.*

*Corequisite: Nil*

*Incompatible with: ALX721*

*Scheduled learning activities – campus: Online independent learning and a minimum of 100 internship placement hours with an approved host organisation*

### Content

This Internship unit, available to all students in Communication and Creative Arts courses, is an internship placement with an approved host organisation. Internships may be undertaken across a very broad range of industries such as creative arts industry sectors, corporate/government/community organizations, associations and practitioners involved in the fields of writing/publishing/editing, visual communication design, dance/performance/theatre production, film, video, television, radio, sound, animation, web design, photography, visual arts, and communications/digital media.

*Note: All students must complete the following three-step internship application process:*

1. Prepare: Complete the ArtsEd Pre-Internship Program in CloudDeakin.
2. Secure: Identify, research and contact potential host organisations. Negotiate your tasks, goals, hours, and supervision arrangements.
3. Register: \*Apply online to have your internship approved. Students cannot commence their internship or enrol in this unit until they have applied online and received approval from the Faculty of Arts and Education Work Integrated Learning team.

*\* Please note that internship applications need to be registered at least two weeks before commencing an internship. Students will have the best success if they commence their research, planning and preparation early.*

Please contact the Faculty of Arts and Education WIL Team for more information – prepare, secure and register an internship: [deakin.edu.au/artsed-wil](http://deakin.edu.au/artsed-wil)

### Assessment

- Workplace profile (2000 words or equivalent) – 40%
- Internship Reflection (2000 words or equivalent) – 40%
- Elevator Pitch (1000 words or equivalent) – 20%

## ACC717 – Law, Media and Communication

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Janine Little*

*Trimester 3 Unit Chair: Usha Rodrigues*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALJ724*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities x 2 hours per week equivalent. This will involve a range of activities including seminar recordings, and synchronous and asynchronous participation in online classroom activities.*

### Content

This unit aims to provide insight into the legal rights and risks of professional communicators in journalism, public relations, and media practice. The unit will focus in particular on legal issues such as defamation, copyright and intellectual property, media freedom, privacy, and ethics. Globally relevant comparisons will be made with the Australian setting.

### Assessment

- Essay (2500 words or equivalent) – 50%
- Essay (2500 words or equivalent) – 50%

## ACD101 – Introduction to Contemporary Dance Practice A

*Enrolment modes: No longer available for enrolment*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun McLeod*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AAP111, ACD201, ACD401*

*Scheduled learning activities – campus: 2 x 1.5 hour*

*Studio and 1 x 1.5 hour Seminar per week*

### Content

This unit aims to introduce students to the aesthetic and physical challenges of techniques and choreography in contemporary dance art. 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 physical principles of contemporary dance. A composition seminar will present and discuss a range of works from the modern, post-modern and contemporary dance repertoire. Students will also begin to engage with the philosophical and social issues underpinning contemporary dance practices through specific readings and discussion.

### Assessment

- On-going assessment in technique classes according to stated criteria (Attendance of at least 90% of practical classes is compulsory) – 30%
- Written assignment (1200 words) – 30%
- Research Portfolio (1600 word equivalent) – 40%

## ACD102 – Introduction to Contemporary Dance Practice B

*Enrolment modes: No longer available for enrolment*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sally Gardner*

*Prerequisite: ACD101 or ACD201*

*Corequisite: Nil*

*Incompatible with: AAP112, ACD202, ACD402*

*Scheduled learning activities – campus: 3 x 1.5 hour*

*Studio and 1 x 2 hour Studio per week*

### 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 seminars and assignments, students will undertake movement observation and creation.

### Assessment

- On-going assessment in technique classes according to stated criteria (Attendance of at least 90% of practical classes is compulsory) – 30%
- Assessment 2 – Examined choreographic studies – 30%
- Essay and Portfolio – 40%

## ACD103 – Dance and Screens

*Year: 2020 unit information*

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun McLeod*

*Trimester 2 Unit Chair: Shaun McLeod*

*Trimester 3 Unit Chair: Shaun McLeod*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour practical per week*

### Content

Students will study how dance functions in screen-based forms of expression, such as in film and television and the pop-culture realm of dance in music video. With a critical eye to prevailing issues, aesthetic tropes and the ways dance has been employed 'in-frame', choreographic workshops will enable students to devise movement in groups, experiment with framing this movement with a camera, and finally, create their own dance for screen.

*Note: Commences 2020*

### Assessment

- Work-in-progress video task (800 words equivalent) – 20%
- Assessment 2 (Group) – Practical video assignment (2000 words equivalent) – 50%
- Research task (1600 words equivalent) – 30%

## ACD104 – Exploring Dance Styles From Hip Hop to Bollywood

*Year: 2020 unit information*

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Olivia Millard*

*Trimester 2 Unit Chair: Olivia Millard*

*Trimester 3 Unit Chair: Olivia Millard*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour practical per week*

### Content

Students will learn two out of several different cultural dance styles (such as, Hip-Hop, Indian dance, Indigenous dance) through practical, studio-based dance classes. A transcultural workshop will practically examine ways in which the cultural attributes of the different styles can be brought together in choreographic and performance-based ways as a means of enabling cross-cultural dialogue.

*Note: Commences 2020*

### Assessment

- Dance style class content (1200 words equivalent) – 30%
- Choreographed response to transcultural workshops (1800 words equivalent) – 40%
- Written reflective task (1500 words equivalent) – 30%

## ACD207 – Improvisation in Movement and Dance

*Year: 2020 unit information*

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun McLeod*

*Trimester 2 Unit Chair: Shaun McLeod*

*Trimester 3 Unit Chair: Shaun McLeod*

*Prerequisite: Must have completed two units at level 1*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 3 hour practical per week*

*Trimester 3: Intensive mode: This unit is taught intensively weeks 2–3 at Burwood (Melbourne), 1 x 3 hour practical Monday-Friday Week 2; 1 x 3 hour practical, Monday-Thursday, 1 x 6 hour practical Friday Week 3*

## Content

This unit focuses on ways in which students can cultivate an embodied sensibility through dance and movement improvisation. Utilising improvisation and ‘somatic’ practices, the practical classes will allow students to learn through internally-focused experiences of movement, interactions with others, kinaesthetic imagination and physical self-enquiry. Improvisation will also be practiced as a form for performance thus offering students the opportunity to watch and reflect on the experiences of others.

*Note: Commences 2020*

## Assessment

- Workshop participation (1600 words equivalent) – 40%
- Improvised performance (1200 words equivalent) – 30%
- Research task (1500 words equivalent) – 30%

## ACD208 – Dance Beyond the Studio

*Year: 2020 unit information*

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Olivia Millard*

*Trimester 2 Unit Chair: Olivia Millard*

*Trimester 3 Unit Chair: Olivia Millard*

*Prerequisite: Must have completed two level 1 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour practical per week*

## Content

This unit offers students the chance to embrace dance that happens beyond the studio through modes of

performance, installation, flash-mob, public events, political activism, educational workshops, therapeutic activity, video, online publication etc. Students will investigate areas of dance in socially applied and participatory art practices, dance and disability studies, dance education, dance therapy, or dance and well-being and apply their dance and choreographic skills to work in an ‘external’ context with a diverse range of possible requirements or outcomes.

*Note: Commences 2021*

## Assessment

- Written project proposal (1200 words or equivalent) – 20%
- Public project (2000 words or equivalent) – 50%
- Written reflective task (1500 words or equivalent) – 30%

## ACD307 – Specialised Technique and Dance Performance

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Olivia Millard*

*Prerequisite: ACD204 or equivalent studies approved by the Unit chair*

*Corequisite: Nil*

*Incompatible with: AAP315, ACD407*

*Scheduled learning activities – campus: 2 x 1.5 hour Studio per week, 1 x 2 hour Studio per week*

## 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 seminars introduce experimental approaches used by post-modern dance artists in the second part of the twentieth century. Readings in dance history leading to written discussion of an essay question also focus on this period.

## Assessment

- Assessment 1 – Ongoing progress and development in contemporary dance technique and contribution to choreographic workshops – 35%
- Assessment 2 – Two assessed composition assignments – 35%
- Written assignment (1200 words) – 30%

## ACD308 – Choreographic Research and Performance

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Olivia Millard*

*Prerequisite: ACD307*

*Corequisite: Nil*

*Incompatible with: AAP316*

*Scheduled learning activities – campus: 2 x 1.5 hour Studio per week, 1 x 2 hour Studio per week*

### 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

- Assessment 1 – Choreographic research project (practical and essay) – 55%
- Assessment 2 – Ongoing progress and development in contemporary dance technique and contribution to choreographic seminars – 45%

### Content

In this capstone unit, students will research, practice, and utilise specific approaches to choreographic practice in their relation to significant dancer-choreographers in the contemporary dance field. These approaches to choreographic practice will enable students to develop processes and content towards the creation of the live performance of a major choreographic group work in trimester 2 in the companion unit ACD310 (2 credit points). Students will engage with different dance-making approaches with the aim of discovering what processes best suit their interests in choreography, and the particular circumstances of their own cultures, contexts, experiences, capacities and bodies. A series of assignments will give students practical experience in creating from within the given choreographic processes and assessing their relevance and application to the emerging aims of their group project. Assignments will be shown as informal presentations in class. During and towards the end of this unit groups will be established and will develop ideas and establish approaches towards the major choreographic project that will be created and performed in the unit ACD310. This proposal will be formally presented at the end of the Trimester.

### Assessment

- Assessment 1 – Choreographic showing 1 with oral presentation – 35%
- Assessment 2 – Choreographic showing 2 with oral presentation – 35%
- Assessment 3 – Group presentation of draft project – 30%

### Hurdle requirement

Attendance requirement of 80% of seminars or workshops.

## ACD309 – Major Choreographic Project A: Process

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ollivia Millard*

*Prerequisite: ACD204*

*Corequisite: ACD307*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Studio per week, 1 x 3 hour student-led work on assigned task*

## ACD310 – Major Choreographic Project B: Performance

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Olivia Millard*

*Prerequisite: ACD309*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour Studio per week. Performances in week 12.*

## Content

This unit gives students the opportunity to work in groups to make a single, major choreographic work for the duration of the trimester, leading to public performance of the work at the end of the trimester. Students will also be responsible for many aspects of the production processes involved in the delivery of live performance (publicity, music copyright, costuming, fund-raising if required, and so on). The unit extends and develops the choreographic processes and physical practices explored in the unit ACD309. The specific choreographic projects developed and presented by groups of students in ACD309 are developed and rehearsed in this unit, concluding in the public performance. It is the culmination of the Bachelor of Contemporary Arts – Dance degree in which choreographic and technical skills, and intellectual understanding, are synthesised in the creation of a choreographic work.

## Assessment

- Assessment 1 – Written proposal-discussion-report (2400 words) – 30%
- Assessment 2 – Work-in-progress showing of choreographic work – 20%
- Assessment 3 – Performance of choreographic work to public audience – 50%

## ACD311 – Contemporary Dance in New York Study Tour

*Enrolment modes: Offered in alternate years 2020, 2022*  
*Trimester 3: Study tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Shaun McLeod*

*Prerequisite: ACD101, ACD102, ACD203, ACD204 and permission from the unit chair to enrol. Please note that study tour units may not run each year. Enrolment is always subject to a selection process and approval by the Unit chair as places are limited. Therefore students should always identify another unit as an alternative to a study tour unit when planning their course or major*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Delivery method: intensive mode over 2 weeks*

*Total Contact hours per week:*

*Week 1: 5 days x 5 hours per day class contact hours*

*Week 2: 4 days x 5 hours per day class contact hours*

*Also includes evening excursions (2–3 evenings per week x 3 hours per evening) and other cultural excursions*

## Content

Students will travel to New York City and participate in an intensive training module in contemporary dance practices over a two-week period. Classes will be designed and taught by New York-based artists and teachers so as to give a clear, physical understanding of current practices, interests and aesthetic preferences in contemporary dance techniques, choreography and performance. Local Universities will host the classes. Students will also be expected to attend performances and other cultural activities as they emerge during the study tour.

## Assessment

- Assessment 1 – Pre-departure research project and class presentation – 20%
- Assessment 2 – Assessment of practical work based on participation in the studio classes and workshops – 50%
- Assessment 3 – Reflective task (1200 words) – 30%

## ACF103 – Writing with the Camera

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Baulch*

*Trimester 2 Unit Chair: Elizabeth Baulch*

*Trimester 3 Unit Chair: Elizabeth Baulch*

*Previously: ACM112 Writing with the Camera*

*Prerequisite: Nil*

*Corequisite: Must be in an Arts or Arts combined course or M325*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Trimester 2: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Trimester 3: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*In-person attendance requirements: Students must attend and participate in project-based activities at the Burwood campus on the scheduled days during the trimester, commencing in week 1*

## Content

This unit is an introduction to the foundations of film and video practice and aims to equip students with the necessary technical skills to undertake further production units. It explores the technology of high definition video cameras and non-linear digital editing software. It is a practical unit that requires attendance to participate in the assessment activities; a series of camera, audio and editing exercises that will contribute to the development of industry standard production skills.

Topics will include:

- digital video camera operation
- industry standard framing, composition and visual language
- basic lens theory
- recording and working with audio in digital video
- non-linear editing and data management
- constructing sequences: overlay and continuity

## Assessment

- Topic Tests (800 words or equivalent) – 20%
- Folio 1 (1200 words or equivalent) – 30%
- Folio 2 (2000 words or equivalent) – 50%

## ACF104 – Screening History

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Victoria Duckett*

*Previously: ACM120, ALC106*

*Cohort rule: Must be enrolled in Associate Degree of Arts, Bachelor of Arts, Bachelor of Arts (Media and Communication) or Bachelor of Creative Arts course*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACM120, ALC106*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour Screening per week, 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 1-hour class per week, 1 x 2-hours screening per week, 1 x 1-hour seminar per week equivalent*

## Content

This course introduces students to the history of screen culture. It highlights the interests that today shape the ways we interpret and understand our shared cinematic past. Topics explored include early cinema, film genres, feminist film, queer cinema, experimental film and transmedia. We use seminal films to explore these topics.

## Assessment

- A presentation task (1600 words or equivalent) – 40%
- Online quiz (2 parts/sessions) (800 words or equivalent) – 20%
- Final essay (1600 words or equivalent) – 40%

## ACF106 – Screen Practices

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Martin Potter*

*Trimester 3 Unit Chair: Martin Potter*

*Previously: ACM116/ACM134 Screen Practices*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials.*

## 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 includes: film and video histories; forms, genres, narrative, documentary and experimental practices in relation to mise-en-scene, cinematography, editing and sound.

## Assessment

- Close Analysis 1 (2000 words or equivalent) – 50%
- Close Analysis 2 and Script or Video Essay (2000 words or equivalent) – 50%



## ACF107 – Principles of Animation

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rosemary Woodcock*

*Trimester 2 Unit Chair: Rosemary Woodcock*

*Trimester 3 Unit Chair: Rosemary Woodcock*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AMC104*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

In this unit students explore the making of animation through a range of techniques, methods and approaches for a variety of animation practices. Students will study established principles of 2D animation (Timing, Squash and Stretch, Staging, etc.) and story-telling, learn under-camera techniques (time-lapse and stop-motion), and develop basic project management skills to take an idea from storyboard to animated short film. The unit allows students to focus on specific interests, such as experimental non-narrative, or character and story-based animation.

*Note: Student enrolment quotas apply to this unit*

### Assessment

- Assignment 1 – Exercises – 25%
- Assignment 2 – Storyboard Project – 30%
- Assignment 3 – Short Film Project – 45%

## ACF201 – Short Fiction Film

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vikrant Kishore*

*Trimester 2 Unit Chair: Liz Baulch*

*Previously: ACM213 Genre Form and Structure*

*ACA213/ACM413 Media Production: Form and Structure*

*Prerequisite: ACF103, ACF106*

*Corequisite: Only available to students enrolled in course A351 Bachelor of Film Television and Animation*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class weeks 1–7 and 1 x 3 hour Seminar weeks 1–11*

*In-person attendance requirements: Students must attend and participate in project-based activities at the Burwood campus on the scheduled days during the trimester, commencing in week 1.*

### Content

This unit will enable students to develop methods and approaches of realising ideas into short fiction film 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 cover topics such as teamwork and team management, consensus decision making, collaborative idea development, production roles and responsibilities and the processes and practices of production management. This will provide the context in which students make a 5-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

- Line Producer Evaluations (1200 words or equivalent) – 30%
- Peer & Self-Assessment (800 words or equivalent) – 20%
- Production Process: Planning, Execution & Review (2000 words or equivalent) – 50%

## ACF202 – Documentary Production

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vikrant Kishore*

*Trimester 2 Unit Chair: Vikrant Kishore*

*Previously: ACM217/ACM317 Documentary Production Practice*

*Prerequisite: Students must complete: ACF103*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*In-person attendance requirements: Students must attend and participate in project-based activities at the Burwood campus on the scheduled days during the trimester, commencing in week 1.*

### Content

The topics to be addressed in this unit includes: 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.

*Note: Student enrolment quotas apply to this unit*

### Assessment

- Project Pitch (1200 words equivalent – written and oral presentation) – 30%
- Assessment 2 (Group) – Proposal and Treatment (1200 words) – 30%
- Assessment 3 (Group) – Documentary Production (1600 words) – 40%

## ACF205 – Television Studio Production

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Baulch*

*Trimester 2 Unit Chair: Elizabeth Baulch*

*Previously: ACM237 Television Production*

*Cohort rule: Only available to students enrolled in an Arts or Arts combined course or M325*

*Prerequisite: One of ACF103, ACM112*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*seminar per week*

*In-person attendance requirements: Students must attend and participate in project-based activities at the Burwood campus on the scheduled days during the trimester, commencing in week 1.*

### Content

This unit enables students to develop an understanding of the principles and practices of television studio production through practice. By examining the context and evolution of historical and contemporary production practices, students will develop understandings of the formats and creative possibilities associated with studio production genres. Exercises and projects replicate real world productions and challenges in an industry level broadcast studio. Multi-camera studio production requires teamwork and collaboration with the emphasis placed on the development of pre-production planning, production management and studio production skills. This is a practical unit that requires attendance to participate in the assessment activities.

### Assessment

- Assessment 1 – Project Production Tasks – 60%
- Assessment 2 – Project Evaluations – 40%

## ACF206 – Contemporary Topics in Screen Cultures

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Victoria Duckett*

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

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALC216, AMC236*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hours screening per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including: 1 x 1 hour Class per week, 1 x 2 hours screening per week, 1 x 1 hour Seminar per week equivalent.*

### Content

Film festivals are of increasing importance to filmmakers, industry professionals, audiences, and scholars alike. Emerging over 70 years ago to drive the global distribution of film, festivals now play a pivotal role in our understanding of local and international screen culture. Festivals also inform our appreciation of the creative industries economy. This course offers a critical introduction to film festivals today. Exploring major international festivals (such as the Berlinale, Cannes, Venice, and the Sundance Film Festival) the unit also addresses more marginal and/or online forums (Cinema Ritrovato (Bologna), Le Giornate del Cinema Muto (Pordenone), and Webfests such as the Vancouver and Melbourne Webfest). Topics we will explore include: festival programming and organization, issues of film production and film distribution, the relationship between festivals and the city, festivals and celebrity culture, Webfests, and the future of festivals

### Assessment

- Assessment 1 (Group or Individual) – Film/Webfestival presentation (1200 words or equivalent – 10 minutes for an individual, 15 minutes for a group) – 30%
- Plan a short film festival program (1600 words or equivalent) – 40%
- Program review (1200 words or equivalent) – 30%

## ACF207 – Animation Project

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dirk de Bruyn*

*Prerequisite: ACF107*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

This is a project-based unit. Students both individually and as a group are set tasks of creating and producing a short animation film in response to and framed by a set piece of spoken recorded sound. The unit focuses on the relationship between sound and image, including lip-syncing technique responses to a spoken word recording. This is a real-world application that requires students to acquire and apply knowledge as required by the specific needs of their project. Problems range from creating narrative film ideas, selecting animation styles in keeping with storyline, creating animatics and resolving sync-sound issues related to a character's mouth movements. Students further enhance their skills in archival research and character development. Use of animation strategies and technologies developed in other animation units are applied in this unit. An important challenge for the project in this unit is to produce a narrative for an occurrence or event for which there is no visual moving image record.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – In class exercises – 20%
- Assessment 2 – Storyboard and Animatic – 30%
- Assessment 3 – Animation Project – 50%

## ACF208 – Cinematography

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Cumming*

*Cohort rule: Student must be enrolled in A351 Bachelor of Film, Television and Animation*

*Prerequisite: ACF103 and ACF106*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week.*

*In-person attendance requirements: Students must attend and participate in project-based activities at Burwood Campus on the scheduled days during the trimester, commencing in week 1.*

### Content

In this specialist film production unit, students will acquire knowledge and skill in the aesthetic practices and technical processes associated with high-level digital cinematography and in the operation of professional cinema-quality digital camera and lighting equipment.

Acting as a Cinematographer/Director of Photography during in-class exercises and out-of-class assignment work, each student will learn to interpret scripted narrative scenes and design shot sequences for studio and location settings. They will exercise leadership by directing classmate-assistants and solve problems as they use available light and cine lights, decide upon camera angle, lens choice and camera movement. By editing their shots, students will test and evaluate the effectiveness of their sequence design and shot composition and validate or revise the creative, technical and logistic decisions they have made.

By performing the roles of Assistant Camera, Gaffer and Grip for classmates, students will gain further teamwork experience and valuable entry-level professional skills.

### Assessment

- Folio of exercises (1200 words equivalent) – 30%
- Cinematographer's show reel and documentation (2000 word equivalent) – 50%
- Quizzes (800 words equivalent) – 20%

## ACF209 – Experimental Screens

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Cumming*

*Prerequisite: ACF103*

*Corequisite: Nil*

*Incompatible with: ACF301*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week for 11 weeks*

### Content

This unit examines the global, historical and cultural context and practice of small-scale independent screen production for a range of contexts including cinema, small screens, inter-disciplinary performance-based (Theatre/Dance & Drama) or installation (Visual Arts, Photography). This is the kind of practice that students can continue when they graduate.

Students will be challenged in this unit by the unconventional processes, styles, forms and presentation methods of experimental film, video art and inter-disciplinary practice. Approaches will be introduced to enable a multi-layered, analytic and creative engagement between the individual, the media they are working with and listener-viewer-participants.

Students will undertake a research project on innovative screen-based practice and an individual, experimental production project. Through this practical creative work, students hone basic production skills in camerawork, sound recording, multi-track sound design and editing. Assessment tasks incorporate live and online presentation and sharing of formative peer feedback prior to submission.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Research report (1600 words) – 40%
- Assessment 2 – Production Project (2400 words) – 60%

## ACF210 – Postproduction

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Martin Potter*

*Prerequisite: ACF103 and ACF106*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

### Content

This unit will introduce students to advanced techniques and process of post-production in film, television and animation. It will cover workflow planning and digital file management through the various stages of picture and sound editing to final output. The unit will also examine editing techniques and the creative possibilities of picture and sound editing.

*Note: Commencing 2019.*

*Student enrolment quotas apply to this unit. No further enrolments are available from 2 July for Trimester 2 2019 as quota has been reached.*

### Assessment

- Assessment 1 – Folio 1 (20% each exercise listed below) – 60%
  - Exercise A. Strict Continuity Cutting
  - Exercise B. Cutting Dialogue
  - Exercise C. The Ellipse Edit
- Assessment 2 – Folio 2 (20% each exercise listed below) – 40%
  - Exercise A. Working with and Animating Still Images
  - Exercise B. From Data to Grading

## ACF211 – Screen Careers

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elizabeth Baulch*

*Prerequisite: Students must complete 2 units from ACF103, AMC100, ACF106, ACF107*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit will cover the contemporary structures and arrangements of working in the film, television, animation and screen content industries. It will introduce students to the multiple roles within the business, financing, creative, production and distribution of content. Students will be challenged to consider where their place might be in these industries and investigate possible career paths.

### Assessment

- Assessment 1 – Research presentation (1600 words) – 40%
- Assessment 2 – Career plan (1600 words) – 40%
- Assessment 3 – Professional Pitch video recording – 20%

## ACF212 – Visual Effects and Motion Graphics

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simeon Taylor*

*Prerequisite: ACF107 or ADD102*

*Corequisite: Nil*

*Incompatible with: AMC203*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

In this unit students investigate the intersections of live action and digital animation techniques through a range of concepts and practical approaches based on industry standards. Students develop hands-on experience in chroma-key (green-screen) studio principles, including techniques for lighting subjects, directing action, and compositing a range of digital media assets for a variety of creative outcomes. Students learn how to animate text for film titles and create visual effects for animation, game design, and live action film practices. The convergence of 2D, 3D and virtual image spaces with live-action content compels students to consider and explore the possibilities of a dynamic contemporary media ecology.

*Note: Commencing 2019*

### Assessment

- Folio 1: Motion Graphics (2000 words or equivalent) – 50%
- Folio 2: Visual Effects (2000 words or equivalent) – 50%



## ACF301 – Independent Production Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Cumming*

*Previously: ACM318, ACM418*

*Cohort rule: Only available to students enrolled in an Arts or Arts combined course or M325*

*Prerequisite: ACF202*

*Corequisite: Nil*

*Incompatible with: ACF209*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

This unit examines the global, historical and cultural context and practice of small-scale independent film production of the kind that students can engage in when they graduate.

Building on critical skills acquired by all students in AF104 Moving Pictures: Screening Film History, students will be challenged in this unit by the unconventional processes, styles, forms and presentation methods of experimental film and video art. A set of approaches will be introduced to enable analytic research and creative practice.

Students will undertake directed research into an aspect of screen-based art and will develop a project proposal of their own. Each student will make an innovative short production. All students will hone basic production skills learnt in ACF103 Writing with the Camera and ACF202 Documentary Production Practice by doing their own camerawork, sound recording, multi-track sound design and editing.

Assessment tasks incorporate live and online presentation, and providing and synthesising peer feedback.

### Assessment

- Assessment 1 – Research Project and peer evaluation (1600 words plus reference list) – 40%
- Assessment 2 – Individual Production project – 60%

## ACF302 – Developing a Project: Ideas to Scripts

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Donna McRae*

*Prerequisite: ACF202*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

### 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 to create a short narrative film script of 5-8 minute duration.

### Assessment

- Assessment 1 – The Pitch (written synopsis of 400 words, based on verbal pitch given in class) (800 words equivalent) – 20%
- Assessment 2 – First Draft Script (5-8 minute script and 3 act structure) – 60%
- Assessment 3 – Detailed document outlining 2nd draft script outline and notes (800 words) – 20%

## ACF303 – Narrative Film and Television Project

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: John Cumming*

*Cohort rule: Only available to students enrolled in A300 or A351*

*Prerequisite: Any two level 2 units from ACF202, ACF205, ACF212, ACF207.*

*Incompatible with: ACF307, ACF308*

*Scheduled learning activities – campus: 1 x 2 hour Class per week, 1 x 3 hour Seminar per week*

## Content

This capstone unit enables Film & Television students to apply their skill and knowledge to realising and managing major screen productions. Produced primarily in teams, projects may be short narrative films, short documentary films, experimental screen works, or television studio productions. Learning activities and assessment deadlines are determined by the project timeline and individual production responsibilities. Throughout the production students will be required to evaluate their working methods and project, to interpret and respond to feedback and to develop strategies to improve their work and working methods. Individual student portfolios will include production items created during pre-production, production and post-production including the necessary deliverables for public presentation of their work.

*Please note: A300 students will be required to complete their assessment tasks working with film equipment aligned with studies in their major and A351 students will work with different film equipment aligned with their course.*

## Assessment

- Assessment 1 (Group) – Major Project (3200 word equivalent) – 40%
- Individual Portfolio (3200 word equivalent) – 40%
- Team performance Evaluation (1600 word equivalent) – 20%

## ACF307 – Major Screen Project A – Development

*Enrolment modes: Not offered in 2019*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Donna McRae*

*Trimester 2 Unit Chair: Donna McRae*

*Cohort rule: Student must be enrolled in A351 Bachelor of Film, Television and Animation*

*Prerequisite: ACF211 and two level 2 ACF coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 1 hour screening, 1 x 3 hour seminar (weeks 1–6), 1 x 3 hour seminar (weeks 7–11).*

*In-person attendance requirements: Students must attend and participate in project-based activities at the Burwood campus on the scheduled days during the trimester, commencing in week 1.*

## Content

In this, the first of two capstone units, Film, Television and Animation students will develop projects aimed at selection for production in Major Screen Project B. Projects will usually be between 4 and 8 minutes in duration. They may be short fiction animation or live-action (drama), experimental or documentary films, web-series episodes or TV Studio productions in a format other than drama. This development work takes place with two assessment tasks. The first task is supported with screenings and close analysis of screen productions which will set some of the narrative, structural and stylistic criteria which students will use in the development of their own individual project ideas. Individual ideas will be developed and refined in student script/concept/animatic editing circles before being developed through to the first draft with development notes and look-book. The second assessment task will refine these ideas through 2nd draft as a script, a one-minute animation, a test TV pilot or a folio of project development work associated with a key creative production role.

*Note: Commencing 2020*

## Assessment

- Folio 1 – 50%
- Folio 2 – 50%

## ACF308 – Major Screen Project B – Production

*Enrolment modes:*

*2020: Trimester 2: Burwood (Melbourne)*

*2021: Trimester 1: Burwood (Melbourne), Trimester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: John Cumming*

*Trimester 2 Unit Chair: John Cumming*

*Prerequisite: ACF307*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class, 1 x 1 hour Screening, 1 x 3 hour Seminar (weeks 1–6), 1 x 3 hour Seminar (weeks 7–11).*

*In-person attendance requirements: Students must attend and participate in project-based activities at the Burwood campus on the scheduled days during the trimester, commencing in week 1.*

## Content

This is the second of two capstone specialist production units for Film, Television and Animation. It is an opportunity for students to specialise in one of the production roles that most interest them such as producing/production management, directing, production design/art direction, animation, cinematography, sound design and editing/post-production, or television studio, independent video, experimental or documentary production.

Students are encouraged to practice those developed skills they aim to practice in the industry on completion of their Degree. Projects made in this unit will usually be limited to productions developed and selected during the last trimester in which the unit Major Screen Project A was offered. These projects are tightly scheduled through pre-production, production and post-production to completion. Pre-production will be completed in the first weeks of this unit.

*Note: Commencing 2020*

## Assessment

- Production Role Folio (4800 words or equivalent) – 60%
- Production Role – Completed Project (1600 words or equivalent) – 20%
- Completed Project (1600 words or equivalent) – 20%

## ACF320 – The Australian Moving Image

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Victoria Duckett*

*Previously: AAM219/AAM319*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Class per week, 1 x 1 hour Seminar per week*

## Content

This unit is an exploration of Australian cinema with a particular focus on the dynamic relationship between screen culture and the changing patterns of Australian community, identity, and the fabric of everyday life. The unit especially considers how competing ideas of national identity are negotiated through the diverse practices and activities of Australian screen culture. In addition to engaging with these processes of contemporary Australian cinema, students will also look at filmmaking methods and techniques through chosen films.

*Note: Offered Cloud (online) from 2020*

## Assessment

- Assessment 1 – Seminar Presentation (2000 word equivalent) – 50%
- Assessment 2 – Written Essay (2000 words), OR Audio-Visual Essay (4–5 minutes, 2000 words equivalent) – 50%

## ACF700 – Writing with the Camera

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Baulch*

*Trimester 2 Unit Chair: Elizabeth Baulch*

*Trimester 3 Unit Chair: Elizabeth Baulch*

*Previously: ACM112/ACM712*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Trimester 2: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Trimester 3: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*In-person attendance requirements: Students must attend and participate in project-based activities at the Burwood campus on the scheduled days during the trimester, commencing in week 1.*

## Content

This unit is an introduction to the foundations of film and video practice and aims to equip students with the necessary technical skills to undertake further production units. It explores the technology of high definition video cameras and non-linear digital editing software. It is a practical unit that requires attendance to participate in the assessment activities; a series of camera, audio and editing exercises that will contribute to the development of industry standard production skills.

Topics include:

- digital video camera operation and handling
- industry standard framing, composition and visual language
- basic lens theory
- recording and working with audio in digital video
- non-linear editing and data management
- constructing sequences: overlay and continuity

## Assessment

- Assessment 1 – Topic Tests – 20%
- Assessment 2 – Folio 1 – 30%
- Assessment 3 – Folio 2 – 50%

## ACF701 – Television Studio Production

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Baulch*

*Trimester 2 Unit Chair: Elizabeth Baulch*

*Previously: ACM237/ACM711*

*Prerequisite: ACF700 or ACM712*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*In-person attendance requirements: Students must attend and participate in project-based activities at the Burwood campus on the scheduled days during the trimester, commencing in week 1.*

## Content

This unit enables students to develop an understanding of the principles and practices of television studio production through practice. By examining the context and evolution of historical and contemporary production practices, students will develop understandings of the formats and creative possibilities associated with studio production genres. Exercises and projects replicate real world productions and challenges in an industry level broadcast studio. Multi-camera studio production requires teamwork and collaboration with the emphasis placed on the development of pre-production planning, production management and studio production skills. This is a practical unit that requires attendance to participate in the assessment activities.

## Assessment

- Critical Evaluations (1500 words or equivalent) – 30%
- Minor Project (1250 words equivalent) – 25%
- Major Project (2250 words or equivalent) – 45%

## ACF702 – Television Commercial Production

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Cumming*

*Previously: ACM717*

*Prerequisite: ACF700 or ACM712*

*Corequisite: ALR733*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

## 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 television 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. Students will gain experience in pitching ideas and sharing research through individual and/or team presentations.

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
- 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%
- Research essay on an aspect of television commercial production (1500 words plus reference list) – 30%
- Assessment 3 (Group) – 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, peer evaluation, individual performance of one key production role and one supporting production role – 50%

## ACF703 – Fractured TV: Audiences, Formats, Technology and Regulation

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Toija Cinque*

*Previously: ACM714*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

## Content

This unit examines key drivers influencing television and its role in the media landscape. Through the lens of technology and technological determinism, regulatory systems, audience behaviour, trans-media and the rise of global TV formats, students will understand how television is changing and the implications for television program forms and production.

## Assessment

- Assessment 1 – Report (1000 words) – 20%
- Assessment 2 – Online discussion (equivalent 1000 words) – 20%
- Assessment 3 – Case study (3000 words) – 60%

## ACF704 – Talking Heads: Personality and Persona On Screen

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Vikrant Kishore*

*Previously: ACM715*

*Prerequisite: ACF701*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour*

*Seminar in weeks 1–4, 6–10, Plus 1 x 2 hour Seminar in weeks 5 & 11*

## Content

Talking heads are a major feature of television and online content, across all forms and formats of programs. This Unit will examine the skills and techniques of talking to a camera. Topics covered will include: Interview preparation and research, the live studio interview: interviewing in the field, preparing scripts and reading auto cues, spontaneous presentations to camera, panel anchoring, and presentation style and performance.

The Unit is relevant to those who want to be in front of the camera or behind the camera.

## Assessment

- Sample of recorded interviews and interview preparation work from exercises (2500 words or equivalent) – 50%
- Sample of anchoring and presentations and preparation and planning documentation drawn from exercise work (2500 words or equivalent) – 50%



## ACF705 – Documentary Production Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Vikrant Kishore*

*Previously: ACM718*

*Prerequisite: ACF700*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

### 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

- Project Pitch (1500 words or equivalent – written and oral presentation) – 30%
- Assessment 2 (Group) – Proposal and Treatment (1500 words or equivalent) – 30%
- Assessment 3 (Group) – Documentary Production (2000 words or equivalent) – 40%

## ACG103 – Design Skills

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Joel Zika*

*Trimester 3 Unit Chair: Joel Zika*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 1:*

*1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*In-person attendance requirements: Trimester 3:*

*Intensives – 3 x 1 hour Class & 3 x 2 hour Seminar in weeks 3–5, 2 x 1 hour Class and 2 x 2 hour Seminar in week 6.*

### Content

This unit introduces students to the digital tools necessary for visual communication design through a combination of practical skills and theory exploring the design elements and principles. 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 art and design processes. Techniques include digital mark making, graphic illustration, design elements and principles, creative thinking and layout explored through practical projects.

### Assessment

- Design Project – 30%
- Research Project – 30%
- Design Project – 40%

## ACG304 – Design and Collaboration

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Maria Bates*

*Prerequisite: ACG207 and one of ACG204, ACG208*

*Corequisite: Nil*

*Incompatible with: ADD301*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

### Content

Collaboration ensures design is not simply seen as a service industry but clearly defines the role of a designer as integral to project success. Students form collaborations with clients, their audience and each other to resolve complex creative projects from conception to completion. This unit will provide the opportunity for Visual Communication Design students to work in a studio setting and to connect with industry and commercial partners through real-world projects to solve real-world problems. Students will get the opportunity to exhibit their work in a public environment at the completion of the unit.

### Assessment

- Assessment 1 – Project Concept and Strategy – 40%
- Assessment 2 – Visual Design Campaign – 40%
- Assessment 3 – Exhibition and Public Display – 20%

## ACG305 – Design Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tonya Meyrick*

*Prerequisite: ACG207 and one of ACG204, ACG208*

*Corequisite: Nil*

*Incompatible with: ADD302*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### 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 – Research and Design – 50%
- Assessment 2 – Research and Design – 50%

## ACG307 – Global Design Strategies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Meghan Kelly*

*Prerequisite: ACG207 and one of ACG204, ACG208*

*Corequisite: Nil*

*Incompatible with: ADD303*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### 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.

### Assessment

- Research Proposal (800 words or equivalent) – 20%
- Design Project (1600 words or equivalent) – 40%
- Design Project (1600 words or equivalent) – 40%

## ACG308 – Screen & Design Industry Project

*Enrolment modes: Trimester 3: Industry led professional project*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Maria Bates*

*Prerequisite: Student completed 8 units of credit, at time of application and permission from the unit chair to enrol. Please note that industry led professional project units may not run each year. Enrolment is always subject to a selection process and approval by the Unit Chair as places are limited. Therefore students should always identify another unit as an alternative to a study tour unit when planning their course or major.*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Students will on average spend 96 hours (16 days of structured activity x 6 hours p/day approx.) over the duration of the industry led professional project unit on group related and individual activities and assignment-related tasks, followed by independently directed assessment activity during the remaining weeks of the trimester (between 40–55 hours approximately)*

### Content

The Screen & Design Industry Project engages students with new ideas and approaches to creative screen & design practice in and beyond their discipline knowledge, through the experience of encountering and critiquing traditions that inform contemporary professional practice.

The program structure and delivery gives students experience working with and being led by industry professionals on creative projects that address real-world problems within a cross-cultural perspective.

The program is designed to provide students the unique challenge of unfamiliar and/or different creative thinking and practical methods. It offers the opportunity to relate such thinking and methods to cultural specificity and its traditions and practices other than their own.

The project process will follow a design thinking methodology. However, ideation and creative outcomes should incorporate multi-disciplinary knowledge and skills, ensuring a broad range of students are able to link learning outcomes to their specific discipline across Screen and Design practices. The professionals involved in guiding the students are from a variety of creative backgrounds and bring extensive experience and knowledge to the project and its process. Project responses should engage audiences through storytelling and motion, using a variety of technology to solve the assigned design problem.

### Assessment

- Assessment 1 – Field Research Project – 20%
- Assessment 2 – Project Proposal: Presentation with support doc – 40%
- Assessment 3 – Creative Project: Creative exhibition – 40%

## ACG702 – Digital Publishing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tonya Meyrick*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 2-hour seminar per week*

*Scheduled learning activities – cloud (online):*

*Cloud(online): Online independent learning activities including: 1 x 1-hour class per week*

### Content

This unit will begin by exploring and understanding typography and how it applies to Visual Communication Design. Students will develop and explore techniques to apply and manipulate design from hand to digital format. Focus will be on use of the design elements and principles, grids, forms and structures, the anatomy of typefaces, font families, font designers and typeface design. Considerations will include the applications and implications of selecting and applying typography to a variety of design solutions using both hand rendered craft techniques and digital methods.

### Assessment

- Research Project (1500 words or equivalent) – 30%
- Design Project (1500 words or equivalent) – 30%
- Research Brief (2000 words or equivalent) – 40%

## ACG703 – Design and Digital Skills

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Maria Bates*

*Trimester 3 Unit Chair: Tonya Meyrick*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials.*

### Content

This unit will begin with exploring and understanding the creative process and how it applies to Visual Communication Design. Students will develop techniques to apply and manipulate design from hand to digital format. Focus will be on the design elements and principles, developing skills in vector based image making, digital symbols and patterns and creative thinking techniques while working with the Adobe publishing suite.

### Assessment

- Assessment 1 – Design Project – 30%
- Assessment 2 – Research Project – 30%
- Assessment 3 – Design Project – 40%

## ACG706 – Designing for Web Environments

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maria Bates*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials.*

### Content

This unit explores the theory and practices of designing for interactivity and the web. Students will critique and design strategic, interactive and energetic solutions that carefully consider site, audience, navigation and engagement. Central to this understanding is the transition from traditional forms of publishing to innovative and contemporary methods of practice.

### Assessment

- Assessment 1 – Research Project – 30%
- Assessment 2 – Design Project – 30%
- Assessment 3 – Design Project – 40%

## ACG708 – Design Thinking and Problem Solving

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Russell Kennedy*

*Trimester 3 Unit Chair: Joel Zika*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 1:  
1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online):  
Trimester 3: Online independent and collaborative  
learning activities including weekly engagement with  
materials.*

### Content

This unit will investigate 'design thinking' as a strategic methodology and problem solving process. Taking a multidiscipline/interdisciplinary approach, students will be required to use 'design thinking' as a problem solving process, which taps into processes that have been traditionally overlooked in favour of more conventional problem solving practices. 'Design thinking' also allows people who are not trained as designers to use creative tools to address a vast range of challenges. 'Design thinking' methods will require students to adopt a human-centered approach to innovation that draws on their skills to integrate the needs of people, the possibilities of technology, and the requirements of business and society as a whole. Students will be placed in teams, the final assessments will a combination of presentation or pitch and exhibition format. Students will use 'Design Thinking' methods in an attempt to solve a 'wicked problem'.

### Assessment

- Assessment 1 – Research Project (1500 word equivalent) – 30%
- Assessment 2 – Project Proposal (1000 word equivalent) – 20%
- Assessment 3 – Project (2500 words equivalent) – 50%

## ACG709 – Strategic Branding and Design

*Enrolment modes: Trimester 2: Burwood (Melbourne),  
Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maria Kneebone-Bates*

*Prerequisite: ACG702 and/or ACG703*

*Corequisite: Nil*

*Incompatible with: ACG208, ACG307*

*Scheduled learning activities – campus: 1 x 2 hour  
Seminar per week*

*Scheduled learning activities – cloud (online): Online  
independent and collaborative learning activities  
including weekly engagement with materials.*

### Content

This unit will investigate branding beyond the logo and slogan. Taking a multidiscipline approach to branding, students will be required to launch, rebuild or reinvigorate a brand. After informing direction through research of theories and practice, exploring existing brand strategies and innovative concepts, students will be placed in teams to construct and, where possible, implement a branding strategy. The final assessments will a combination of presentation or pitch and exhibition format. Of significance, this project will be required to base the brand strategy on addressing the five senses; sight, sound, taste, touch and smell.

### Assessment

- Assessment 1 – Research Project (1500 word equivalent) – 30%
- Assessment 2 – Project Proposal (1000 word equivalent) – 20%
- Assessment 3 – Project (2500 words equivalent) – 50%



## ACI101 – Analogue Photography

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Danica Chappell*

*Trimester 2 Unit Chair: Danica Chappell*

*Previously: ACM101 Still Images*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### 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 classes, seminars, gallery visits and readings, as well as providing the opportunity for students to develop and express their own views and concepts.

Students enrolled in this unit 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

- Assessment 1 – Camera Handling – 20%
- Assessment 2 – The Formal Vision – 30%
- Assessment 3 – Thematic Series – 50%

## ACI102 – Digital Photography

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ross Coulter*

*Trimester 3 Unit Chair: Patrick Pound*

*Previously: ACM102*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Trimester 3: 1 x 4 hour Seminar per week for 6 weeks*

### Content

This unit introduces ideas and processes associated with digital photography.

The construction and manipulation of photographic images is creatively and critically explored through a variety of conceptual frameworks. Workflow techniques include the fundamentals of using Digital Single Lens Reflex (DSLR) cameras, color management, RAW image processing, scanning, photo compositing in Photoshop, and the production of exhibition quality prints. Assignments and lectures provide students with an overview the medium's history and contemporary issues.

*Note: Student enrolment quotas apply to this unit*

### Assessment

- Assessment 1 – Photographic Strategies (2400 words or equivalent) – 60%
- Assessment 2 – Montage (1600 words or equivalent) – 40%

## ACI201 – Alternative Imaging

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), \*CBD*

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Danica Chappell*

*Previously: ACM207*

*Cohort rule: Must be enrolled in an Arts or Arts combined course*

*Prerequisite: ACI102 and ACI101*

*Corequisite: ACI203*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit extends the knowledge and learning achieved in ACI102 (formerly ACM102) and ACI101 (formerly ACM101) and compliments the skills acquired in ACI203 (formerly ACM203) by introducing a range of alternative formats and processes as well as hybrid approaches between digital and analogue imaging technologies.

Students will undertake a number of exploratory creative productions from the unit topics which includes large format analogue cameras, instant materials, primitive imaging – pinhole, toy and non-camera, analogue colour systems, stereo and panoramic imaging, etc. Students will also undertake a research paper and presentation which addresses the unit themes.

### Assessment

- Assessment 1 – Production assignment #1 – 35%
- Assessment 2 – Production assignment #2 – 35%
- Assessment 3 – Research paper and presentation (1200 words) – 30%

## ACI202 – Digital Imaging 2: Advanced

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ross Coulter*

*Trimester 3 Unit Chair: Patrick Pound*

*Previously: ACM202*

*Prerequisite: ACI102*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements:*

*Trimester 2: 11 Week Program – 1 x 1 hour Class per week, 1 x 2 hour Seminar per week.*

*Trimester 3: (Intensive) – 2 x 1 hour Class per week and 2 x 2 hour Seminar (weeks 1–5), 1 x 1 hour Class per week 1 x 2 hour Seminar (week 6).*

### 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.

*Note: This unit is subject to demand and laboratory space available*

### Assessment

- Inside Out (600 words or equivalent) – 15%
- About Face (1200 words or equivalent) – 30%
- Identity Online (2200 words or equivalent) – 55%

## ACI203 – Darkroom Practices

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ross Coulter*

*Trimester 2 Unit Chair: Sean Loughrey*

*Previously: ACM203*

*Cohort rule: Must be enrolled in an Arts or Arts combined course*

*Prerequisite: ACI101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

### Content

Students are introduced to medium format cameras, hand held exposure meters, black and white processing and printing. Topics include advanced exposure and image sequencing. 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 seminar paper on a significant photographic practitioner.

*Note: Student enrolment quotas apply to this unit*

### Assessment

- Assessment 1 – Formalism and Field work (1200 words or equivalent) – 30%
- Assessment 2 – Research Presentation and Essay (800 words or equivalent) – 20%
- Assessment 3 – Folio (2000 words or equivalent) – 50%

## ACI204 – Contemporary Documentary and Narrative Photography

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), \*CBD*

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Torika Bolatagici*

*Previously: ACM204*

*Cohort rule: Must be enrolled in an Arts or Arts combined course*

*Prerequisite: ACI102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Cloud Class per week, 1 x 2 hour Seminar per week*

### Content

This unit focuses on photographic narrative and visual storytelling in the context of contemporary art practice, photobooks and social documentary. Students undertake a number of individual exercises working towards the development of a group documentary project. Students will also present a research paper reflecting issues and ideas discussed in classes and seminars. Working methods and equipment choice will be dictated by the project and students may choose from a range of camera formats. Emphasis is placed on exploring the role of documentary photography in contemporary culture, the social, ethical and legal considerations of documentary photography as well as presentation technique, seriality, materiality and installation. Critique sessions will be held regularly to discuss work in progress and offer feedback to students.

### Assessment

- Photo Essay (1200 word equivalent) – 30%
- Research Presentation (800 word equivalent) – 20%
- Assessment 3 (Group) – Documentary photo essay (2000 word equivalent) – 50%

## ACI205 – Photographic Lighting 1: Natural and Artificial Lighting

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sean Loughrey*

*Previously: ACM205 Lighting Design 1: Natural and Artificial Lighting*

*Prerequisite: ACI101 and ACI102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

ACI205 introduces students to the fundamentals of natural and artificial lighting. Through series class presentations, demonstrations and practical exercises students will gain the knowledge and skills required to creatively utilise the material of light within the photographic image.

The unit also include an introduction to evaluating and working with ambient natural and artificial lighting, including: small strobe flash, portable studio style flash, light painting and various experimental approaches, low light photography and mixed (natural and artificial) lighting. Technical exercises cover advanced meter reading and colour referencing, basic light shaping, direction control and quality of light.

A variety of genres are explored including standard portraiture and film noir, landscape and urban photography. The history and theory of lighting in relation to significant practitioners will be considered in relation to the creative practice assignments.

### Assessment

- Assessment 1 – Ambient natural lighting project – 20%
- Assessment 2 – Genre lighting design project – 30%
- Assessment 3 – Lighting skills folio – 50%

## ACI301 – Experimental Photography and Creative Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Patrick Pound*

*Previously: ACM328*

*Cohort rule: Must be enrolled in an Arts or Arts combined course*

*Prerequisite: ACI201 or ACM207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### 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

- Assessment 1 – Preliminary project – 20%
- Assessment 2 – Research paper (1000 words) – 20%
- Assessment 3 – Major project 1: 1 tutorial, 10–15 images and 500 words – 60%

## ACI302 – Photographic Lighting 2: Studio Lighting

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anne Wilson*

*Previously: ACM335*

*Cohort rule: Must be enrolled in an Arts or Arts combined course*

*Prerequisite: ACI205 plus one other unit from one of ACI201, ACI202, ACI203, ACI204*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### 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

- Assessment 1 – Lighting Workshop – 20%
- Assessment 2 – Genre recreation and Research Paper – 30%
- Assessment 3 – Major Production Assignment – 50%

## ACI303 – New Worlds: Intersections of Art and Science

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Danica Chappell*

*Previously: ACC308*

*Cohort rule: Must be enrolled in an Arts or Arts combined course*

*Prerequisite: Any 4 units from ACI201, ACI202, ACI203, ACI204, ACI205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### 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

- Assessment 1 – Time and Space: micro/macro – 20%
- Assessment 2 – ArtLab: creative production and 1:1 tutorial – 60%
- Assessment 3 – ArtLab: report (800 words) – 20%



## ACI304 – Folio and Professional Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Torika Bolatagici*

*Previously: ACM334*

*Prerequisite: Any 4 units from ACI201, ACI202, ACI203, ACI204, ACI205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

Students will explore a range of solutions for the development and presentation of a portfolio of their work. These will include print, book formats, virtual portfolios, CV and ancillary support material. Other issues explored will include the development of an artist statement, curatorial and thematic groupings, sequencing and seriality, editing, marketing and promotion, identifying target audiences, working with galleries and curators, image banks and archives, self-promotion and defining the creative self as distinct. This unit will also consider various pathways to employment and professional practice including commercial and fine arts industries, working as a solo creative practitioner, studio and artist-run spaces and cooperatives, community arts and funding bodies, national and global opportunities, competitions and professional associations.

Students will prepare a major portfolio and other promotional material for a professional public presentation event in which various representatives from photographic industries friends and relatives will be invited to attend.

### Assessment

- Assessment 1 – Career Pathways Research (1600 words equivalent) – 20%
- Assessment 2 – Extending the vision: creative series project (1600 words equivalent) – 20%
- Assessment 3 – Professional Practice Exposition (4800 words equivalent) – 60%

## ACI700 – Introduction to Digital Photography

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anne Wilson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities 1 x 3 hour Seminar per week equivalent*

### 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

- Assessment 1 – Composition, capture and interpret – 30%
- Assessment 2 – Montage – 30%
- Assessment 3 – Conceptual Strategies – 40%

## ACO410 – Communication Research Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Deirdre Quinn-Allan*

*Trimester 2 Unit Chair: Deirdre Quinn-Allan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALR732*

*Scheduled learning activities – campus: Trimester 1:  
1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online Independent and Collaborative learning activities x 2 hours per week. This will include a range of activities including seminar recordings and synchronous and asynchronous participation in online classroom activities*

### Content

This unit is designed for students who will undertake research in Communication disciplines such as Advertising, Digital Media, Journalism, Media Production/Design, Public Relations and Media Studies.

Students engage with theoretical frameworks to inform research design, ethics, sampling, measurement, data collection, analysis, and interpretation of results.

Students will be introduced to common research methods such as surveys, depth interviews, content analysis, and textual analysis. These are selected as typical methods commonly used for exploratory and descriptive research in communication and allied media industries.

With a focus on all stages of the research process students will be able to develop and present a research proposal for a quantitative and/or qualitative research project intended to inform policy, decision making and professional practices related to communication disciplines.

### Assessment

- Research and Writing Exercise (2400 words or equivalent) – 30%
- Research Methods Exercise (2400 words or equivalent) – 30%
- Research Proposal (3200 words or equivalent) – 40%

## ACO411 – Communication Concepts

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Deirdre Quinn-Allan*

*Trimester 3 Unit Chair: Deirdre Quinn-Allan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 1:  
1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online Independent and Collaborative learning activities x 2 hours per week. This will include a range of activities including seminar recordings and synchronous and asynchronous participation in online classroom activities.*

### Content

This unit provides a comprehensive introduction to the study of communication by examining its various definitions, approaches and application to communication practices in advertising, journalism, public relations and media production. Students will engage with methods of critical and interpretive analysis and research related to communication texts, technologies, audiences and the historical, social, economic and political contexts within which they function from the perspectives of power, ideology, post structuralism, and representations of class, culture, gender, race and ethnicity and other differences in the media and society. The unit will also address issues that shape and influence technological adoption, policy-making, legislation and the practical, ethical and legal implications of new communication technologies, media ownership patterns and convergence.

### Assessment

- Close reading and analysis (1600 words or equivalent) – 20%
- Progress report and annotated bibliography (3200 words or equivalent) – 40%
- Literature Review (3200 words or equivalent) – 40%

## ACO412 – Advanced Communication Research A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Deirdre Quinn-Allan*

*Trimester 2 Unit Chair: Deirdre Quinn-Allan*

*Prerequisite: ACO410 and permission from the unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit consists of the preparatory phase of the Honours research project, and is the first of the four research units. Full time students will generally undertake this unit at the same time as ACO413 and then complete ACO414 and ACO415 in the next trimester of study.

This unit will address the research project from the point of view of identifying a coherent research problem, rationale for the study (why it is an important area for study or investigation), its heuristic value (its potential impact on the discipline/society) and identify the suitable theoretical perspectives required to provide a context to the study. This process will involve a preliminary critical literature review to identify the main theories and covering laws applicable to the proposed study. This unit completes the first part of the Honours thesis with up to 4000 words drafted toward the final project.

### Assessment

First part of the Research Project Report of up to 4000 words.

## ACO413 – Advanced Communication Research B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Deirdre Quinn-Allan*

*Trimester 2 Unit Chair: Deirdre Quinn-Allan*

*Prerequisite: Nil*

*Corequisite: ACO412*

*Incompatible with: Nil*

### Content

This unit will complete the second part of the Honours thesis/Research project with a document consisting of up to 4000 words. Specifically, this unit will see the completion of a literature review. Students will examine and critically review existing research on the chosen topic from the field of study. The methodology section of the project is also to be completed within this unit. The literature review and proposed methodology submitted to the allocated supervisor for review. Students will submit application for ethics clearance (if applicable) within this unit in preparation for their data collection and analysis in ACO414.

### Assessment

Complete Part 2 of the Research Project Report in 4000 words, consisting of the completed literature review and methodology sections.

## ACO414 – Advanced Communication Research C

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Deirdre Quinn-Allan*

*Trimester 2 Unit Chair: Deirdre Quinn-Allan*

*Trimester 3 Unit Chair: Deirdre Quinn-Allan*

*Prerequisite: ACO412. This unit is the third unit of the honours research project and enrolment in it cannot take place until a student has completed ACO412 Advanced Communication Research A and ACO413 Advanced Communication Research B unless all four research units are undertaken concurrently then a waiver may be sought.*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

Students enrolled in this unit continue their independent research project begun with ACO412 Advanced Communication Research A and ACO413 Advanced Communication Research B. In this unit students will collect their research data and undertake data analysis in accordance with approved processes and subject to any ethics approval. Students will apply data analysis techniques learned in ACO410 Communication Research Methods. The unit chair and allocated supervisor will advise the student in this respect as necessary.

This unit will complete the third part of the honours research project with a draft document of up to 4000 words comprising the data analysis, findings and discussion sections and will be submitted to the allocated supervisor for review.

### Assessment

Complete Part 3 of the Research Project of up to 4000 words, consisting of the draft preliminary data analysis, findings, discussions and alternative explanations to the findings.

## ACO415 – Advanced Communication Research D

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Deirdre Quinn-Allan*

*Trimester 2 Unit Chair: Deirdre Quinn-Allan*

*Trimester 3 Unit Chair: Deirdre Quinn-Allan*

*Prerequisite: Nil*

*Corequisite: ACO414*

*Incompatible with: Nil*

### Content

This unit will see the completion of the research project and its final written report: either a communication project combined with an exegesis (16,000 words); or a 16,000 word scholarly thesis. In consultation with their supervisor, each student will integrate feedback from previously completed sections of their research undertaken in units ACO412 Advanced Communication Research A, ACO413 Advanced Communication Research B and ACO414 Advanced Communication Research C and present for examination a report which identifies a coherent research problem, rationale for the study (why it is an important area for study or investigation), its heuristic value (its potential impact on the discipline/society) and identify the suitable theoretical perspectives required to provide a context to the study. The report will be based on original research involving theoretical, interpretative and analytical work.

### Assessment

Completion of the research project and its final written report which is ready for examination. The research project will either be a communication project combined with an exegesis (16,000 words), or a 16,000 word scholarly thesis.

## ACP103 – Foundations of Acting and Performance

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kate Hunter*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACP177*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week*

### Content

Through practical workshops students will develop the essential skills required for acting and performance at a foundation level with specific focus on presence, impulse, energy and imagination. Through the practical application and analysis of two core actor-training methods, particular focus will be placed on questions of the boundaries between self and character, truth and fiction, text and subtext, as well as outside-in versus inside-out methods of constructing a role. Students will explore techniques to prepare a performance to camera as well as live to stage.

### Assessment

- Research Essay (1600 words or equivalent) – 40%
- Performance Exercise 1 (1200 words or equivalent) – 30%
- Assessment 3 (Group and Individual) – Performance Exercise 2 (1200 words or equivalent) – 30%

## ACP109 – Improvisation: Principles in Action

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kate Hunter*

*Trimester 3 Unit Chair: Shaun McLeod*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 1: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*In-person attendance requirements: Trimester 3: Intensives over 5 days in Week 11*

### Content

This foundation unit provides grounding in improvisation practices. Languages and forms. Students will explore improvisation as creativity and learn a range of approaches to improvisation. A practical workshop-based unit with a strong individual emphasis, it makes demands on students to apply the technical information in a range of frames and to experience various phenomena that are physically and emotionally central in improvisation practices. Content will range from historical and contemporary improvisational forms, such as the archetype-based satire of the Commedia Dell'Arte (and its extended use in sub-genres of satire and farce), to contemporary applications such as theatre sports and stand-up comedy. Theoretical and historical perspectives will be explored through the working methods of notable practitioners in the field, including the relationship to genre, material conditions, cultures and historical contexts in which they were developed. The unit content is responsive and will include things like the development of personal concentration, the release of imagination, spontaneity and freedom, adaptation and flexibility, playfulness, mood, sensibility in non-verbal communication, role play and characterisation, and character-based play making, with attention to the difference between improvisation as performance and improvisation as part of performance-making processes such as the rehearsal of written play texts, filmed narratives etc.

### Assessment

- Assessment 1 – Workshop practice and Reflective Log (1600 words or equivalent) – 40%
- Assessment 2 – Online Presentation (1600 words equivalent) – 40%
- Assessment 3 – Improvised Performance (800 words or equivalent) – 20%



## ACP110 – Performance Laboratory

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Miles O'Neil*

*Cohort rule: Must be enrolled in A357*

*Prerequisite: ACP109*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1.5 hour practical workshops*

### Content

This unit aims to address certain paradoxes that arise in the practice and theory of acting, particularly in the context of contemporary drama.

Through close analysis of the work of key practitioners, students will investigate paradoxical elements in live performance such as imitation (mimesis), reproduction, interpretation, spontaneity, presence and remediation.

### Assessment

- Assessment 1 – 2 x Performance exercise (3–5 minutes) – 50%
- Assessment 2 – Case Study (1200 words equivalent) – 30%
- Assessment 3 – Documentation and Reflection (800 words or equivalent) – 20%

## ACP205 – Performance, Image, Site

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kate Hunter*

*Prerequisite: Students must complete one unit from ACP109, ACV101, ACI101, ACF103, ACP177, ACD101, ACM112, ACM101, ACG101*

*Corequisite: Nil*

*Incompatible with: ACP305*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit focuses upon site based creative practices and offers 'real world' and dynamic practical outcomes for students. Students participate in a series of seminars and workshops regarding contemporary understandings of site and public space in the investigation and activation of their creative practices. Students explore a new politics of spectatorship and participation through an interdisciplinary investigation of immersive performance, live art, visual installation, promenade and spectacle performance, and public participation. Students will work intensively in project groups to creatively develop a major work in a chosen site gaining experience in project development and activation as well as the logistical considerations and OHS management of site based art and performance practices.

### Assessment

- Creative Development (1200 words or equivalent) – 30%
- Research Essay (1200 words or equivalent) – 30%
- Major Project Outcome and Supporting Documentation (1600 words or equivalent) – 40%

## ACP206 – Adaptation and Solo Performance

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Glenn D'Cruz*

*Prerequisite: Students must complete two level one units from A357, or A300*

*Corequisite: Nil*

*Incompatible with: ACP306*

*Scheduled learning activities – campus: 1 x 2 hour Class per week, 1 x 2 hour Seminar per week*

### 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. Structuralist and post-Structuralist reading strategies will be used to investigate issues of interpretation, adaption, authorial intent and directorial authority. Students will undertake a case study of an artist or company working in the field of contemporary cross-cultural performance. The continuum between performed self and constructed character will be analysed, drawing on contemporary performance practice in areas of mono drama and stand-up comedy.

## Assessment

- Assessment 1 (Group) – Practical performance exercise (800 words or equivalent) – 20%
- Case Study Analysis Report (1600 words or equivalent) – 40%
- Solo Performance project (1600 words or equivalent) – 40%

## ACP207 – Practical Approaches to Dramatic Text

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Glenn D'Cruz*

*Prerequisite: Students must have completed two level 1 units*

*Corequisite: Nil*

*Incompatible with: ACP101*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Workshop per week*

## Content

This unit provides students with practical strategies for reading and rehearsing dramatic texts for performance. It explicates various approaches to textual analysis with a focus on the relationships between dramatic codes and conventions and their theatrical counterparts. More specifically, the unit will analyse the dramatic elements of plot, story, character, theme and language with reference to different modes of rehearsal and actor/director relationship with reference to systems of rehearsal developed by Stanislavski, Brecht, Grotowski as well as contemporary practitioners such as Robert LePage, Robert Wilson and Tadashi Suzuki. It will also examine the strengths and limitations of these systems for postdramatic and devised performance. Students will also engage with close readings of key realistic and non-realistic dramatic texts of the last 120 years (primarily from the Western tradition of dramatic literature), and participate in workshops exercises designed to develop practical approaches to researching and developing characters for performance. The unit will also focus on the roles of the director and dramaturg in contemporary performance.

## Assessment

- Assessment 1 – Class Presentation – 20%
- Assessment 2 – Research Paper (1300 words) – 30%
- Assessment 3 – Performance Project – 50%

## ACP208 – Theatre and Creative Technologies

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Misha Myers*

*Trimester 2 Unit Chair: Misha Myers*

*Trimester 3 Unit Chair: Misha Myers*

*Prerequisite: Must have completed two level 1 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour practical per week*

## Content

This unit explores the performance and production of theatre using new digital technologies to create media-rich performances and experiences or as new platforms and sites for theatrical action. Through practical workshops students will investigate the issues, challenges and skills of performing and creating content for theatrical events that involve a mix of live and recorded action, move between virtual and physical worlds and involve interaction between performers and audiences and performers and technology in situations including networked, online, virtual/augmented reality, immersive, mobile and located tools, devices and environments.

*Note: Commences 2021*

## Assessment

- Assessment 1 (Individual and Group) – Digital Performance Pitch (800 words equivalent) – 20%
- Assessment 2 (Individual and Group) – Digital Performance Playtest (1600 words equivalent) – 40%
- Assessment 3 (Individual and Group) – Digital Performance Prototype & Portfolio (1600 words equivalent) – 40%

## ACP210 – Performance Laboratory (B): Performance Composition

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Miles O'Neil*

*Prerequisite: ACP110*

*Corequisite: Nil*

*Incompatible with: ACP101*

*Scheduled learning activities – campus: 2 x 2 hour*

*Seminar per week*

### Content

This unit is an experimental, practical laboratory where students investigate fundamental aspects of dramaturgy and composition for live performance commencing with core principles of time, space and frame. Using industry relevant strategies in a dynamic, interactive environment, students interrogate methodologies of composition and develop a solid vocabulary for the creation of new work from conception and stimulus; research and development; contemporary practices of documentation, framing and editing, through to performance and reflection.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Major Performance Task – 40%
- Assessment 2 – Video Documentary of a dramaturgical process – 20%
- Assessment 3 – Industry map and critical analysis of two contemporary devised works (1600 words) – 40%

## ACP281 – Page to Stage: Major Performance Project

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Glenn D'Cruz*

*Prerequisite: ACP103*

*Corequisite: Nil*

*Incompatible with: ACP280*

*Scheduled learning activities – campus: 1 x 3 hour*

*Practical per week (Weeks 1–11).*

*The public performance outcome will be a single in-class matinee performance in week 11, and a single evening performance in week 11. A Technical rehearsal will occur in scheduled class time in week 10.*

### Content

Topics to be addressed in this unit include: the nature of dramatic language; play- structure and theatrical style; and the ways in which these elements work together to create dramatic meaning. Emphasis will be given to further development of individual performing skills and to enhancing students' understanding of dramaturgical processes and strategies. The unit production will be directed by a director with professional experience as a theatre director. Productions will not be longer than 45mins and will emphasise inventive production solutions within limited resource constraints and production values (minimal set, props, lighting and costumes) to promote problem-solving skills. .

### Assessment

- Written research task (1200 words or equivalent) – 30%
- Performance Documentation (800 words or equivalent) – 20%
- Rehearsal Process and Performance (2000 words or equivalent) – 50%

## ACP323 – Out of the Box: Theatre in Alternative Contexts

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kate Hunter*

*Prerequisite: One of ACP279, ACP205 or ACP206*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

### Content

The unit explores the ways in which performance and theatre are cultural practices that offer a range of opportunities for students to develop creative projects where social concepts such as inclusivity, participation, and civic engagement are key features. Contemporary practices and theory associated with applied and socially engaged performance are explored through current industry examples.

Students examine the means of performance to address issues such as identity and emplacement. This unit also introduces students to practice that focuses on specific audiences: for example drama and disability, theatre for young people, theatre in education and the application of performance techniques for training and development. Theory and practice relating to ethics, facilitation, reflective practice, and bespoke project planning is also covered. Students will work in teams to design and delivery a performance, event or performance-based program for specific audience.

## Assessment

- Assessment 1 (Group of 4–5 students) – Project Brief (800 words or equivalent) – 20%
- Practical Project (2400 words or equivalent) – 60%
- Critical evaluation of major project (800 words or equivalent) – 20%

## ACP324 – Ensemble Performance: Dramaturgy and Devising (A)

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Misha Myers*

*Prerequisite: ACP378*

*Corequisite: Must be enrolled in A357*

*Incompatible with: ACC316*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

## Content

This unit introduces students to advanced principles of ensemble devising through an array of methods and approaches. It aims to extend skills in practices of ensemble devising as a means of dramatic composition and expression. Students will engage with a series of experiments that make demands on them to work with a range of different ensembles, and within a select number of devising approaches. The unit will extend students to undertake research, develop and co-lead various processes associated with the principles and definitions of dramaturgy and ensemble creation. The unit aims to nurture an appreciation and experience of group dynamics, collaboration and ensemble work as a basis for theatre making and performing; including ensemble management principles, and project development. Students will be expected to experiment with their emerging understanding of working practices and principles of both devised theatre making and

ensemble practices. Students will investigate the dynamics of working in project teams to conceptualise a performance project, and for undertaking the preliminary stages of preparation of a project through the development of a proposal that clearly articulates the conceptual terrain including content and method, identifies the necessary research and planning, and sets the timeline for development and realisation.

## Assessment

- Assessment 1 – Research Informed Workshop – 15%
- Assessment 2 – Performance Critique (1000 words) – 25%
- Assessment 3 – Demonstration + Proposal Presentation – 60%

## ACP326 – Ensemble Performance: Dramaturgy and Devising (B)

*Enrolment modes:*

*Trimester 3: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne) – Please consult with the Course Director for enrolment*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Misha Myers*

*Trimester 3 Unit Chair: Misha Myers*

*Prerequisite: ACP378 and ACP324*

*Corequisite: Must be enrolled in A357*

*Incompatible with: Nil*

*In-person attendance requirements:*

*Trimester 2: In negotiation with Course Director.*

*Trimester 3: Run as an intensive mode for 11 hours over week 1, 2 & 3 PLUS Assessment during the Catalyst Festival in Week 4 (Monday-Saturday)*

## Content

This unit requires students to work within a specific ensemble to realise a performance project through devising. Drawing on the learning from ACP324, student project teams will execute their proposed project from conception, research, planning and development, to presentation. Under staff supervision, ensembles will undertake micro-practice tasks to realise their performance vision within stringent industry standard parameters for time and resource management. Processes must include application of relevant principles of dramaturgy and the demonstration of an articulate vocabulary in devising, including research and development strategies, toward the realisation of their ideas as theatrical performance.

Teams will be required to ensure that appropriate attention is given to principles and practices of ensemble creation and ensemble management, as well as pre-production, production management, and the overall documentation of their creative project. Each student will submit an individual written critique of the specific and targeted professional learning they have achieved throughout the creative project.

### Assessment

- Assessment 1 – Workshop practice – 40%
- Assessment 2 – Performance and Documentation – 60%

## ACP378 – Out of the Ether: Devised Theatre

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 2*

*Previously coded as: ACP204*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Yoni Prior*

*Prerequisite: One of ACD211, ACP279, ACP205 or ACP206*

*Corequisite: Nil*

*Incompatible with: ACP204*

*Scheduled learning activities – campus: 1 x 4 hour Seminar and 1 x 3 hour Seminar per week*

### Content

Students will be presented with a project proposal and work under the direction of the lecturer to develop and present a major original performance work. Students are introduced to methods for devising theatre in group contexts based on the work of influential contemporary performance practitioners and the needs of the project, and will document and evaluate the creative process. The unit prepares students for independent, small team-based devising projects in later units.

### Assessment

- Assessment 1 (Group) – Contribution to Group Performance Making (4000 words or equivalent) – 50%
- Assessment 2 – Public Performance (800 words or equivalent) – 10%
- Assessment 3 – Research, Documentation and Evaluation of Process (3200 words or equivalent) – 40%

## ACR101 – Introducing Crime and Criminology

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL113*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Chris Linke*

*Trimester 3 Unit Chair: Andrew Groves*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASL113*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

This unit introduces students to the various ways in which we think about and respond to crime and its control. It introduces some of the key frameworks for understanding and explaining crime and examines some of the main types of crime. Examples include crimes between persons, groups and organisations, and crimes at local, national and international levels. The unit also provides a foundation for future study in criminology subjects.

### Assessment

- Quiz – 10%
- Online Exercise -10%
- Research and Writing Exercise (1500 words) – 40%
- Examination (2 hours) – 40%



## ACR102 – Introducing Crime and Criminal Justice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL111*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrew Groves*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASL111*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### 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

- Portfolio (400 words) – 10%
- Report (400 words) – 10%
- Research and Writing Exercise (1500 words) – 40%
- Examination (2 hours) – 40%

## ACR201 – Issues in Criminal Justice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL204, ASL304*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Danielle Tyson*

*Prerequisite: ACR101 and ACR102 plus 2 credit points at any level*

*Corequisite: Nil*

*Incompatible with: ASL204, ASL304*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

This unit is a core unit in Criminology. It builds on ACR101 and ACR102 to critically examine a host of issues relating to criminal justice, including notions of justice, issues in policing, corrections and punishment. The unit requires students to engage with core debates in criminology in relation to the operations of the criminal justice system.

### Assessment

- Online Exercises – 10%
- Assessment 2 (Group) – Group Assignment (1600 words) – 40%
- Report (2000 words) – 50%

## ACR202 – Criminology Theory

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL209, ASL309*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bree Carlton*

*Prerequisite: ACR101 and ACR102 plus 2 credit points at any level*

*Corequisite: Nil*

*Incompatible with: ASL209, ASL309*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## Content

This unit introduces the major theories of criminology which have informed research, legislative and law enforcement debates in Western jurisdictions since the eighteenth 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 and Writing Exercise (1000 words) – 25%
- Online Exercises (1000 words) – 25%
- Essay (2000 words) – 50%

## ACR203 – Crime, Victims and Justice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL224*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mary Iliadis*

*Prerequisite: 4 credit points at any level*

*Corequisite: Nil*

*Incompatible with: ASL224*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## Content

This unit examines different categories of victims, theoretical perspectives on victimisation and the key issues that arise in the treatment of victims at various stages of the criminal justice process.

Topics covered include victim typologies, sexual assault victimisation, victims of violent crime, victims of international crimes, victims at the border and victims of the Australian criminal justice system. The unit encourages students to critically consider the ways that victims are responded to by the various agencies of the criminal justice system, the media and the community.

## Assessment

- Research and Writing Exercise (1000 words) – 25%
- Report (1000 words) – 25%
- Essay (2000 words) – 50%

## ACR204 – Crime, Media and Justice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL205*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ian Warren*

*Prerequisite: 4 credit points at any level*

*Corequisite: Nil*

*Incompatible with: ASL205*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## Content

This unit engages with core issues shaping popular perceptions and representations of crime. Crime is literally everywhere in the media. It occupies the majority of prime-time television. It fills the majority of newspapers. Crime news is increasingly shared through social media. Crime documentaries and literature play important roles in theoretical and applied criminology. But to what extent can we equate what we read, hear or view with the realities of crime? The unit engages with core issues shaping criminology as we unravel the complex relationship between crime, media and justice.

## Assessment

- Presentation (1000 words) – 25%
- Assessment 2 (Group) – Group Assignment (1000 words) – 25%
- Report (2000 words) – 50%

## ACR210 – Crime, Surveillance and Society

*Offering information: Final year of offer 2019*

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL225*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Chris Linke*

*Trimester 3 Unit Chair: Danijel Sormaz*

*Prerequisite: 4 credit points at any level*

*Corequisite: Nil*

*Incompatible with: ASL225, ACR310*

*Scheduled learning activities – campus: 4–5 x 3 hour Seminars per Trimester*

*Scheduled learning activities – cloud (online): 4–5 x 3 hour online Seminars per Trimester*

### Content

This unit introduces students to the concept of surveillance as a key and largely overlooked element of modern criminological theory, policy and practice. Surveillance is historically embedded within early criminological theory, but more recently has become a standard policy response that connects intelligence, new technology and rapid information flows to convey an appearance of an efficient and responsive justice system. However, critical surveillance theory also recognises the problems of focusing on technology alone given the broader expansion of ‘governance through crime’ in recent times. Contemporary surveillance policies intersect with many fields, including crime prevention, the management of dangerous spaces and people, the more routine forms of accountability impacting on police and other justice personnel, and the various domestic and international principles of individual rights to privacy. The centrality of these issues in interpreting current developments and driving future research, policy and practice across the justice sector is examined in the context of the growing impact of risk in the criminological landscape.

### Assessment

- Class/Online Exercises – 25%
- Presentation (1000 words) – 25%
- Report (2000 words) – 50%

## ACR211 – Crime Prevention and Security

*Enrolment modes: Trimester 1 (alternate years 2020, 2022) and Trimester 3 (alternate years 2019, 2021) Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL221, ASL321*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vicky Nagy*

*Trimester 3 Unit Chair: Danielle Tyson*

*Prerequisite: 4 credit points at any level*

*Corequisite: Nil*

*Incompatible with: ASL221, ASL321, ACR311*

*Scheduled learning activities – campus: 4–5 x 3 hour Seminars per Trimester*

*Scheduled learning activities – cloud (online): 4–5 x 3 hour online Seminars per Trimester*

### 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’. Examples include strategies to manipulate physical environments to reduce ‘opportunities’ for crime as well as measures taken to manage so-called ‘at-risk’ populations. In examining these approaches, the unit also develops an appreciation of the political, social, economic and cultural values expressed through crime prevention and reduction policies and programmes.

### Assessment

- Report (2000 words) – 50%
- Presentation (2000 words) – 50%

## ACR212 – Crime, Surveillance and Technology

*Enrolment modes: Trimester 1 (alternate years 2019, 2021) and Trimester 3 (alternate years 2020, 2022)  
Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Darren Palmer*

*Trimester 3 Unit Chair: Darren Palmer*

*Prerequisite: Any 4 credit points at level 1*

*Corequisite: Nil*

*Incompatible with: ACR312, ASL223*

*Scheduled learning activities – campus: 4–5 x 3 hour Seminars per Trimester*

*Scheduled learning activities – cloud (online): 4–5 x 3 hour online Seminars per Trimester*

### Content

This unit examines new and emerging surveillance technologies and the impact these have for traditional notions of crime and security problems. Examples include the increasing use of video surveillance, facial recognition software, unmanned drones, smart televisions and mobile webcams. While some of these technologies have been developed as deliberate tools for surveillance, many have been developed for other purposes (such as webcams and smart televisions) but have the result of providing for increasing means of technological surveillance. The unit examines the effects of these technologies in relation to crime and security problems as well as society more broadly.

### Assessment

- Report (2000 words) – 50%
- Assessment 2 (Group) – Group Assignment (2000 words) – 50%

## ACR213 – Crime, Terrorism and Security

*Offering information: Final year of offer 2019*

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL208, ASL308*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Imogen Richards*

*Trimester 3 Unit Chair: Morgan Butcher*

*Prerequisite: 4 credit points at any level*

*Corequisite: Nil*

*Incompatible with: ASL208, ASL308, ACR313*

*Scheduled learning activities – campus: 4–5 x 3 hour Seminars per Trimester*

*Scheduled learning activities – cloud (online): 4–5 x 3 hour Seminars per Trimester*

### Content

This unit provides an introduction to the broad subject of terrorism, including key definitions, and historical and contemporary examples, with a critical appraisal of its social and political effects. Students will develop an informed understanding of criminological debates about terrorism, and the problems that emerge from its classification as a high-profile form of political violence. The unit examines criminal justice responses to actual and perceived risks of terrorism, and investigates the complex relationships between legal, law enforcement, and other counter-terrorist actors. Through practical exercises, students will examine the need for governments, counter-terrorist authorities and civil society to carefully balance the responsibilities and rights of perpetrators and victims of terrorism, and understand the implications of counter-terrorist strategies on contemporary civilian life. On completion of this unit, students will be able to explain key patterns associated with terrorism and counter-terrorist policy, and analyse recent developments in a range of domains.

### Assessment

- Report (2000 words) – 50%
- Presentation (1000 words) – 25%
- Class/Online Exercises – 25%

## ACR301 – International and Comparative Criminal Justice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL222, ASL322*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Brandy Cochrane*

*Prerequisite: ACR101 and ACR102 plus 4 credit points at level 2*

*Corequisite: Nil*

*Incompatible with: ASL222, ASL322*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

This unit introduces students to a range of theoretical and applied material on cross-cultural, transnational and international criminology. The problems of transnational and international crime are issues for all nations. Historically, most crime control debates focus on the national rather than transnational or international problems. This dilemma is particularly evident in the prosecution of foreign nationals in culturally distinct justice systems. The concept of global justice is framed within the growing concern about transnational crime, and the lack of discrete institutions to deal with these problems. The unit aims to encourage students to think critically about whether current arrangements for dealing with transnational crime are adequate, and to propose new models designed to resolve these problems. It draws on a combination of databases, policy documents, legal cases and empirical studies.

### Assessment

- Research and Writing Exercise (2000 words) – 50%
- Essay (2000 words) – 50%

## ACR302 – Criminology Research

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASL214, ASL310, ASL314*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Clare Farmer*

*Prerequisite: ACR101, ACR102 and ACR202 plus any 4 credit points at level 2*

*Corequisite: Nil*

*Incompatible with: ASL214, ASL310, ASL314*

*Scheduled learning activities – campus: 5–6 x 3 hour Seminar per Trimester*

*Scheduled learning activities – cloud (online): 5–6 x 3 hour online Seminars per Trimester*

### Content

This unit examines issues concerning designing criminological research, including research ethics, methodology and data collection, theoretical approaches to research, reviewing existing literature, 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, the United Kingdom and the United States. On successful completion of this unit, students will have acquired the skills to conceptualise and operationalise a research topic, and design a research proposal to investigate a range of criminological issues. The unit is also the 'capstone' for students completing a Criminology major sequence or Bachelor degree.

### Assessment

- Research and Writing Exercise (1200 words) – 30%
- Class/Online Exercises (800 words) – 20%
- Assessment 3 (Group) – Group Assignment (2000 words) – 50%



## ACR303 – Criminology Practicum

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*Previously coded as: ASL311*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Emma Ryan*

*Prerequisite: For students commencing from 2014: ACR101, ACR102, ACR201 and ACR202 plus 4 credit points at level 2. For students commencing prior to 2014: Any four credit points of ASL/ACR coded units (including one of ASL209 or ACR202).*

*Corequisite: Must be enrolled in A329, D380, D390, D335, D329*

*Incompatible with: ASL311*

*Scheduled learning activities – campus:*

*Burwood Campus: Weeks 1, 3–9, 11: 2 hour Seminar, Week 2: 3 hour Seminar, Week 10: Presentation Week  
Geelong Campus: Weeks 1, 3–9, 11: 2 hour Seminar held at Waurin Ponds (Geelong) Campus, Week 2: 3 hour Seminar held at Waterfront (Geelong) Campus  
Week 10: Presentation Week*

*Scheduled learning activities – cloud (online):*

*Weeks 1, 3–9, 11: 2-hour online Seminar (recording provided), 1 x 1-hour online seminar per week  
Week 2: 3-hour online Seminar (recording provided)  
Week 10: Online Presentation Week*

### Content

This unit draws together key concepts, themes and debates in criminology and applies them to current issues. The unit offers students an insight into the working environment of key employers of criminology graduates and prepares them for employment in criminology-related industries. The regular seminars will be accompanied with online activities and discussions where students will bridge the divide between ‘theory’ and ‘practice’. Students will be required to complete tasks that simulate the research and policy work required within criminology-related industries, and complete research and writing exercises that will serve as a resource for career development and progression beyond graduation.

### Assessment

- Research and writing exercise (1200 words) – 15%
- Research and writing exercise (1200 words) – 15%
- Presentation (1600 words) – 20%
- Report (4000 words) – 50%

## ACV101 – Contemporary Art Practice: Body

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Grennan*

*Trimester 3 Unit Chair: Simon Grennan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACF101, AAV123, ACV401*

*Scheduled learning activities – campus:*

*Trimester 1:*

*Weeks 1, 3, 5 and 7: 1 x 1 hour Class*

*Weeks 1 to 11: 1 x 3 hour Seminar*

*Trimester 3:*

*Week 1: 1 hour introductory session*

*Week 4, 5, 6: (2 x 4 hour pracs per week, total of 8 hours per week)*

*Week 7: 2 x 3 hour practical*

### Content

This unit prompts students to explore techniques in a variety of media and concepts through a focus on the body as an enduring subject in art. Investigating key ideas in contemporary art such as notions of identity, subjectivity, performativity, mediation and representation-students are introduced to the fundamental elements and principles of art through classes, workshops, studio intensive weeks, critical discussions and seminars. Student will be expected to develop concepts, technical approaches and problem-solving skills in order to resolve a series of artworks. One of the main tools used to develop a body of work is the workbook/journal which acts as a place to gather information, contextualize ideas, experiment and reflect upon your own work. The workbook/journal is a crucial aspect of developing an art practice that demonstrates technical dexterity and an ability to engage with and critique contemporary society. This ongoing process begins the artistic investigation of the changing nature of the role of the artist in a globalised culture.

### Assessment

- Assessment 1 – Research journal of written and visual support documentation (1600 word equivalent) – 40%
- Assessment 2 – Examination of a folio of original art works – 60%

## ACV102 – Contemporary Art Practice: Space

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Annika Koops*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACF102, AAV124, ACV402*

*Scheduled learning activities – campus: 1 x 1 hour Class for 4 weeks, 1 x 3 hour Seminar per week*

### Content

Through considering notions of space and landscape, time and materiality students are given the opportunity to focus their practice through traditional media of painting and drawing and/or extend their practice to video and installation. This relationship between traditional and contemporary practices allows students to broaden their engagement with the materials and histories of art, while exploring different art making strategies. In response to a given assignment brief which will be explored through a series of media-handling workshops, students can elect to work towards different material outcomes and develop specific technical skills. In critical seminars, consultations and studio intensive weeks, students will be supported in the critical framing and production of their folio works in two major assignment briefs that explore the lived, projected, represented, temporal and contested notions of space. The aim of this unit is to find the balance of ideas and techniques so as to focus on developing particular skills and conceptual approaches that students can use to develop a sustainable arts practice in level 2 and 3 units.

### Assessment

- Minor Works and Journal (1600 words or equivalent) – 40%
- Major Work and Refined Journal (2400 words or equivalent) – 60%

## ACV115 – Drawing and the Body in Visual Arts

*Year: 2020 unit information*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Grennan*

*Trimester 2 Unit Chair: Simon Grennan*

*Trimester 3 Unit Chair: Simon Grennan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour practical per week*

### Content

Through a focus on the body (human or otherwise), this studio-based unit introduces students to key skills and concepts used within the discipline of drawing in the visual arts. Along with gaining competency and control of perceptual drawing techniques, the unit explores the ways in which contemporary drawing engages and challenges the viewer through various means: for example through unexpected combinations of subject matter, format, style, scale, process, and material. The unit treats the development of perception, observation, expression, communication, ideation, and imagination as integrated aspects of all forms of drawing. The program is structured around weekly drawing topics designed to build observational skills, develop media strategies, and introduce basic conceptual frameworks for generating work. Lecturer presentations and demonstrations, group discussion and critiques also form an integral aspect of seminar activities.

*Note: Commences 2020*

### Assessment

- Drawing folio 1 (1600 words equivalent) – 40%
- Drawing folio 2 (1600 words equivalent) – 40%
- Work Book (800 words equivalent) – 20%

## ACV205 – Contemporary Art Practice: Pluralism

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cameron Bishop*

*Prerequisite: ACV101 or ACF101 or equivalent*

*Corequisite: Nil*

*Incompatible with: ACF203, AAV217*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

In this unit students are asked to reflect on their own motivations in relation to current debates around contemporary art practice and the role of the artist. Students will research key themes and debates in contemporary art practice and explore processes, materials and conceptual possibilities for contemporary art practice, with an emphasis placed on their interdisciplinary relationships in studio and gallery contexts.

In negotiation with staff, students will be encouraged to contextualize their practice in terms of its relation to current concerns in art and culture. By understanding the collective nature of ideas, students must also understand how their individual approach operates in relation to history and contemporary society. Through this process, students will develop projects that engage with this expanded field of contemporary art. The projects may be realised in paintings, drawings, performance, sculpture, archival and documented research, video, photography and installation.

This unit combines structured studio workshops and key readings with independent investigations, facilitating the development of a self-directed contemporary art practice. A key focus is critical discussion and inquiry in visual arts practice through studio critiques, class presentations, studio consultations and gallery visits. These learning situations are designed to assist students in the development and articulation of a personal understanding of visual arts practice, the artist's position in critical discourse and the gallery's place in a contemporary society.

### Assessment

- Assessment 1 – Visual Art Journal/Professional Research Portfolio including written statements, Research and Presentation (1600 words) – 40%
- Assessment 2 – Investigations, Studies, Major work(s) and exhibition (equivalent to 2400 words) – 60%

## ACV206 – Contemporary Art Practice: Abstraction

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simon Grennan*

*Prerequisite: ACV102 or ACV205 or equivalent*

*Corequisite: Nil*

*Incompatible with: ACF204, AAV218*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

In this unit students are asked to explore notions of abstraction and reflect on their process with regard to collaboration. In negotiation with staff students will be encouraged to experiment and collaborate to make work using different materials and a variety of media including painting, drawing, performance, video, photography and installation. The process can draw upon direct observation, documentation and archival materials. Students will research key themes and debates in contemporary art practice and explore processes, materials with an emphasis on interventionist strategies and developing work in a public context.

Combining structured studio workshops and seminars with independent and collaborative investigations allows for abstraction to focus on form and sensation, interpreted through materiality or everyday activities. Key readings and critical discussions will be addressed in the seminars and the journals provide a tool through which to experiment and synthesize ideas and materials into a resolved series of folio works.

### Assessment

- Assessment 1 – Folio – 60%
- Assessment 2 – Journal and Exercises (1600 word equivalent) – 40%

## ACV207 – Materialising the Image: Visual Art and Photography Since 1989

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cameron Bishop*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit investigates theoretical discourses surrounding visual arts practice post-1989. Events of 1989 such as the fall of the Berlin Wall (hastening the end of the Cold War Period), Tiananmen Square, the beginnings of the World Wide Web, AIDS activism, the Exxon Valdez oil spill and the aftermaths of the Chernobyl nuclear disaster-all mark the year as a seminal one in historical, political, social and cultural terms. It also marks the emergence of a new era of shifting borders, the triumph of the virtual (and burgeoning digital media), re-considerations of notions of gender and identity, and the predominance of a postmodern view that held fragmentation and pluralism over the grand narratives of progress. The period challenges the boundaries of perceived high and low art and these significant changes impact upon the role and development of contemporary art.

### Assessment

- Assessment 1 – Minor essay (1200 words) – 30%
- Assessment 2 – Independently created visual artwork (1200 word equivalent) – 30%
- Assessment 3 – Curatorial brief (1600 word equivalent) – 40%

## ACV210 – Integrated Practice 1

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Cross*

*Prerequisite: ACV101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

### Content

This unit gives students the opportunity to develop their skills in producing art in public spaces. It allows for students to take risks with their creative practice, but in a contextualised and supported learning environment. Working with experts in the field of public art, and conceptualising and revealing narratives in different public contexts, students will develop a project that builds on, problematises and/or challenges conventional approaches to art in public spaces. Both options give students the opportunity to develop key technical and conceptual skills through workshops, lectures, studio intensive weeks, critical discussion and seminars. Students will engage with many facets of public art while developing projects that respond to and question contemporary issues around: place-making; contemporary visual narratives; public spaces; social practice; the artist as provocateur; collaboration; spectacle and the object.

### Assessment

- A journal/workbook of visual and written work (1600 word equivalent) – 40%
- Folio of original artworks (2400 word equivalent) – 60%

## ACV212 – Digital Practices and the Visual Arts

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cameron Bishop*

*Trimester 2 Unit Chair: Cameron Bishop*

*Trimester 3 Unit Chair: Cameron Bishop*

*Prerequisite: Must have completed two level 1 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour practical per week*

### Content

In this unit students will investigate the interplay between art and technology. Applying creative practice to build knowledge and skills around the issues and motivations that drive the use of digital technologies in contemporary art students will focus on the link between innovation and production of new technologies, the cultural context of the technologies and the way artists extend, appropriate or critique these technologies as part of their practice. Exploring the intersection of old and new technologies students will frame their work in historical and contemporary, software and hardware contexts. Upon completion of this unit students will be able to apply understandings and interpretations of art's emergence and possibilities in the digital sphere. Drawing on a range of subject areas including data art, embodiment and technology, subjectivity and aesthetics, the event and spectacle, the unit aims to expand critical knowledge of cultural practices while developing advanced skills making art in, and critically engaging with, the digital sphere. The key skills third year students require for their move into creative industries are the ability to initiate and sustain enquiry and interpretation through practice-led approach (thinking through making). Students will undertake a number of practical exercises, discussions and writing tasks that critically discuss art's relationship to technology.

*Note: Commences 2021*

### Assessment

- Workbook (800 words equivalent) – 20%
- Folio 1 (1600 words equivalent) – 40%
- Folio 2 (1600 words equivalent) – 40%

## ACV213 – Modelling and the Visual Arts

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jondi Keane*

*Trimester 2 Unit Chair: Jondi Keane*

*Trimester 3 Unit Chair: Jondi Keane*

*Prerequisite: Must have completed two level 1 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour practical per week*

### Content

This unit explores approaches to the use of models and modelling as critical tool and practice in visual arts. The unit will bring together material and conceptual considerations that are required in model-making and the ideas used when produce a 'model', maquette, prototype, study, etc. The learning activities will involve the use of drawing, modelling objects in clay, making maquettes (scale models) of installations or exhibitions, and other aspects of 3D modelling processes. This approach will make the assumptions regarding spatial relationships, proportion and materiality evident and allow students to analyse and articulate the cultural significance and perspectives involved in devising a modelling/model-making project.

*Note: Commences 2021*

### Assessment

- Workbook (800 words equivalent) – 20%
- Studio work (1600 words equivalent) – 40%
- Assessment 3 (Group) – Studio work collaborative project (1600 words equivalent) – 40%



## ACV214 – Art and Technology

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Annika Koops*

*Trimester 3 Unit Chair: Shaun McLeod*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

### Content

This unit encourages students to investigate the interplay between art and technology by focusing on the way that old technologies reflect the ideas and values of the historical period in which they were invented and therefore, new technologies reflect contemporary ideas and values. The structure of the unit is based on the notion that artists are detectives, ethnographers, explorers and test pilots, who are crucial to the development of emerging technology and their cultural implications. For example: the invention of the camera obscura (1400's) and the convex (or black) mirror (1700's) are tied to historical ideas about vision, depiction and notion of landscape painting. This relationship between the historical and cultural context is what assists students to explore contemporary art-production through historical and theoretical research, essay writing, creative work and collaborative projects. The aim is for students to understand these connections first-hand and enable them to develop critical skills and apply their creative capacities required for pursuing careers in the creative arts.

### Assessment

- Technology Log – Report (1200 words or equivalent) – 30%
- Essay (1400 words or equivalent) – 35%
- Assessment 3 (Group) – Image/Object Production (1400 words or equivalent) – 35%

## ACV307 – Contemporary Art Practice: Research

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jondi Keane*

*Prerequisite: ACV205 or ACV206 or equivalent*

*Corequisite: Nil*

*Incompatible with: ACF306, ACV407*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

The focus of this unit is on artistic processes and the development of a sustainable creative practice. It is crucial at third year for students to move from working on guided assignments to the development of one's own creative practice. Through studio enquiry, critical seminars and debate, students are expected to generate their own research question and studio inquiry and to develop a professional proposal for the trimester. With technical assistance and critical guidance offered by staff, students are asked to generate their own studio investigation by adhering to a work plan, developing a creative journal and testing a range of solutions independently and/or collaboratively. At third year level, students are expected to have the material and conceptual skills to be able to realise the technical propositions they set for themselves and engage in sophisticated exchange, studio dialogue, both in class and online. The development of the project work can be interdisciplinary in nature and span painting, drawing, video, performance, public art and installation. It is expected that research and studio inquiry will be undertaken in response to workshops, seminars and during studio intensive weeks.

### Assessment

- Journal (equivalent to 1400 words) – 35%
- Major Folio (equivalent to 2000 words) – 50%
- Minor folio (equivalent to 600 words) – 15%

## ACV310 – Integrated Practice 2

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Grennan*

*Prerequisite: ACV205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar*

### Content

In Integrated Practice 2 students synthesise their practice with a key thematic subject area of contemporary art research – in 2018 this is Artists' Books. The unit questions traditional notions of the book as simply the carrier or container of a text and introduces students to creative strategies that will guide the construction of their own artists' book. It re-examines expectations of what a book is through exploration of: form (e.g. scrolls, accordion, pop-ups, single sheet, sculptural); technique (painting, printmaking, collage, photography, written word, typography); narrative devices; and various modes of distribution (as unique or as multiples). The unit foregrounds the relationships between content and form, and text and image, and expects students to synthesise their ideas in a practice-led research context. In addition to developing artworks, students will employ the creative journal as a key means of contextualising their ideas in experimentation and critical reflection.

### Assessment

- Journal/workbook (1600 word equivalent) – 40%
- Folio (2400 word equivalent) – 60%

## ACV311 – Visual Arts History and Theory in the Expanded Field

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cameron Bishop*

*Prerequisite: ACV207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 1 hour lecture, 5 x 1 hour seminar, 6 x 2 hours seminars*

### Content

Visual Arts History and Theory in the Expanded Field will examine how art in the postdigital age operates and will require students to examine key contexts for the production and reception of contemporary art. Extending the content of the second year history and theory unit, this unit will explore and discuss digital creative practices and build knowledge around the issue and motivation that drive the use of new technologies in art. Upon completion of this unit students will be able to apply understandings and interpretations of post-digital work in order to contest them and incorporate them in practice. Drawing on a range of subject areas including data art, embodiment and technology, subjectivity and aesthetics, the event and spectacle, the unit aims to expand critical knowledge of cultural practices while developing advanced skills in writing and debate. The key skills third year students require for their move into creative industries are the ability to initiate and sustain enquiry and interpretation through practice-led approach (thinking through making). Students will undertake a number of practical exercises and writing tasks connected to persuasive writing as well as an oral presentation on a chosen subject area. The unit will focus on the skills of professional practice and critical context for connecting the digital identity to art world applications.

### Assessment

- Essay (2000 words) – 50%
- Oral Presentation (1000 word equivalent) – 25%
- Professional Practice Exercise (1000 words) – 25%

## ACV312 – Contemporary Art Practice: Production

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Jondi Keane*

*Prerequisite: One unit from: ACV205, ACV206*

*Corequisite: Nil*

*Incompatible with: ACV308*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

### Content

In this 2 credit point capstone unit, students will focus on professional practice by consolidating the work they have done to date and focusing on the career and industry context into which they aspire. Because the unit is 2cp –and accounts for a significant portion of the students' study commitment for the trimester – the management of time is paramount in order to develop artwork, design a professional digital portfolio and collectively devise and organisation the final exhibition. To that end, students will research and discuss the integration of multiple disciplines, team management principles, creative methodology, project development, pre-production and production management. Students will then apply appropriate strategies and creative management processes in the realisation of their creative work and final exhibition. Building on T1 units that stress artistic process and sustainable practice, this production unit requires students to propose and complete a creative arts project that aspires to the standard of emerging artists, cultural producers or educators in their chosen industry contexts.

### Assessment

- Project Proposal and Research Presentation (1600 words or equivalent) – 40%
- Work in progress showing – Creative Practice and Digital Portfolio (400 words or equivalent) – 10%
- Exhibition of Creative Work and Final Digital Portfolio (2000 words or equivalent) – 50%

## ACX701 – Communication Concepts

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Jian Xu*

*Trimester 2 Unit Chair: Jian Xu*

*Trimester 3 Unit Chair: Kristin Demetrious*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACO411*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 2-hour online seminar per week (recordings provided)*

### Content

This core unit focuses on the ways in which communication processes and practices can be understood in the context of present day media industries. Students are exposed to a wide range of concepts and theoretical approaches, applying these through flexible assessment tasks that enable the development of essential academic and professional skills. Engaging with the complexities of contemporary media and the world in which we live and work, students are encouraged to orient their study of communication concepts to directly inform both their personal interests and professional aspirations.

### Assessment

- Assessment 1 (Group of 3–4 students) – Group presentation and individual reflection (3500 words or equivalent) – 35%
- Autoethnography (2500 words or equivalent) – 25%
- Essay and audio reflection (4000 words or equivalent) – 40%

## ACX702 – Applied Research Methods for Communication

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Alexia Maddox*

*Trimester 2 Unit Chair: Alexia Maddox*

*Trimester 3 Unit Chair: Alexia Maddox*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACO410, ALR732*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including, 2-hour online seminar per week (recordings provided)*

### Content

This core unit is designed to introduce students to the range of research methods that are applied within communication research and within the communication industries. In this unit students will develop their ability to critically assess the credibility of an evidence-base (from data collection through to data analysis). Students will also learn how to develop and conduct quantitative and qualitative research approaches (such as content analysis and surveys) and engage audiences, consumers and organisations through stakeholder interviews and focus groups. The combination of learning presented in this unit, from critical thinking to research capacity, is designed to support students in asking cutting edge questions and creatively responding to industry challenges. Through the assessment tasks students will develop a valuable portfolio, evidencing skills in research conduct and reflective professional practice. This foundation unit will provide students with a competitive edge through supporting specialised knowledge development.

### Assessment

- Critical review of an original study (2000 words or equivalent) – 20%
- Case study proposal for industry problem (4000 or equivalent) – 40%
- Research methods portfolio (4000 or equivalent) – 40%

## ACX703 – Developing a Communication Research Project

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Katrina Clifford*

*Trimester 2 Unit Chair: Alexia Maddox*

*Trimester 3 Unit Chair: Katrina Clifford*

*Prerequisite: ACX701 and ACX702 and course director approval to enrol*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, 2-hours per week equivalence*

### Content

This unit is designed as the entry point into the professional capstone program for students in the Master of Communication. The unit synthesises and builds on the research principles and practices introduced in the core units of the course to develop the capacity of students for independent project work and the design of a viable proposal for their major specialisation-specific research project (professional or academic), which is normally undertaken in the following trimester of study. The unit focuses on the essentials of project design, planning and management; methods to enable the identification and resolution of problems within research projects; pitching and pilot-testing project ideas; developing a command of the literature relevant to the field of study; discerning the specific needs of and effectively engaging with diverse audiences, including clients and industry partners; and strategies for effectively communicating project outcomes and research findings. Copyright, ethics and the conduct of ethical research will also be covered. By the conclusion of the unit, students should have a research proposal and project plan ready for implementation in consultation with their supervisor(s) in their research project units. Note: Students articulating into the Master of Communication from a specialist diploma should seek Course Director advice on course mapping prior to enrolling in the unit.

## Assessment

- Literature Review (2000 words or equivalent) – 40%
- Project Pitch (1000 words or equivalent) – 20%
- Research Proposal and Project Plan (2000 words or equivalent) – 40%

## ACX704 – Academic Research Project 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Katrina Clifford*

*Trimester 2 Unit Chair: Katrina Clifford*

*Prerequisite: ACX703 and approval of Course Director to enrol*

*Corequisite: ACX705, ACX706*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour consultation per fortnight in agreement with your supervisor in addition to independent research and writing*

## Content

This unit is the commencement phase through which Master of Communication students develop a major academic research project as a capstone to their course. The academic research project units (ACX704/705/706) are a combined, three-unit learning experience which full-time students will normally undertake in a single trimester. Students will work on a research project whose topic is relevant to their course specialisation, and will regularly consult with their supervisor to present and receive feedback on their project drafts. Preliminary work and design of the academic research project will be undertaken in ACX703 Developing a Communication Research Project.

A formal result is not recorded against ACX704/705/706 until the student has completed and submitted the academic research project and its examination is complete.

*Note: Student enrolment in ACX704/705/706 is only by approval of the Course Director, based on academic performance in ACX703, and the availability and agreement of a supervisor*

## Assessment

Written thesis completed over the academic research project units ACX704, ACX705, ACX706 (15,000–18,000 words) – 100%.

## ACX705 – Academic Research Project 2

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Katrina Clifford*

*Trimester 2 Unit Chair: Katrina Clifford*

*Prerequisite: ACX703 and approval of Course Director to enrol*

*Corequisite: ACX704 and ACX706*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour consultation per fortnight in agreement with your supervisor in addition to independent research and writing.*

## Content

This unit is the middle phase through which Master of Communication students develop a major academic research project as a capstone to their course. The academic research project units (ACX704, ACX705, ACX706) are a combined, three-unit learning experience which full-time students will normally undertake in a single trimester.

Students will work on a research project whose topic is relevant to their course specialisation, and will regularly consult with their supervisor to present and receive feedback on their project drafts. Preliminary work and design of the academic research project will be undertaken in ACX703 Developing a Communication Research Project.

A formal result is not recorded against ACX704, ACX705, ACX706 until the student has completed and submitted the academic research project and its examination is complete.

*Note: Student enrolment in ACX704, ACX705, ACX706 is only by approval of the Course Director, based on academic performance in ACX703, and the availability and agreement of a supervisor.*

## Assessment

Written thesis completed over the academic research project units ACX704, ACX705, ACX706 (15,000–18,000 words) – 100%.



## ACX706 – Academic Research Project 3

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Katrina Clifford*

*Trimester 2 Unit Chair: Katrina Clifford*

*Prerequisite: ACX703 and approval of Course Director to enrol*

*Corequisite: ACX704, ACX705*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour consultation per fortnight in agreement with your supervisor in addition to independent research and writing*

### Content

This unit consists of the completion phase through which Master of Communication students finalise a major academic research project as a capstone to their course. The academic research project units (ACX704/705/706) are a combined, three-unit learning experience which full-time students will normally undertake in a single trimester. Students will work on a research project whose topic is relevant to their course specialisation, and will regularly consult with their supervisor to present and receive feedback on their project drafts. Preliminary work and design of the academic research project will be undertaken in ACX703 Developing a Communication Research Project.

A formal result is not recorded against ACX704/705/706 until the student has completed and submitted the academic research project and its examination is complete.

*Note: Student enrolment in ACX704, ACX705, ACX706 is only by approval of the Course Director, based on academic performance in ACX703, and the availability and agreement of a supervisor.*

### Assessment

Written thesis completed over the academic research project units ACX704, ACX705, ACX706 (15,000–18,000 words) – 100%.

## ACX707 – Professional Research Project 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Katrina Clifford*

*Trimester 2 Unit Chair: Jian Xu*

*Prerequisite: ACX703*

*Corequisite: ACX708*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week for the combined units ACX707 and ACX708*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, combined 2-hour per week equivalence for ACX707 and ACX708*

### Content

ACX707 Professional Research Project 1 and ACX708 Professional Research Project 2 are studied together as a combined, two-unit learning experience through which Master of Communication students complete a major professional practice-focused research project as a capstone to their course.

Students must undertake Professional Practice Research 1 & 2 together in a single trimester.

The professional research project is defined through an individual learning agreement and project plan between each student and the Unit Chair, and must be on a topic relevant to the student's course specialisation. The outputs agreed in this contract are then assessed together to produce a single grade and mark achieved for both units of study.

The industry focus and applied nature of the research project provides students with targeted skill development and an understanding and experience of professional communication issues and project management; facilitating their career development and enhancing employability. The professional research project can include, but is not limited to, activities and outputs such as a screen production, visual design, digital media output, a public relations campaign or communications strategy, journalism portfolio, industry white paper or policy analysis.

Preliminary work and design of the professional research project will be undertaken in ACX703 Developing a Communication Research Project.

## Assessment

- Professional Research Project (7000 words or equivalent) – 70%
- Essay (3000 words) – 30%

## ACX708 – Professional Research Project 2

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Katrina Clifford*

*Trimester 2 Unit Chair: Jian Xu*

*Prerequisite: ACX703*

*Corequisite: ACX707*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week for the combined units ACX707 and ACX708*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, combined 2-hour per week equivalence for ACX707 and ACX708*

## Content

ACX707 Professional Research Project 1 and ACX708 Professional Research Project 2 are studied together as a combined, two-unit learning experience through which Master of Communication students complete a major professional practice-focused research project as a capstone to their course.

Students must undertake Professional Practice Research 1 & 2 together in a single trimester.

The professional research project is defined through an individual learning agreement and project plan between each student and the Unit Chair, and must be on a topic relevant to the student's course specialisation. The outputs agreed in this contract are then assessed together to produce a single grade and mark achieved for both units of study.

The industry focus and applied nature of the research project provides students with targeted skill development and an understanding and experience of professional communication issues and project management; facilitating their career development and enhancing employability. The professional research project can include, but is not limited to, activities and outputs such as a screen production, visual design, digital media output, a public relations campaign or communications strategy, journalism portfolio, industry white paper or policy analysis.

Preliminary work and design of the professional research project will be undertaken in ACX703 Developing a Communication Research Project.

## Assessment

- Professional Research Project (7000 words or equivalent) – 70%
- Essay (3000 words) – 30%

## ADA101 – Designing 3D Motion

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simeon Taylor*

*Trimester 3 Unit Chair: Simeon Taylor*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AMC101*

*Scheduled learning activities – campus: Trimester 2: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*In-person attendance requirements: Trimester 3: Intensives – 5 x full day seminars (9am–1pm and 2pm–4pm) in weeks 2, 3, 4, 6 and 7. Classes are delivered in the Seminars.*

## Content

In this unit students can throw motion straight onto a character and see it come to life. The unit caters for students from a wide range of disciplinary backgrounds, and looks at aspects of motion capture and animation. Students are introduced to the process of capturing information from the real world, and then coalescing and refining it into a digital animated performance. Motion capture provides an instrument to capture information that can then be used to drive digital performance.

Students will learn how to both direct a performance and capture it through various means. Then process and modify it to achieve the desired vision. They will do this through directing live performers and capturing their movements. The unit caters for students with and without technological or computing backgrounds.

### Assessment

- Tests – 20%
- Case Study – 40%
- Performance Project – 40%

## ADA102 – Designing 3D Environments

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jack Parry*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

Students will explore aspects of animation design through the creation of virtual objects and animated environments in this introductory 3D computer animation unit. Consideration will be given to how these elements can express a meaningful visual experience as students consider form, visual identity, aesthetics, and layout. Students gain a solid understanding of 3D techniques in modelling, texturing, animation, lighting, composition and rendering.

### Assessment

- Object design and 3D model to a specific brief – 50%
- Environment design and implementation to a specific brief – 50%

## ADA201 – Creating 3D Characters

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simeon Taylor*

*Prerequisite: ADA102*

*Corequisite: Nil*

*Incompatible with: AMC226*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

This is an intermediate 3D animation unit. Students explore creative character design with reference to the principles of design, anatomy and character development. They will gain an understanding of how to design, model and texture characters. They will also explore a number of different rigging strategies and then proceed to rig their own characters with controllers so that they can be animated to fulfill a specific brief.

### Assessment

- Character design plan, rationale and model – 40%
- Character rig – 30%
- Animation (emote test) – 30%

## ADA202 – Animation, Performance and Capture

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simeon Taylor*

*Prerequisite: ADA101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

In this unit students learn how to make characters come alive and create a complete character performance that includes the full range of human emotion. They will cover methods of facial capture and how that capture can be used to drive both humanoid, and more abstract forms of character in compelling ways.

Building upon the skills learnt in Designing 3D Motion, students will learn advanced animation and motion editing techniques. Students will then look at the combination of both face and body animation to create a complete and emotionally appealing performance.

### Assessment

- Tests – 20%
- Case Study – 40%
- Performance Project – 40%

## ADA203 – Interactive Animation Design Studio

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simeon Taylor*

*Prerequisite: Students must have completed 4 units at level 1*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

This unit is an experimental studio based class exploring new innovative technologies relating to interactivity, AR, and VR. Students get the opportunity to make use of these technologies in combination with skills they've gained elsewhere to create exciting and novel design solutions. The main output of the unit is a major project responding to an open brief allowing students to develop their own interests within design, 3D animation and interactivity.

### Assessment

- Pitch – 30%
- Test – 20%
- Assessment 3 (Group) – Project – 50%

## ADA204 – Advanced Motion Graphics

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simeon Taylor*

*Prerequisite: One of ADA102, ADD103 or ACF212*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit focuses on the techniques and skills needed to create visually exciting motion graphics. Students will cover a variety of techniques encompassing both 3D animation and compositing to produce dynamic, complex, animated graphics. They will look at case studies in advertising, promotion, television and film to develop an aesthetic and technical comprehension of current trends in motion graphics. Students will have the opportunity to focus on their own area of interest and develop their own unique style.

*Note: Commences 2019*

### Assessment

- Exercises – 30%
- Case Study – 30%
- Assessment 3 – Final Project – 40%

## ADD101 – Design Thinking

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Russell Kennedy*

*Trimester 2 Unit Chair: Russell Kennedy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MIS276*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 scheduled online seminars. Online independent and collaborative learning of 150 hours. Online students must attend/review online seminars and participate in discussions and activities as required for assessment.*

## Content

This unit will investigate 'design thinking' as a strategic methodology and problem solving process. Taking a multi-discipline, interdisciplinary approach, students will be required to use 'design thinking' as a problem solving process. 'Design thinking' methods will require students to adopt a human-centered approach to innovation that draws on their skills to integrate the needs of people, the possibilities of technology, and the requirements of business and society as a whole. Students will work individually and in workshop teams, the final assessments will be a combination of research and practice outcomes. Students will use 'Design thinking' methods to address a 'wicked problem'.

## Assessment

- Research Essay. Discover different design thinking methodology (1200 words) – 30%
- Collaborative Workshop: Defined problem and document activities using the 5 steps Design Thinking process (1200 words or equivalent) – 30%
- Final Report of Process. Incorporate a descriptive analysis critically evaluating the design thinking method and workshop results (1600 words) – 40%

## ADD102 – Design Skills and Technologies 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Joel Mark Zika*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A343, A344, or A345*

*Incompatible with: ACG103*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

## Content

This unit introduces students to the tools necessary to represent ideas through static and moving imagery. This is achieved through a combination of research and experimentation with processes on and off the computer. Students will be introduced to techniques for composition, mark making, digital imaging, storyboarding and animation.

Practical and research projects will require students to: understand and apply design principles, create a digital composition, build an animated sequence. A research report will take the form of a concept plan and time based storyboard.

## Assessment

- Practical Project – 30%
- Research presentation/storyboard – 30%
- Practical Project – 40%

## ADD103 – Design Skills and Technologies 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jack Parry*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A343, A344 or A345*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

## Content

This unit explores the differences implicit in the processes and tangible outcome of objects in the virtual and material realm. You will have the opportunity to design an object, make it in a 3D software program, create a 3D printable file and then bring the object into a game engine. How people interact with and receive your designed objects, in their different virtual and physical states, will be a key consideration in our creative, practical and theoretical investigations.

## Assessment

- Practical project – 30%
- Research presentation – 30%
- Practical project – 40%



## ADD104 – Design Laboratory

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Russell Kennedy*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A343, A344, A345 or A355*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

This unit introduces students to a range of case studies of new technology in the design process. Students are required to work in team to integrate this knowledge into a design project, apply cutting edge technology and prepare a case study on technology in the design process. The unit will feature a combination of industry research, team building, experimentation and application as students employ the concepts of agile team structures to find and apply new technology to solve a design problem.

### Assessment

- Research/case study – 30%
- Assessment 2 (Group) – Team pitch presentation – 30%
- Practical project – 40%

## ADD201 – Designing User Experience

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tonya Meyrick*

*Prerequisite: Students must have completed four credit points at level 1 in the following courses A343, A344 or A345*

*Corequisite: Nil*

*Incompatible with: ACG203 Designing User Experience*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

In this unit, we explore the practices and techniques of designing user experiences. Emergent technologies have a profound impact on practices of reading, experiencing and consuming media. This unit addresses this dynamic situation introducing user experience design for human centred and agile environments, which leverage emergent technologies, consumer electronics and/or mobile devices. Learning about and utilising visual communication design, navigation, flow, information, semiotic hierarchy, and data will be negotiated through consultation, research and practical exercises. This unit is geared towards the production of strategies and design processes to capitalise on new developments. Here, we focus on understanding and implementing digital project management practices, wire framing, design patterns, visual design comps, whilst working with the Adobe Creative Suite.

*Note: Commencing 2019*

### Assessment

- Research Case Study – 30%
- Research Proposal – 30%
- Project Presentation – 40%

## ADD202 – Design Strategies

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maria Bates*

*Prerequisite: Students must have completed four credit points at level 1 in courses A343, A344 or A345*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

Design is a business. Strategic design is thinking about design from the perspective of an organisation to determine what to do, why to do it and how to substantiate it. Many times the ideas an organisation may want to pursue may not be the best option and other options can be considered.

This unit will investigate concepts of strategic design, understanding strategy is tied closely to innovation. After informing direction through research of theories and practice, exploring existing strategies and innovative concepts, students will be required to launch, rebuild or reinvigorate a product, app or brand and sell this idea to others. Taking a multi-discipline approach to problem solving, the final assessment will be an innovative presentation or pitch demonstrating the strategic approach to problem solving.

*Note: Commencing 2019*

## Assessment

- Research project – 20%
- Strategic Designing (Ideation and prototyping of your innovative solution) – 40%
- Presentation/Pitch (Convince us of your idea in a well-designed presentation/pitch) – 40%

## ADD203 – Professional Practice in Design

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Joel Zika*

*Prerequisite: Students must have completed two credit points from ADD101, ACG103, ADD102 and ADD103*

*Corequisite: Nil*

*Incompatible with: ACG207*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

## Content

In this unit students will concurrently investigate two topic areas. The first is the professional role of a designer in industry considering their many extended roles and responsibilities. Areas explored will include liaison with printers including prepress preparation and production. This area will also include issues associated with client liaison, project management, freelance contracts, ethics and copyright law. The second topic area will focus on preparing students for industry including career path planning, professional practice branding and positioning. Students will develop their own self-promotion material and a portfolio as well as discuss topics such as interview techniques, employment issues and presentation skills.

*Note: Commencing 2019*

## Assessment

- Assessment 1 – Practical Research (written): Research Essay (1200 words) – 30%
- Assessment 2 – Project Design/Individual (visual) (1200 words or equivalent) – 30%
- Assessment 3 – Produce Practical Assignment (digital narrative), and ppt or pdf slide presentation (10 slides min) (1600 words) – 40%

## ADD301 – Collaborative Design Project

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Russell Kennedy*

*Prerequisite: Students must complete four credit points at level 2 in courses A343, A344 or A345*

*Corequisite: Nil*

*Incompatible with: ACG304*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

## Content

In this unit, students explore the practices and processes for multidisciplinary design collaboration. Students will form multidisciplinary teams that will collaborate with each other, their clients and the target audience to resolve complex creative projects from conception to completion. This unit will provide the opportunity for students from all Bachelor of Design courses to work in a studio setting to connect with industry and commercial partners. They will work on real-world projects to solve real-world problems through design. The process of collaboration identifies design and designers as integral to the development and success of any project. This unit identifies effective design collaboration as integral to development and the success of any project. Students will get the opportunity to exhibit their work in a public environment at the completion of the unit.

*Note: Commencing 2020*

## Assessment

- Assessment 1 – Practical Research (written): Research Essay (2400 words) -30%
- Assessment 2 – Project Design/Individual and Team (visual) (2400 words or equivalent) – 30%
- Assessment 3 – Produce Practical Assignment (digital narrative) (3200 words) – 40%

## ADD302 – Individual Design Portfolio

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Meghan Kelly*

*Prerequisite: Students must have completed four level 2 units in courses A343, A344 or A345*

*Corequisite: Nil*

*Incompatible with: ACG305*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

### Content

This unit takes its focus on your portfolio to critically evaluate and improve the work you will present when applying for employment opportunities. Students will undertake a process of critical evaluation and reflection collectively and individually to analyse and evaluate current design work. Students will then take focus on improvement and refinement followed by additional content to advance their folio.

*Note: Commencing 2020*

### Assessment

- Assessment 1 (Self and peer evaluation) – Evaluation of your folio – 20%
- Improve a brief – 40%
- Add a new brief – 40%

## ADD303 – Design to Change the World

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Meghan Kelly*

*Prerequisite: Students must have completed four credit points at level 2 in courses A343, A344 or A345*

*Corequisite: Nil*

*Incompatible with: ACG307*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

### Content

This unit will focus on the requirement of design to act as an agent of change. Design has matured as an industry and designers are required to do more than develop and materialise ideas using contemporary technologies. Design practitioners are now called on to conceptualise experiences and facilitate social, cultural, environmental and economic outcomes that can improve the human condition.

This unit will unpack and expand on the World Economic Forum statement that, “Design is an agent of change that enables us to understand complex changes and problems, and to turn them into something useful. Tackling today’s global challenges will require radical thinking, creative solutions, and collaborative action (World Economic Forum, Global Agenda Council on Design, 2009).

Students will explore design as an agent of change by researching design activism and design thinking to analyse systemic problems that empower and deliver creative outcomes to complex challenges. Students will be presented with a selection of wicked, social problems and will be required to consider ways of combining different design disciplines to address these issues using design as an agent for change; addressing big picture problems in the world and taking a step towards change.

*Note: Commencing 2020*

### Assessment

- Investigative research – 40%
- Presentation – 20%
- Final Document – 40%

## ADH700 – Introduction to International and Community Development

*Enrolment modes: Trimester 1: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Yamini Narayanan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ADS701*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Online Seminar per week*

## Content

This unit is a foundational unit in International and Community Development. It provides an in-depth introduction to concepts and practices of human development. It introduces students to key debates in development thinking, addressing social inequality, poverty, and exclusion, as a basis for understanding local, national and global efforts to promote justice, reduce poverty, and build environments for people to lead productive, creative and fulfilling lives. This unit critically evaluates human development from a variety of perspectives, including international development as a global project, trans-formative or development alternatives, and community development. Utilising a series of rich case studies this unit engages students in the current and emerging debates, about individual, community, organisational and institutional policy and practice in striving for human development outcomes. Students will gain an appreciation of the multidisciplinary nature of development studies, the linkages and disconnects between development approaches, and the complex nature of working across human visions of modernity, and traditional cultures in an increasingly globalised world.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

Students are recommended to complete this unit in their first year of study.

## Assessment

- Assessment 1 – Critical Case Study Analysis (1500 words) – 30%
- Assessment 2 – Online Comments and Short Answer Questions (1000 words or equivalent) – 20%
- Assessment 3 – Critical Essay (2500 words) – 50%

## ADH701 – The Humanitarian World

*Enrolment modes: Trimester 1: \*Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Daniel McAvoy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AHLL701, AHL701*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week*

## Content

This unit is an enhanced Cloud (online) unit consisting of four modules. The introduction provides an overview of the history and development of humanitarian assistance. The first module explores the history of humanitarianism followed by the principles, theories, and values that inform current practices in the field in the second module. In the third module, we will learn about the various actors involved in the humanitarian system and analyse the emerging trends. Finally, we will critically discuss some of the dilemmas faced by the humanitarian sector. Through the use of case studies and interaction with humanitarian experts from around the world, we will examine the importance of ethical practice to successful humanitarian outcomes. This will include the study of relevant case studies across geographical and cultural contexts.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Assessment 1 – Journal (1000 words) -20%
- Assessment 2 – Report (1500 words) – 30%
- Assessment 3 – Research and Writing Exercise (2500 words) – 50%

## ADH702 – Humanitarian – Development Nexus

*Enrolment modes: Trimester 3: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Nazanin Zadeh-Cummings*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week*

## Content

This unit provides a critical understanding of the nexus between relief, rehabilitation and development. It will explore the reasons for existing divisions, the resulting problems and the way this approach can undermine development gains and hinders resilience building.

Learners will critically examine the international processes that led to a strengthened focus on the Humanitarian-Development Nexus (HDN), discourse around the HDN, related re-examination of international relief and development architectures, funding models and practices. We will draw upon critiques and case studies to critically analyse the concepts of an HDN in theory and on the ground and examine challenges and opportunities that the HDN poses for humanitarian and development practitioners.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Learning Journal (1000 words) – 20%
- Country Analytical Report (2000 words) – 40%
- Project Concept Note (2000 words) – 40%

We conclude by considering the way in which humanitarians engage communities in the generation and use of evidence, and the opportunities presented by new technologies for better community engagement. The assessment tasks will provide students with the opportunity to critically engage with the issues discussed, as well as to apply their learning to a practical task of a nature required in humanitarian practice.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Essay (2000 words) – 40%
- Learning Journal (1000 words) – 20%
- Evaluation Proposal (2000 words) – 40%

## ADH703 – Evidence and Decision Making in Humanitarian Action

*Enrolment modes: Trimester 2: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nazanin Zadeh-Cummings*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Online Seminar per week*

## Content

This unit explores the generation of evidence in humanitarian action, and its use as a basis for humanitarian decision making. We begin by considering the nature of decision making in humanitarian crises: how, by whom, and on what basis, are decisions made? We then further explore the nature of humanitarian decision making through an examination of two decision making 'case studies': decisions regarding whether, when and how to respond in response to early warnings of crisis, and decisions regarding how to target humanitarian aid. We then consider the nature of evidence used in humanitarian crises, ethical considerations associated with its collection, and the main ways in which it is generated (namely, through assessments, monitoring and evaluation).

## ADH712 – Food Security

*Enrolment modes: Trimester 1: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Maree Pardy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AID612, AID712, ADS712*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

## Content

Ending hunger, ensuring food security and sustainable food production, as well as improving nutrition is a complex challenge. This unit equips students with a critical understanding of food systems, links from food production to consumption, secure and safe access to food for all, and food utilisation.

The unit considers diverse understandings of food, from rights based approaches embedded in the food sovereignty discourse, to food security, and food as a commodity. It explores sustainable development, environmental and resource management and conservation, and agricultural/rural production systems, as well as aid and trade.



Linkages between social, environmental and economic influences on development will be investigated, alongside critical review of debates on population, conflict and natural disasters, resource scarcity, poverty, and equality. Theoretical debate will be used to inform practical analysis and case studies of policy and programme responses, in development, emergency relief, and community contexts, globally and locally.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Research and writing exercise (2000 Words) – 40%
- Research and writing exercise (3000 words) – 60%

## ADH714 – Gender and Development

*Enrolment modes: Trimester 2: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maree Pardy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AID614, AID714, ADS714*

*Scheduled learning activities – cloud (online): Learning experiences are via FutureLearn and will include 7 scheduled online seminars PLUS online independent and collaborative discussions and learning activities*

## Content

Topics to be addressed in this unit include: key debates in gender and development (human rights, feminisation of poverty, historical treatment of gender and development); major theories of gender, sexuality and power; gender and development institutions; case studies (gender-based violence, gender and economic participation, health and reproduction, education).

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Essay (1500 words) – 25%
- Presentation (1500 words) – 25%
- Report (2000 words) – 50%

## ADH716 – Humanitarian Settlement

*Enrolment modes: Trimester 2: Cloud (online)\**

*Credit point(s): 1*

*Previously coded as: ADS716, AHA716*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Daniel Mcavoy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASD716, AHA716*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week*

## Content

In the context of unprecedented levels of forced displacement of refugees and other populations in need of protection, there is a need for countries to identify clear humanitarian policies, protocols and practices for integration and settlement of refugees. This unit aims to provide the student with an understanding of the history and concepts of refugee and refugee resettlement, the refugee experiences of resettlement and refugee resettlement policies and practices. The unit critically examines the potential on principles of community development 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

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Report (1500 words) – 30%
- Journal (1000 words) – 20%
- Essay (2500 words) – 50%

## ADH717 – Sustainability and Development

*Enrolment modes: Trimester 3: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Max Kelly*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ADS717*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

This unit consists of an enhanced cloud (online) experience that engages with the issues of sustainability in development contexts. The unit will explore the discourse of sustainability and how this is understood, theorised and practiced in development programs and projects. The unit will interrogate the importance of sustainability across policy and practice and the significance of working closely with affected communities in order to achieve sustainable outcomes that are meaningful to the people concerned. The key issue of planetary boundaries will be explored through the use of simulation exercises and case studies and how this can and has influenced outcomes in development. Concepts such as complexity theory, sustainable development and ecological understandings will engage students in a critical debate on sustainability across different development contexts.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

### Assessment

- Essay (2000 words) – 40%
- Project (3000 words) – 60%

## ADH724 – Disaster Risk Reduction and Management in Humanitarian Contexts

*Enrolment modes: Trimester 3: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Nazanin Zadeh-Cummings*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AHA724*

*Scheduled learning activities – cloud (online): \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

### Content

This unit explores the concepts of disaster risk reduction (DRR) and management, and the relationship between disasters, climate change and resilience. It considers the key international frameworks and institutional structures relevant to DRR, and examines a range of program interventions and approaches used to manage disaster risk. The unit includes a particular focus on community-based disaster risk reduction, and on strategies to ensure that interventions respond to the needs of vulnerable groups. We also examine the importance of national disaster management institutions, laws, policies and plans, and consider the importance of national government preparedness for requesting and receiving international humanitarian assistance. The unit considers international and national financing mechanisms relevant to DRR, and the way in which DRR interventions are monitored and evaluated. Throughout the unit we will be considering a range of case studies from different parts of the world, to illustrate the concepts and the issues discussed.

### Assessment

- Journal (1000 words) – 20%
- Assessment 2 (Group) – DRR Strategy (2000 words) – 40%
- Essay (2000 words) – 40%

## ADH733 – The Economic Development Record

*Enrolment modes: Trimester 1: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Damien Kingsbury*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AID231, AID331, AID731, AID733, ADS733*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Online Seminar per week*

### 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.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

### Assessment

- Assessment 1 – Essay (2000 words) – 40%
- Assessment 2 – Essay (3000 words) – 60%

## ADH790 – Research Project Capstone

*Enrolment modes: Trimester 1: FutureLearn – Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Matthew Clarke*

*Prerequisite: AER730 plus 4 ADH coded units*

*Corequisite: Must be enrolled in A705*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This unit uses the FutureLearn online learning platform.*

### Content

This unit will be run as a fully cloud based unit on FutureLearn. Resources will be provided via the unit site and will include a Unit Guide, Study Guide, cloud concepts and other electronic resources. News relating to the subject will be communicated via the unit site on FutureLearn. All course materials and communication will take place on the unit site and guidance will be provided to assist students to achieve the unit learning outcomes.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

### Assessment

- Research and Writing Exercise (2000 words) – 40%
- Research Essay (5000 words incorporating Assessment 1) – 60%

## ADS701 – Introduction to International and Community Development

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Yamini Narayanan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ADH700*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

### Content

This unit is a foundational unit in International and Community Development. It provides an in-depth introduction to concepts and practices of human development. It introduces students to key debates in development thinking, addressing social inequality, poverty, and exclusion, as a basis for understanding local, national and global efforts to promote justice, reduce poverty, and build environments for people to lead productive, creative and fulfilling lives.

This unit critically evaluates human development from a variety of perspectives, including international development as a global project, trans-formative or development alternatives, and community development. Utilising a series of rich case studies this

unit engages students in the current and emerging debates, about individual, community, organisational and institutional policy and practice in striving for human development outcomes.

Students will gain an appreciation of the multidisciplinary nature of development studies, the linkages and disconnects between development approaches, and the complex nature of working across human visions of modernity, and traditional cultures in an increasingly globalised world.

*Note: Students are recommended to complete this unit in their first year of study*

## Assessment

- Assessment 1 – Critical Case Study Analysis (1500 words) – 30%
- Assessment 2 – Online Comments and Short Answer Questions (1000 words or equivalent) – 20%
- Assessment 3 – Critical Essay (2500 words) – 50%

## ADS704 – Community Development Theory and Practice A

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Maree Pardy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ADS304, ASD704, ASD704*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities and discussions including 1 scheduled online Seminar per week.*

## 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

- Essay (1000 words) – 20%
- Assessment 2 (Group) – Group Assignment (2500 words) – 50%
- Essay (1500 words) – 30%

## ADS705 – Participatory and Community Development Practice

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Helen Dalton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASD605, ASD705*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

## 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 first part of the unit explores the changing context of CD practice, some key theoretical considerations leading to praxis (action plus reflection), the merits of top-down, bottom-up and knowledge partnering in CD, before turning our attention to building practical skills in participatory development. 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.

## Assessment

- Essay (2000 words or equivalent) – 40%,
- Problem solving exercise and critical reflection (3000 words or equivalent) – 60%

## ADS711 – Non-Government Organisations and other Development Actors

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: AID711*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anthony Ware*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AID611, AID711*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

This unit provides an in-depth exploration of the history, trends, types and roles of development agencies and other actors in the development sector.

This unit explores the role of civil society in positive change, critically evaluating the formation, role and effectiveness of 'third sector' or Non-Government Organisations (NGOs) in both Australia and internationally. It then also examines the history, diversity and effective roles of a diversity of other types of development agencies, including multilateral agencies, government agencies and donors, philanthropic trusts, for-profit contractors and corporate entities. The trajectory of interrelationships in the sector is considered, as are the roles of donors, governments, international structures, profit-making agencies, community-based organisations and indigenous local organisations.

Students will gain an appreciation of the complexity of the sector, the diversity of actors and roles, the strengths and weaknesses of various actors, and how these interests are reconciled in practice.

### Assessment

- Report (1000 words) – 20%
- Research and Writing Exercise (1000 words) – 20%
- Report (3000 words) – 60%

## ADS715 – Cross Cultural Communication and Practice

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ASD715*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Max Kelly*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASD715*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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

- Essay (2000 words) – 40%
- Essay (3000 words) – 60%



## ADS720 – Arts and Sports-based Approaches to Community Development

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vicki-Ann Ware*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

A growing number of development, arts and sports practitioners are utilising arts and sports as a platform or tool for engaging communities in development conversations and activities, to improve psycho-social wellbeing in disadvantaged, conflict-affected, or traumatised post-disaster communities. Arts are also sometimes used as a development communication tool. But do they lead to effective change? In what contexts are they more effective? And are they ever ineffective or even harmful? This unit explores these alternative approaches to development, introducing the current evidence base to investigate where these approaches can enhance or detract from development. The unit will also provide students with a critical yet practical focus on current methods for applying these tools to their own professional context. Case studies of current organisations utilising these approaches will be analysed.

Topics will include: an introduction to the theory of arts-based and sports-based development; similarities and differences between arts- and sports-based interventions; the nature of the current evidence base and issues in measuring impact; some major approaches to implementing these approaches, and key practitioners working in the area; the strengths and weaknesses of these approaches, including key areas where they are currently implemented (e.g. education for disengaged youth, peacebuilding, negotiation, political dialogue, identity formation); and future directions in research.

### Assessment

Two papers, one on arts-based approaches and one on sports-based approaches to development:

- Essay: Critical assessment of the theory underpinning an arts- or sports-based development intervention (2000 words) – 40%
- Research and Writing Exercise: Problem solving exercise to design an arts-/sports-based approach to addressing a practical development issue (3000 words) – 60%

## ADS721 – Policy and Advocacy in Development Contexts

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vicki-Ann Ware*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

Much of today's poverty, social exclusion, inequality, structural barriers to full participation in society, and underdevelopment – whether in developed or developing countries – is in part driven by poor government policy and governance. Addressing those issues will thus require changes in policy processes and outcomes. Therefore, sound government policy has an important role to play in alleviating poverty and inequality. This unit explores the role NGOs can have in contributing to improved policy development processes, both from the inside, and through advocacy.

In this unit, we explore areas such as the role of policy in reinforcing unequal social structures, the importance of policy for building more equitable societies, and how to work with governments at all levels, in both developed and developing contexts, to improve policy processes and outcomes. Using case studies and existing research, we will investigate approaches to building policy and community consultation capacity in developing country governments, as well as how NGOs in any context can advocate for policy change to improve the lives of disempowered populations.

## Assessment

Two papers, including one critical essay and one policy/advocacy design exercise:

- Essay: Critical assessment of the potential role of NGOs in contributing to more effective, pro-poor policy processes and outcomes in your choice or developing or developed country context (2000 words) – 40%
- Research and Writing Exercise: Problem solving exercise to design a strategy for either a) building policy and community consultation capacity in a developing country government; or b) advocating to improve policy processes and outcomes on behalf of a disadvantaged community in Australia (3000 words) – 60%

## ADS722 – Private Sector Development: Corporations, Social-Enterprise and Microfinance

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anthony Ware*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

## Content

This unit explores a range of 'private sector' approaches to development. The 'private sector' is that part of the economy which is run by private individuals or groups, usually (but not always) as a means of enterprise for profit, and is not controlled by the State. Private sector approaches explored in this unit include: corporate social responsibility (CSR) and corporate philanthropy, social enterprise, 'bottom of the pyramid' business, inclusive business/shared value business, microenterprise (including self-employed sole traders) and microfinance for microenterprise microentrepreneurs. This unit also considers NGO-government-corporate partnerships for development (such as public-private partnerships). This unit will evaluate the scholarship and practice of each of these approaches to development, critically analysing them in the light of the known causes and drivers of poverty

and inequality, the issues of entrenched disadvantage and structural barriers, and the principles/theories of development effectiveness and empowerment.

## Assessment

- Case Study Evaluation (2000 words or equivalent) – 40%
- Critical Essay: Strategy Paper (3000 words or equivalent) – 60%

## ADS723 – The Development Project Cycle

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Helen M Dalton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ADS707 and ADS708*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

## Content

This unit is designed to enable students to design, implement and assess the effectiveness of projects and programmes within the context of community development. The Development Project Cycle provides a critical overview of the project cycle in international and community development work. It enables you to conduct needs assessment and strategic planning, design programmes to respond to strategic needs, prepare grant and other submissions to resource projects, and introduces you to monitoring, evaluation and impact assessment. You will explore a range of case studies to develop both practice skills and your ability to assess the strengths and weaknesses of existing approaches to managing the project cycle.

## Assessment

- Report: Needs assessment framework, based on a theory of change, for own choice case study (1000 words) – 20%
- Essay: Analysis of paradigms and their impacts upon project design and assessment of effectiveness (1500 words) – 30%
- Report: Monitoring and evaluation strategy (2500 words) 50%

## ADS733 – The Economic Development Record

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Damien Kingsbury*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AID231, AID331, AID731, AID733, ADH733*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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 (2000 words) – 40%
- Essay (3000 words) – 60%

## ADS734 – Political Development Record

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: AID734*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Damien Kingsbury*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AID231, AID331, AID731, AID734*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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

- Essay (2500 words) – 50%
- Essay/Report (2500 words) – 50%

## ADS753 – International and Community Development Internship

*Enrolment modes: Trimester 1, Trimester 2 and Trimester 3: Internship unit*

*Credit point(s): 2*

*Previously coded as: AID753*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Anthony Ware*

*Trimester 2 Unit Chair: Yamini Narayanan*

*Trimester 3 Unit Chair: Max Kelly*

*Prerequisite: The internship unit is subject to completion of core units and has special application requirements. Students should contact the unit chair in the first instance for further information.*

*Corequisite: Nil*

*Incompatible with: AID752, AID753*

*Scheduled learning activities – campus: This unit will include a minimum of 300 supervised placement hours. No formal class attendance is required, but learning resources are provided.*

### 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 CloudDeakin 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.

*Note: Internship enrolment is subject to completion of specified prerequisite units and special application requirements.*

Interested students should look at the Faculty Student Mobility website information [deakin.edu.au/arts-ed/internships](https://deakin.edu.au/arts-ed/internships) and are strongly advised to complete the pre internship modules: <https://d2l.deakin.edu.au/login.asp?target=/d2l/lms/legacy/selfregistration.d2l?ou=6605>

## Assessment

Students enrolled in this unit receive an ungraded pass/fail result based on assessment of the following:

- Pre-departure Report (1500 words)
- Journal (2500 words)
- Report (6000 words)

## ADT201 – Digital Technologies Design Studio

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simeon Taylor*

*Prerequisite: Students must have completed four credit points at level 1 in courses A343, A344, A345 or A346*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## Content

Digital Technologies Design Studio considers the breadth of applications of digital technology in an evolving contemporary environment. This involves negotiating the expectations of industry and the functions, processes, languages and materials of working with technologies understanding the intersection of theory with practice as students address a range of complex problem solving projects.

## Assessment

- Research Investigation – 30%
- Presentation Proposal – 20%
- Project Presentation – 50%

## ADV101 – Drawing and Illustration

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 3: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tonya Meyrick*

*Trimester 3 Unit Chair: Tonya Meyrick*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACV113, ACG276*

*Scheduled learning activities – campus: Trimester 2: 1 x 2 hour Seminar per week*

*In-person attendance requirements: Trimester 3: (Intensive mode) 2 x 2 hour Seminar per week (Weeks 2–6), 1 x 2 hour Seminar per week (Week 7)*

## Content

Drawing skills and the speed in which you get ideas on the page, are still essential skills regardless of the broad digital environment. Conceptualising and communicating ideas in sketch form, through to having the ability to demonstrate a complex idea quickly and easily, drawing is still a process that is valuable to a design thinker. In this unit, students will think fast and draw fast with work completed in class time. There will be time to choose your best ideas and develop them further as folio pieces but the challenge in this unit will be to conceptualise ideas and put them on paper maximising this most essential communication tool.

## Assessment

- Assessment 1 – Drawing Skills – 25%
- Assessment 2 – Think fast, draw fast – 50%
- Assessment 3 – Refinement of Two Idea – 25%

## ADV102 – Typography and Publication Design

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tonya Meyrick*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACG102*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

## Content

Typography is an essential component to communication and this unit explores the theory and application of forms and structures of typography including the anatomy and applications of type and font families across print, digital and web applications. This unit will address and engage with the impact and implications of selecting and applying typography to a variety of design scenarios in historical and a multifaceted contemporary setting. This unit introduces and reinforces industry standard typography practices for both print and screen based environments. Student creative thinking ideation and project strategies for design briefs are developed to enable the advancement of information technology skills, design thinking and design construction methods. This unit engages self-directed learning in conjunction with a focus on attention to discipline specific scholarly research, conceptual analysis, and global industry practice.

## Assessment

- Assessment 1 – Research Case study – 30%
- Assessment 2 – Research Proposal – 30%
- Assessment 3 – Project Presentation – 40%

## ADV201 – Web Design and Interactivity

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Maria Bates*

*Trimester 3 Unit Chair: Joel Zika*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACG206*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 scheduled online seminars. Online independent and collaborative learning of 150 hours. Online students must attend/review online seminars and participate in discussions and activities as required for assessment.*

## Content

This unit explores the applications and implications of designing for interactivity and the web. Central to this understanding is the relationship between design principles and the efficient usability in an interactive environment. Students will learn to design and construct strategic, interactive, energetic and visually imaginative solutions that carefully consider site, audience, navigation structure and engagement.

## Assessment

- Research presentation (1200 words or equivalent) – 30%
- Practical project/mock up (1200 words or equivalent) – 30%
- Practical project (1600 words or equivalent) – 40%



## ADV202 – Branding Design

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Maria Bates*

*Trimester 3 Unit Chair: Maria Bates*

*Prerequisite: Students must have completed four credit points at level 1 in courses A343, A344, A345 or A346*

*Corequisite: Nil*

*Incompatible with: ACG208*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

The unit will introduce the key concepts involved in building a visual brand strategy culminating in the development of a style guide for a real world business. Students will learn branding theories and practices including marketing, positioning, business practices, visual consistencies, stakeholders and practical design issues. These topic areas will be explored in part through a redesign problem for a real world company or organisation.

### Assessment

- Research Project – 30%
- Proposal – 30%
- Creative Project – 40%

## ADV203 – Visual Communication Design Studio

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tonya Meyrick*

*Prerequisite: Students must have completed four credit points at level 1 in courses A343, A344, A345 or A346*

*Corequisite: Nil*

*Incompatible with: ACG204*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

Visual communication studio considers the broader applications of visual communication in an evolving contemporary environment. This involves negotiating the expectations of industry and the functions, processes, languages and materials of a range of complex design scenarios. Students work with project strategy, incorporating practical and theoretical considerations for physical and digital systems of branding properties and environmental design. This includes the independent and self-directed development of project scope, from inception and ideation and managing workflow, to provide a range of solutions. Demonstrating outcomes within budgets and on time. In this unit students evaluate and report on industry expectations as well as the expectations of users and target audiences in different market segments. This enables students a better understanding and develop the abilities to design for and meet complex client expectations within a visual communication design studio practice.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Research Investigation – 30%
- Assessment 2 – Project Presentation 1 – 30%
- Assessment 3 – Project Presentation 2 – 40%

## AEI101 – Producing Entertainment

*Enrolment modes: No longer available for enrolment*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Victoria Duckett*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

This unit is an introduction to the major concepts and approaches that constitute entertainment production studies. It uses a series of key questions to critically address the materials, industries, individuals and circuits of cultural production that are implicated in entertainment production today. The unit asks: What is entertainment? Who produces entertainment? How and where does entertainment circulate and spread? What systems, industries, and individuals determine the production of entertainment?

Giving attention to local and global circuits of cultural production (as well as to the intersections and overlaps between these), students are encouraged to analyse the increasingly democratic and inclusive nature of the producer's function.

### Assessment

- Assessment 1 – Research Project (1600 words or equivalent) – 40%
- Assessment 2 – Analytical Presentation (2400 words or equivalent) – 60%

## AEI203 – Distributing Entertainment

*Enrolment modes: No longer available for enrolment*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in A332 – Bachelor of Entertainment Production*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

This unit provides students with the skills necessary to understand the material practices of entertainment distribution. Building upon the knowledge gained in AEI102, it explores distribution as a changing process of spatialisation that links consumers, technologies, and entertainments. Students will be able to identify, analyse, evaluate and map spatial and temporal variables in entertainment distribution.

### Assessment

- Assessment 1 – Choose an entertainment venue or product (i.e. live sport, live theatrical cinema, film, a specific cinema). Identify its key spatial and temporal variables (1000 words equivalent) – 25%
- Assessment 2 – Research, collect and present the data background to your chosen entertainment venue or product (1000 words equivalent) – 25%
- Assessment 3 – Using the software provided in class, map the data you have collected and present it to the class (2000 words equivalent) – 50%

## AEI204 – Programming Entertainment

*Enrolment modes: No longer available for enrolment*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: AEI101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

### Content

This unit is an introduction to the programming of entertainment. It introduces students to the ethical, political and business contexts of entertainment production. Students will acquire the conceptual and practical skills necessary to select and curate entertainment. These skills will be tested through the making and evaluation of a curated event, festival or entertainment

### Assessment

- Assessment 1 – Research and Plan an entertainment event (1000 words or equivalent) – 25%
- Assessment 2 – Programming for an entertainment event (2000 words or equivalent) – 50%
- Assessment 3 – Evaluate an entertainment event (1000 words or equivalent) – 25%

## AER730 – Why Research Matters

*Enrolment modes:*

*Trimester 1: FutureLearn – Cloud (online)*

*Trimester 2: FutureLearn – Cloud (online)*

*Trimester 3: FutureLearn – Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1, 2 and 3 Unit Chair:*

*Contact [dlf-futurelearn@deakin.edu.au](mailto:dlf-futurelearn@deakin.edu.au)*

*Corequisite: Must be enrolled in A705*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week*

## Content

This unit will further develop your research skills so you will be able to solve problems on a global scale and make evidence-based decisions. You will explore several case studies highlighting research at two of Australia's leading research institutions, Deakin and Griffith Universities, to help you understand the real-world application of research methods and techniques.

You will receive credit for this unit by completing the 'Why Research Matters: Evidence at Work' Program on FutureLearn with learners from all around the world.

During the FutureLearn program, you will:

- Use data to make evidence-based recommendations that address real world problems
- Assess various research approaches and perspectives in broadening your understanding of a problem
- Practise common research techniques including interviewing, coding and statistical analysis
- Develop a framework for ethical governance of a research project
- Plan the implementation of your own research project

You will be assessed on your development of a feasible research proposal, which you will work towards throughout the program by keeping a portfolio of potential research topics, approaches and refined research questions.

*Note: This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Research Proposal Outline – Peer Review and Educator Review (Formative and Summative) – 10%
- Literature Review (Summative) – 60 %
- Research Proposal Presentation – Video and automatic asynchronous Interview (Summative) – 30%

## Hurdle requirement

A pass is required in each assessment task to pass the unit.

Students will receive a bursary towards this unit which will reduce the unit fee to \$990. This bursary will be applied to recognise the unique nature of delivery for the unit which will be co-taught with Griffith University and delivered through FutureLearn.

## AGS101 – Sex and Gender: Ideas That Changed the World

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online), Burwood (Intensive)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Daniel Marshall*

*Trimester 3 Unit Chair: Daniel Marshall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1:*

*1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1:*

*Online independent and collaborative learning activities including: 1 x 1 hour Class per week and 1 x 2 hour Seminar equivalent.*

*Trimester 3:*

*Online independent and collaborative learning activities including Class and Seminar activities*

*In-person attendance requirements: Trimester 3:*

*Campus (Intensive): 1 x 1 hour Class, 1 x 2 hour Seminar (Week 1), 2 x 1 hour Class, 2 x 2 hour Seminar (Weeks 3, 5, 8, 9, 10)*

## Content

Sex and gender are everywhere in today's society. From the question 'where do babies come from?' to growing up and developing our identity, to the contemporary public contexts of the books we read, the films we watch, our lives online and the politics which govern us, sex and gender are central. This abundance tells us that sex, sexuality and gender mean many different things to different people. More than this, they take on a variety of different meanings in different cultural contexts and at different points in history. This unit will provide you with an essential introduction to key ideas, writers and thinkers in gender and sexuality studies, approaching sex, sexuality and gender not as unchanging, universal facts, but as ideas that vary and develop. We will also focus on developing your analytical skills in critical reading, and on analysing representations of gender and sexuality in everyday culture and a range of textual forms, including novels, poetry, films and historical/archival materials. Topics to be introduced in this unit include: feminism in popular culture; histories and

cultural politics of masculinity and heterosexuality; LGBTIQ rights movements; canonical feminist/queer texts and theories; transnational flows in knowledge and local histories; and contemporary controversies in sex, sexuality and gender.

## Assessment

- Assessment 1: (Individual) – Portfolio (Weeks 1–5) (1200 words or equivalent) – 30%
- Assessment 2: (Individual) – Portfolio (Weeks 6–11) (1200 words or equivalent) – 30%
- Assessment 3: (Individual) – Essay (1600 words or equivalent) – 40%

## AGS102 – Histories of Sex and Gender

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ann Vickery*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 1 hour Class per week (recordings provided) and 1 x 2 hour Seminar equivalent.*

## Content

This unit will provide a detailed introduction to histories of sexuality and gender in Australia while also situating these histories in their broader international and cultural contexts. Through a critical engagement with histories of feminism, masculinities, heterosexuality and LGBTIQ (lesbian, gay, bisexual, transgender, intersex, queer) life, this unit will provide the student with an understanding of the historical emergence of different ways of understanding – and fighting over – sexual practices, sexuality and gender. For example, the unit will examine a variety of political topics, including feminist struggles, gay liberation, transgender rights and changing understandings of masculinity and the family. The unit's focus on histories of sexuality and gender will be explored through the use of a transdisciplinary combination of creative, critical, theoretical and historical resources, including literature, films, television, art, and archival materials.

## Assessment

- Report (1000 words or equivalent) – 25%
- Exercise (1000 words or equivalent) – 25%
- Essay (2000 words or equivalent) – 50%

## AGS200 – Cultural Studies of Sex and Gender

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Daniel Marshall*

*Prerequisite: Complete four level 1 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 1 hour Class per week (recordings provided) and 1 x 2 hour Seminar equivalent.*

## Content

Sexuality and gender are often said to be part of our everyday culture, including identity, family, relationships, consumption, work, fashion, popular culture and leisure activities. But what do we mean by this notion of 'everyday culture', and how have sexuality and gender historically been studied as lived experiences in culture? This unit will draw on historical and contemporary research into cultural experiences and expressions of sexuality and gender, with a focus on youth, to examine how culture, sexuality and gender are produced, lived and studied as embodied forms of knowledge. From the 'invention' of the teenager to subcultural youth studies of the 1970s, and from girl studies to contemporary online cultures, this unit will look at a wide variety of diverse cultural enactments and practices linked to young people, gender and sexuality. The unit will introduce the student to key theoretical and conceptual resources and ideas in cultural studies and studies of gender and sexuality in culture. The unit's focus on cultural studies of sexuality and gender will be explored through the use of a transdisciplinary combination of creative, critical, theoretical and historical resources, including literature, films, television, art, archival materials and cultural practices of everyday life.

## Assessment

- Assessment 1 (Group) – Report Assignment (1600 words or equivalent) – 40%
- Essay (2400 words or equivalent) – 60%

## AGS300 – Theories of Sex and Gender

*Offering information: Commencing 2020*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Daniel Marshall*

*Prerequisite: AGS200 or with approval of the unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

## Content

This unit completes the core sequence of units in the Gender and Sexuality Studies major which have focused on histories of, and contemporary approaches within, gender and sexuality studies. The unit focuses on innovative and influential theoretical approaches to the study of sexuality and gender across disciplines. It is divided into three modules (bodies, feelings, and practices). With reference to influential sexological, anthropological and psychoanalytic theories of sexuality and gender from the late nineteenth and early-twentieth centuries, this unit contextualizes and deploys contemporary theoretical engagements with bodies, feelings and practices as understood through the prism of gender and sexuality. The unit will help prepare students for undertaking their own independent creative and critical work, as well as Honours study in the field.

*Note: Commencing 2020*

## Assessment

- A plan for an imaginary research project (1600 words or equivalent) – 40%
- Research Essay (2400 words or equivalent) – 60%

## AHA716 – Humanitarian Settlement

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: ADS716*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Daniel Mcavoy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASD716, ADH716*

*Scheduled learning activities – campus: 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week*

## Content

In the context of unprecedented levels of forced displacement of refugees and other populations in need of protection, there is a need for countries to identify clear humanitarian policies, protocols and practices for integration and settlement of refugees. This unit aims to provide the student with an understanding of the history and concepts of refugee and refugee resettlement, the refugee experiences of resettlement and refugee resettlement policies and practices. The unit critically examines the potential on principles of community development 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

*Note: This is a campus based unit, for cloud based delivery for students in course A567 (FutureLearn) ADH716 is available as an alternate unit. FutureLearn is an online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Report (1500 words) – 30%
- Journal (1000 words) – 20%
- Essay (2500 words) – 50%



## AHA721 – Dynamics and Dilemmas of the Humanitarian Sector

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Barber*

*Prerequisite: Nil*

*Corequisite: AHL701 unless previously completed*

*Co/pre-requisite rule waived for A767 students enrolled from Trimester 1, 2019*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Online Seminar per week*

### Content

This unit provides a critical understanding of the key policy issues currently facing the humanitarian sector, with a focus on geo-political trends and their implications for the delivery of principled humanitarian action in conflict contexts.

We begin by examining the legal frameworks relevant to humanitarian crises, including international law on the use of force and the quasi-legal doctrines of humanitarian intervention and the responsibility to protect, and international human rights and humanitarian law. We then consider the securitization and politicization of aid, including discussion of stabilization operations and civil-military relations, and we discuss the evolving role of the UN in humanitarian crises – from peacekeeping to ‘integrated missions’. We also examine the rules and practicalities related to humanitarian access, including by examining the implications of counter-terrorism legislation. We finish by discussing the dynamics and dilemmas likely to face humanitarian practitioners working in conflict contexts into the future.

### Assessment

- Learning Journal (1000 words) – 20%
- Assessment 2 – total 40%, comprising:
  - (Group) – Policy Brief (2500 words) – 30%
  - (Individual) – Individual reflection on group task (300 words) – 10%
- Analytical essay (2000 words) – 40%

## AHA722 – Applied Humanitarian Assistance: From Theory to Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Daniel Mcavoy*

*Prerequisite: Nil*

*Corequisite: AHL701 unless previously completed*

*Co/pre-requisite rule waived for A767 students enrolled from Trimester 1, 2019*

*Incompatible with: Nil*

*Scheduled learning activities – campus: All students will be required to complete 18 hours of self-paced preparatory work in the three weeks prior to the intensive.*

*Scheduled learning activities – cloud (online): This unit will also engage students in enhanced online presence through CloudDeakin. Students will undertake online exercises, case studies, virtual simulations, cloud concept presentations and student-led discussions.*

*In-person attendance requirements: All students are required to attend a 5 day intensive (8 hours per day) at Burwood (Melbourne).*

*Intensive located learning will engage students through visits to local case study sites, guest speakers from the Humanitarian and Emergency Management sectors, classes and seminars.*

### Content

This unit consists of an intensive campus based module that introduces key issues in humanitarian contexts. While these issues will inevitably change over time, the unit will address current and emerging issues that are affecting humanitarian responses. The located intensive learning will include visits to local case study areas to explore implementation, political, geographic, organisational, and power issues involved in humanitarian and emergency responses to complex disaster situations. Students will also be introduced to international case studies of humanitarian responses and the contexts in which they occur.

The second aspect to this unit will be delivered via Cloud (online) and include the use of virtual case studies to examine the issues of disaster preparedness and the Disaster Risk Management Cycle (DRMC) across different physical and cultural contexts. We will also examine the role of different stakeholders in pre-disaster and

post-disaster phases and how community development principles can inform and strengthen the processes involved. Further, we will explore the role of the media in disasters and emergency response. Finally, the role of response coordination processes will be critically analysed to strengthen understandings of the importance of including all stakeholders including local communities to achieve the best outcomes possible in all phases.

## Assessment

- Assessment 1 – Literature Review (1500 words) – 30%
- Assessment 2 – Group Assignment (2000 words) – 40%
- Assessment 3 – Journal (1500 words) – 30%

## AHA723 – Fundamentals of Humanitarian Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1  
EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nazanin Zadeh-Cummings*

*Prerequisite: Nil*

*Corequisite: AHL701 unless previously completed  
Co/pre-requisite rule waived for A767 students enrolled from Trimester 1, 2019  
Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood:  
6 x 2 hour seminars (plus additional webinars via CloudDeakin)*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin (including access to recordings of on-campus seminars)*

## Content

This unit explores specific issues and challenges faced by humanitarian organisations and managers operating in humanitarian contexts. Topics examined include: the discourse of ‘professionalisation’ in the sector and its implications for education, training and capacity-building of workers and volunteers in the humanitarian sector; aid worker resilience, well-being and self-management; organisational change, learning and innovation; issues related to operational management in the field; people-management in the humanitarian sector; and safety and security of humanitarian workers. Topics will be explored through the use of case studies to highlight the importance of building trust, communication, accountability, decision making, coordination and teamwork when working in complex humanitarian emergencies.

## Assessment

- Journal (1000 words) – 20%
- Assessment 2 (Group 2–3 students) – Assignment (1500 words) – 30%
- Essay (2500 words) – 50%

## AHA724 – Disaster Risk Reduction and Management in Humanitarian Contexts

*Enrolment modes: Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1  
EFTSL value: 0.125  
Trimester 3 Unit Chair: Nazanin Zadeh-Cummings*

*Prerequisite: Nil*

*Corequisite: AHL701*

*Co/pre-requisite rule waived for A767 students enrolled from Trimester 1, 2019  
Incompatible with: ADH724*

*Scheduled learning activities – campus: 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Online Seminar per week*

## Content

This unit will be delivered via Cloud (online). It will introduce the concept of risk reduction and management across local and international contexts. It will also include case studies to explore how Disaster Risk Reduction (DRR) programmes are put into practice as well as the examination of Disaster Risk Management (DRM) outcomes from humanitarian and emergency responses locally and internationally. The unit will include the use of cloud concept presentations, virtual case studies and simulations to examine the issues of disaster preparedness and DRR across different physical and cultural contexts. Students will also critically examine the role of different stakeholders in pre- and post-disaster phases and the strength of community development-based disaster risk management processes. Another key component of the learning in this unit will be exploring the role of security and social risk as key components of risk management processes in humanitarian contexts.

## Assessment

- Journal (1000 words) – 20%. Typically due in week 5
- Group Assignment: DRR Strategy (2000 words) – 40%. Typically due in week 9
- Essay (2000 words) – 40%. Typically due in week 12

## AHA725 – Project and Financial Management in Humanitarian Contexts

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Sonia Brockington*

*Prerequisite: Nil*

*Corequisite: AHL701 unless previously completed*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: To be advised*

*Scheduled learning activities – cloud (online): Learning experiences are via a combination of Cloud (online) and intensive campus mode delivery.*

*In-person attendance requirements: Intensive: Students are also required to attend 5 days on campus.*

*Intensive located learning will engage students through visits to local case study sites, guest speakers from the Humanitarian and Emergency Management sectors, classes and seminars. This unit will also engage students in enhanced online presence through CloudDeakin. Students will undertake online exercises, case studies, virtual simulations, cloud concept presentations and student-led discussions.*

### Content

This unit consists of an intensive campus based module that introduces students to project and financial management processes in the humanitarian and emergency management sectors. Students will visit NGOs to explore how projects are managed at headquarter and field level and how systems have influenced organisational responses and outcomes for affected communities. The second aspect to this unit will be delivered via Cloud (online) and includes the theory behind the project and financial management and some of the opportunities and challenges that arise in complex humanitarian responses. This unit will include a critical examination of donor understandings and how these are influenced by political, social and economic factors leading to impacts on response, transition and development outcomes for affected communities. Other key learning in this unit will engage students in designing projects proposals and presenting them to various stakeholders.

### Assessment

- Assessment 1 – total 50%, comprising:
  - Part A (Group) – Project proposal (2500 words) – 40%
  - Part B (Individual) – Personal reflection (500 words) – 10%
- Assessment 2 – Presentation (10 minutes) – 20%
- Assessment 3 – Essay (2000 words) – 30%

## AHA726 – Humanitarian Assistance Internship

*Enrolment modes: Trimester 1, Trimester 2 and Trimester 3: Internship unit*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Daniel McAvoy*

*Trimester 2 Unit Chair: Helen Martin*

*Trimester 3 Unit Chair: Helen Martin*

*Prerequisite: AHA721, AHA722, AHA724 and permission from unit chair to enrol*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Timelines for the Internship are to be negotiated with the Host Organisation by the student, as part of the process of securing the Internship. These are then presented to the Academic Supervisor and Student Mobility Office.*

### Content

In this internship unit, students are expected to complete a minimum of 487.5 hours (65 x 7.5) or 13 weeks full-time (or part time equivalent) of work experience in an organisation associated with humanitarian assistance operations. The structure of the unit includes pre-placement planning and organisation, including recommended reading; in-field contact and ongoing reporting via learning log and CloudDeakin discussions; a negotiated project plan and report of relevance to the organisation and student, and a post internship reflective report. Supervision of the student in the internship will include initial interviews to establish the student's needs and areas of interest in the humanitarian sector, agreement on internship between the student, organisation and university, and briefing by the identified organisation supervisor on the tasks outlined in the internship and the focus of major assessment. Academic supervision is conducted using a range of asynchronous and synchronous online technologies and individual mentoring as required.

Support is also provided to organisation-based supervisors to enhance the learning opportunities available to the student and the organisation.

## Assessment

- Assessment 1 – Journal (4000 words) – 30%
- Assessment 2 – Report (5000 words) – 40%
- Assessment 3 – Research and Writing Exercise (4000 words) – 30%

## AHL701 – The Humanitarian World

*Year: 2018 unit information*

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Daniel McAvoy*

*Trimester 2 Unit Chair: Sonia Brockington*

*Trimester 3 Unit Chair: Sonia Brockington*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AHLL701, ADH701*

*Scheduled learning activities – campus: 11 x 2 hour seminar plus 6 x 1 hour online seminar per trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week*

## Content

This unit is an enhanced Cloud (online) unit consisting of four modules. The introduction provides an overview of the history and development of humanitarian assistance. The first module explores the history of humanitarianism followed by the principles, theories, and values that inform current practices in the field in the second module. In the third module, we will learn about the various actors involved in the humanitarian system and analyse the emerging trends. Finally, we will critically discuss some of the dilemmas faced by the humanitarian sector. Through the use of case studies and interaction with humanitarian experts from around the world, we will examine the importance of ethical practice to successful humanitarian outcomes. This will include the study of relevant case studies across geographical and cultural contexts.

## Assessment

- Journal (1000 words) – 20%
- Report (1500 words) – 30%
- Research and Writing Exercise (2500 words) – 50%

## AHL702 – Developing Humanitarian Leadership

*Enrolment modes:*

*Trimester 2 – Cloud (online) Intensive*

*Trimester 3 – Cloud (online) Intensive*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Phil Connors*

*Trimester 3 Unit Chair: Phil Connors*

*Cohort rule: Must be enrolled in A540 – Graduate*

*Certificate of Humanitarian Leadership*

*Prerequisite: AHL701*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Online Seminar per week*

*In-person attendance requirements: Intensive: Students are also required to attend 5 days on campus*

*Intensive located learning will engage students through visits to local case study sites, guest speakers from the Humanitarian and Emergency Management sectors, classes and seminars. This unit will also engage students in enhanced online presence through CloudDeakin. Students will undertake online exercises, case studies, virtual simulations, cloud concept presentations and student-led discussions.*

## Content

This unit consists three modules:

- The first module will be an introduction to theories of leadership and the development of understanding of how these inform leadership practices in achieving effective delivery of humanitarian operations in complex emergencies. Through the use of guest lecturers who have a background in high level strategic leadership in all aspects of humanitarian and emergency response situations we will explore the role of leadership in influencing the successful outcome of operational delivery.
- In the second module we will explore the principles, theories and ethics that inform current leadership practice in the field and reflect on the importance of building high performing teams and engaging with

the opportunities to work with local communities to build local capacities in the delivery of humanitarian operations.

- The third module will involve the demonstration of leadership and team work skills in a simulated humanitarian operational response over a twenty four hour period.

This will be followed by debrief sessions and critical evaluations of teams and individuals in a supported learning environment.

*Note: This unit is a combination of Cloud (Online) and intensive campus mode delivery*

## Assessment

- Assessment 1 – Reflective Learning Log (2000 words) – 40%
- Assessment 2 – Participation in team work exercises (1000 words or equivalent) – 20%
- Assessment 3 – Observation of leadership skills and knowledge in simulation (2000 words or equivalent) – 40%

# AHL703 – Leadership in Humanitarian Operations

*Enrolment modes:*

*Trimester 1 – Cloud (Online)*

*Trimester 3 – Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Phil Connors*

*Trimester 3 Unit Chair: Phil Connors*

*Cohort rule: Must be enrolled in A540 – Graduate*

*Certificate of Humanitarian Leadership*

*Prerequisite: AHL701 and AHL702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Online Seminar per week*

## Content

This unit will provide you with key tools and analysis to enhance your strategic leadership skills when carrying out emergency responses in various contexts.

The unit will explore leadership through 6 different topics:

1. The position of humanitarianism in relation to major geopolitical trends.
2. The different types of disasters and will consider some of the lessons and good practices that the humanitarian community has identified following different types of relief and recovery responses.
3. Further analysis/development of the 'Humanitarian System', building on the themes covered in AHL701. A complex environment with many actors: from the UN to (I)NGOs to donors and, increasingly, regional intergovernmental agencies, government entities, and emerging non-Western donors.
4. Aspects of urbanisation in various parts of the world.
5. The development of humanitarian strategy from the perspective of "where to start?".
6. The strategic aspects of Support Services that you will need to consider when leading a humanitarian response.

## Assessment

- Assessment 1 – Learning Journal (2 parts) (1500 words total) – 30%
- Assessment 2 – Critical analysis (1500 words total) – 30%
- Assessment 3 – Analytical report (2000 words or equivalent) (Team Work) – 40%

# AHL704 – Demonstrating Strategic Leadership in Humanitarian Contexts

*Enrolment modes:*

*Trimester 1 – Cloud (online) – Intensive*

*Trimester 3 – Cloud (online) – Intensive*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sophie Perreard*

*Trimester 3 Unit Chair: Phil Connors*

*Cohort rule: Must be enrolled in A540 – Graduate*

*Certificate of Humanitarian Leadership*

*Prerequisite: AHL701*

*Corequisite: AHL701*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Online Seminar per week*

*In-person attendance requirements: Intensive: Students are also required to attend 5 days on campus*



*Intensive located learning will engage students through visits to local case study sites, guest speakers from the Humanitarian and Emergency Management sectors, classes and seminars. This unit will also engage students in enhanced online presence through CloudDeakin. Students will undertake online exercises, case studies, virtual simulations, cloud concept presentations and student-led discussions.*

## Content

This unit is an intensive on campus unit consisting of two modules.

- The first module will be an overview of leadership theory and a critical review of strategic leadership behaviours in the context of the humanitarian sector. The emphasis will be on communication and team building in the context of delivery of operations in a complex humanitarian emergency. A key component of this will be the importance of working with other international organisations and the importance of coordination in the efficient and effective delivery of humanitarian outcomes. Another focus will be on the central role of working with local organisations and populations in planning and delivery of humanitarian responses.
- The second module will consist of a four day simulation exercise in which you will work in teams to develop a strategic response to an unfolding humanitarian emergency. This will necessitate the demonstration of strategic leadership behaviours in formulating and implementing all aspects of a response to the emergency including working with other organisations in a coordinated way to maximise response outcomes for the benefit of affected populations.

*Note: This unit is a combination of Cloud (Online) and intensive campus mode delivery*

## Assessment

- Assessment 1 – Reflective Learning Log (2000 words) – 40%
- Assessment 2 – Participation in team work, debriefing and reflective learning exercises (1000 words or equivalent) – 20%
- Assessment 3 – Observation of strategic leadership behaviours in simulation (2000 words or equivalent) – 40%

# AHL705 – Management of Humanitarian Health Programs

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sonia Brockington*

*Prerequisite: Nil*

*Corequisite: AHL701 can be done before or at the same time*

*Co/pre-requisite rule waived for A767 students enrolled from Trimester 1, 2019*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 online Blackboard Collaborate sessions will be conducted during the trimester.*

## Content

This unit will explore the project management cycle, trends in the humanitarian sector and how these apply to health program management in complex humanitarian crises.

Students will apply learning to real life case studies, taking into account inter-agency coordination, stakeholder and donor relationships, organisational and governance requirements, and monitoring and evaluation of health programs to meet public and clinical health issues in complex humanitarian environments.

## Assessment

- Assessment 1 – Essay (2000 words) – 40%
- Assessment 2 – Team Report (3000 words) – 50%
- Assessment 3 – Self-Reflection (500 words) – 10%

## AIA105 – Visions of Australia: Time and Space From 1700 to 2010

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sarah Pinto*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

This unit in Australian Studies takes a long historical and broad geographical view of Australia. From the age of European expansion and “discovery”, it considers key moments in Australia’s history – its convict foundation, 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 AIA105 examines how indigenous land uses were replaced by different forms of agriculture in the 19th century, defying the environmental realities of the continent; how Melbourne became one of the great Victorian cities in the 1880s; how suburbs emerged along consumerism and gendered domestic ideals; how the conservation movement intersected with indigenous land rights; and how Australia engaged with a globalising world in the late 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 classes, readings, field work and online in a rich mix of text, visual materials and applied learnings.

### Assessment

- Online/class exercises (1000 words) – 30%
- Essay (1500 words) – 35%
- Essay (1500 words) – 35%

## AIB151 – Arabic 1A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hakeem Kasem*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour Class per week (recordings provided), 1 x 2 hour online Seminar per week*

### 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 audio-visual 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.

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

### Assessment

#### Campus:

- Online and Written Exercises (800 words or equivalent) – 30%
- Assessment 2 (Individual or groups of 2–3 students) – Class Participation and Presentation (5–10 minutes) – 10%
- Oral Test (10 minutes) – 20%
- Test (online (75 minutes) and written (90 minutes)) – 40%

#### Cloud (online):

- Online and Written Exercises (800 words or equivalent) – 30%
- Writing Exercise (200 words) – 20%
- Assessment 3 (Individual – Mid-Trimester Oral Test (7 minutes) – 10%
- Final-Trimester Oral Test (10 minutes) – 20%
- Assessment 5 (Individual) – Test (75 minutes) – 20%

## AIB152 – Arabic 1B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hakeem Kasem*

*Prerequisite: AIB151*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour*

*Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour Class per week (recordings provided), 1 x 2 hour online Seminar per week*

### 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

#### Campus:

- Online and Written Exercises (1000 words or equivalent) – 30%
- Assessment 2 (Individual or groups of 2–3 students) – Class Participation and Presentation (5–10 minutes) – 10%
- Oral Test (10 minutes) – 20%
- Test (online (75 minutes) and written (90 minutes)) – 40%

#### Cloud (online):

- Online and Written Exercises (1000 words or equivalent) – 30%
- Writing Exercise (300 words) – 20%
- Mid-Trimester Oral Test (7 minutes) – 10%
- Final-Trimester Oral Test (10 minutes) – 20%
- Assessment 5 (Individual) – Test (75 minutes) – 20%

## AIB251 – Arabic 2A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hakeem Kasem*

*Prerequisite: AIB152 or permission from unit chair to enrol*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour*

*Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour Class per week (recordings provided), 1 x 2 hour online Seminar per week*

### 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

#### Campus:

- Online and Written Exercises (1600 words or equivalent) – 30%
- Assessment 2 (Individual or groups of 2–3 students) – Class Participation and Presentation (7–10 minutes) – 10%
- Oral Test (10 minutes) – 20%
- Test (online (75 minutes) and written (90 minutes)) – 40%

#### Cloud (online):

- Online and Written Exercises (1600 words or equivalent) – 30%
- Writing Exercise (400 words) – 20%
- Mid-Trimester Oral Test (10 minutes) – 10%
- Final-Trimester Oral Test (15 minutes) – 20%
- Assessment 5 (Individual) – Test (75 minutes) – 20%

## AIB252 – Arabic 2B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hakeem Kasem*

*Prerequisite: AIB251 or permission from unit chair to enrol*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour*

*Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour Class per week (recordings provided), 1 x 2 hour online Seminar per week*

### 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

#### Campus:

- Online and Written Exercises (1800–2000 words or equivalent) – 30%
- Assessment 2 (Individual or groups of 2–3 students) – Class Participation and Presentation (7–10 minutes) – 10%
- Oral Test (10 minutes) – 20%
- Test (online (75 minutes) and written (90 minutes)) – 40%

#### Cloud (online):

- Online and Written Exercises (1800–2000 words or equivalent) – 30%
- Writing Exercise (600 words) – 20%
- Mid-Trimester Oral Test (10 minutes) – 10%
- Final-Trimester Oral Test (15 minutes) – 20%
- Assessment 5 (Individual) – Test (75 minutes) – 20%

## AIB309 – Advanced Arabic Language Skills

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hakeem Kasem*

*Prerequisite: AIB306 or AIB352 or equivalent*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour scheduled online seminar per week*

### Content

This unit is designed for students who have already reached a high level of proficiency in Arabic. It aims at enhancing the students' ability to comprehend and express ideas in Modern Standard Arabic, both orally and in writing. The focus of the unit is on language skills useful for research and a range of professional careers.

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

- Essay (2000 words) – 50%
- 2 x Research and Writing Exercises (600 words each, 15% each) – 30%
- Presentation (800 words or equivalent) – 20%

## AIB310 – Introduction to Translation Skills

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hakeem Kasem*

*Prerequisite: AIB306 or AIB352 or equivalent*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 7 x 1 hour scheduled online seminars.*

### Content

This unit is designed for students who have already reached a high level of proficiency in Arabic. It aims at enhancing the students' ability to comprehend and express ideas in Modern Standard Arabic, both orally and in writing. The focus of the unit is on the translation skills from English into Arabic and vice versa.

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:

- 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

- Continuous Translation Assessment (4 x 300 words) – 40%
- Translation Project A: translation into Arabic (1500 words) – including critical introduction – 40%
- Translation Project B: translation into English (500 words) – including critical introduction – 20%

## AIB351 – Arabic 3A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Zouhir Gabsi*

*Prerequisite: AIB252 or AIB205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour Class per week (recordings provided), 1 x 2 hour online Seminar per week*

### 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

#### Campus:

- Online and Written Exercises (2500–3000 words or equivalent) – 30%
- Assessment 2 (Individual or groups of 2–3 students) – Class Participation and Presentation (10–15 minutes) – 10%
- Oral Test (15 minutes) – 20%
- Final Online Test (75–90 minutes) – 20%
- Assessment 5 (Individual) – Final Written Test (90 minutes) – 20%

#### Cloud (online):

- Online and Written Exercises (2500–3000 words or equivalent) – 30%
- Writing Exercise (1000 words) – 20%
- Mid-Trimester Oral Test (15 minutes) – 15%
- Final-Trimester Oral Test (15 minutes) – 15%
- Assessment 5 (Individual) – Test (75–90 minutes) – 20%



## AIB352 – Arabic 3B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Zouhir Gabsi*

*Prerequisite: AIB351*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour Class per week (recordings provided), 1 x 2 hour online Seminar per week*

### 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

#### Campus:

- Online and Written Exercises (2500–3000 words or equivalent) – 30%
- Assessment 2 (Group of 2–3) – Class Participation and Presentation (10–15 minutes) – 10%
- Oral Test (15 minutes) – 20%
- Final Online Test (75–90 minutes) – 20%
- Assessment 5 (Individual) – Final Written Test (90 minutes) – 20%

#### Cloud (online):

- Online and Written Exercises (2500 words or equivalent) – 30%
- Writing Exercise (1000 words) – 20%
- Mid-Trimester Oral Test (15 minutes) – 15%
- Final-Trimester Oral Test (15 minutes) – 15%
- Assessment 5 (Individual) – Test (75–90 minutes) – 20%

## AIC181 – Chinese 1A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Xiangshu Fang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour seminar*

### 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.

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

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

### Assessment

- Writing Exercises – 20%
- Assessment 2 (Group) – Group Presentation – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC182 – Chinese 1B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Xiangshu Fang*

*Prerequisite: AIC181 or permission from Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class, 1 x 2 hour Seminar per week*

### 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.

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

### Assessment

- Writing Exercises – 20%
- Assessment 2 (Group) – Group Presentation – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC281 – Chinese 2A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Fengqi Qian*

*Prerequisite: AIC182 or permission from Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week, 1 x 2 hour Class per week*

### 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 and will be introduced to background knowledge of the Chinese culture and society. Topics to be covered include various aspects of daily life in contemporary China.

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

### Assessment

- Assessment 1 (Group – Pair) – Writing Exercises – 20%
- Presentation – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC282 – Chinese 2B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Fengqi Qian*

*Prerequisite: AIC281 or permission from unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week, 1 x 2 hour Class per week*

### 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. Students will also acquire background knowledge of the Chinese culture and society. Topics to be covered include various aspects of daily life in contemporary China.

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

### Assessment

- Assessment 1 (Group – Pair) – Writing Exercises – 20%
- Presentation – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC283 – Chinese 2C

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Fengqi Qian*

*Prerequisite: Chinese language background*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week*

### 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 the practical language use in both written and oral forms. 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

- Presentation – 20%
- Assessment 2 (Group) – Writing Exercises – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC284 – Chinese 2D

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Fengqi Qian*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week*

### 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 the practical language use in both written and oral forms.

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

- Writing Exercises – 20%
- Assessment 2 (Group) – Presentation – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC381 – Chinese 3A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Xiangshu Fang*

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

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour Class and 1 x 1 hour Seminar, 1 x 2 hour Seminar and 1 x 1 hour Seminar per week*

*Warrn Ponds: 1 x 1 hour Class and 1 x 1 hour Seminar, and 1 x 2 hour Seminar per week*

### 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.

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

### Assessment

- Writing Exercises – 20%
- Assessment 2 (Individual & Group & Pair) – Seminar Exercises – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC382 – Chinese 3B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Xiangshu Fang*

*Prerequisite: AIC381 or equivalent or permission from unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour Class and 1 x 1 hour Seminar, 1 x 2 hour Seminar and 1 x 1 hour Seminar per week*

*Waurin Ponds: 1 x 1 hour Class and 1 x 1 hour Seminar, and 1 x 2 hour Seminar per week*

### 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.

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

### Assessment

- Writing Exercises – 20%
- Assessment 2 (Individual & Group & Pair) – Seminar Exercises – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC383 – Chinese 3C

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Guo-Qiang Liu*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week, 1 x 1 hour Class per week*

### 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

- Presentation – 20%
- Assessment 2 (Group – Pair) – Writing Exercises – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC384 – Chinese 3D

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Guo-Qiang Liu*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week, 1 x 1 hour Class per week*

### 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

- Presentation – 20%
- Assessment 2 (Group – Pair) – Writing Exercises – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC385 – Chinese for Business Purposes A

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Guo-qiang Liu*

*Prerequisite: AIC382 or equivalent or permission from unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 1 hour Seminar per week*

## 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.

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

## Assessment

- Assessment 1 (Individual & Group & Pair) – Writing Exercises – 20%
- Assessment 2 (Group & Pair) – Seminar Exercises – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC386 – Chinese for Business Purposes B

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Guo-qiang Liu*

*Prerequisite: AIC382 or equivalent or permission from unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 1 hour Seminar per week*

## 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.

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

## Assessment

- Assessment 1 (Individual & Group & Pair) – Writing Exercises – 20%
- Assessment 2 (Group & Pair) – Seminar Exercises – 20%
- Oral Test – 20%
- Examination (2 hours) – 40%

## AIC387 – Advanced Chinese for Business Purposes C

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Fengqi Qian*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 1 hour Seminar per week*



## 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

- Reading Exercises – 20%
- Assessment 2 (Group) – Presentation – 20%
- Essay – 60%

## AIC389 – Advanced Chinese for Business Purposes D

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Fengqi Qian*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 1 hour Seminar per week*

## 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

- Reading Exercises – 20%
- Assessment 2 (Group) – Presentation – 20%
- Essay – 60%

## AIE153 – Historical Foundations of the Middle East

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sally Totman Marshall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

## Content

This unit explores the broad history of the Middle East from ancient times until the 20th century. It starts with an examination of how popular culture and in particular Hollywood films influence the way we view the region. The unit will then provide a history of the region and how this unique part of the world has generated political and religious clashes over the centuries. This background will provide students with the basis for a much better understanding of how the region functions today. No prior study of the Middle East is required.

## Assessment

- Quiz – 10%
- Essay – 50%
- Examination (2 hours) – 40%

## AIE154 – Modern Middle East Politics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sally Totman Marshall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

## Content

This unit examines the events that have contributed to the current state of affairs in the Middle East. Starting from the end of World War II this unit will explore how the region's borders were shaped and how friction between local, regional and international actors have resulted in the conflicts and dilemmas still playing out today. The unit uses a geographical approach to examine states such as Iran, Iraq, Syria, Lebanon, Egypt, Libya, and Saudi Arabia as well as the future of the region in the context of the Arab Spring, energy security, and Western foreign policy.

## Assessment

- Assessment 1 (Individual and Group) – Simulation, (10% individual and 50% team) – 60%, or Report – 60%
- Examination (2 hours) – 40%

## AIE255 – Issues in Middle East Politics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mat Hardy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

## Content

This unit takes a thematic approach to examining the modern Middle East and the West's relationship to the region. Each week we examine a different theme of importance to the Middle East, such as human rights, refugees, women's rights, democracy, globalisation, the media, terrorism and resource politics.

## Assessment

- Assessment 1 (Individual and Group) – Simulation, (10% individual and 50% team) – 60%, or Report – 60%
- Examination (2 hours) – 40%

## AIE334 – China: From Empire to Republic

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Xiangshu Fang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIE234, AIE434*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

## 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 Exercise (600 words) – 15%
- Assessment 2 (Group) – Group Presentation – 20%
- Essay (1800 words) – 35%
- Examination (2 hours) – 30%

## AIE335 – Modern China: Liberation, Cultural Revolution and Reform

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Xiangshu Fang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIE235, AIE435*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

## 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 rapid urbanization, mass domestic migration, food security and safety, environment, cultural heritage reservation, and ideological dilemma.

## Assessment

- Assessment 1 (Group) – Group Presentation (10 minutes) – 20%
- Seminar Exercise (600 words) – 15%
- Essay (1800 words) – 35%
- Examination (2 hours) – 30%

## AIE364 – The Arab-Israeli Conflict

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mat Hardy*

*Prerequisite: AIE153 or AIE154 or AIE255 or with permission from the unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

## Content

The Arab-Israeli Conflict has remained one of the most complex issues in global politics and international relations for decades. This unit will examine the history of this conflict, from the beginning of Jewish nationalism to the present time. Combining a chronological and thematic approach, we will examine the birth of the state of Israel and the ensuing Palestinian refugee movement, the various wars between Israel and its neighbours, the rise of Palestinian nationalism and militancy, the peace process, and options for the future.

## Assessment

- Assessment 1 (Individual and Group) – Simulation, (10% individual and 50% team) – 60%, or Report – 60%
- Assessment 2 – Research and Writing Exercise – 40%

## AIE365 – Middle East Study Tour

*Enrolment modes: Trimester 3: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Mat Hardy*

*Prerequisite: Students must have completed one units from AIE153, AIE154, AIE255, AIE363, AIE364 and permission from the unit chair to enrol*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Delivery methods – intensive mode, but supported also through Cloud-based resources and activities. Total contact hours: Pre-departure Online (Cloud) module (integral to preparation and pre-tour assignment work): approximately 3 hours. Pre-departure session: 8 hours. In country: 14 days x 8 hours = 112 hours. Total: 120 hours (excluding flights)*

*In-person attendance requirements:*

## Content

A Faculty-led study tour to Jordan and Qatar that aims at creating intercultural and political understanding by offering a first-hand view of life in two Arab monarchies at opposite ends of the economic spectrum. With a focus on professional interaction, the itinerary includes meetings with NGOs, United Nations bodies, diplomats, media organisations and academics, as well as sites of historic and natural interest. Students will be required to reflect on their experiences during the tour and compare them to their preconceptions of the region as well as explore their career ambitions for life after university.

*Note: Study tours will be confirmed by April 2019.*

*Contact the Work Integrated Learning (WIL) team for queries: ARTSED Work Integrated Learning.*

## Assessment

- Pre-departure Report (1500 words)
- Final Report (2500 words)

## AIF142 – Conversational Indonesian B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Paul Thomas*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 2 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

This unit will continue the focus of AIF146. 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.

*Note: Online teaching methods require internet access. For Cloud (online) mode, use of Blackboard Collaborate is required for assessable work and requires a high speed broadband connection*

### Assessment

#### Campus:

- Seminar Exercises – 20%
- Online Exercises – 20%
- Oral Test – 20%
- 2 x Essay (250 words each – 10% each) – 20%
- Assessment 5 (Individual) – Test – 20%

#### Cloud (online):

- Online Exercises – 30%
- 5 x Quiz – 20%
- 2 x Essay (250 words each – 12.5% each) – 25%
- Test – 25% each

## AIF145 – Conversational Indonesian

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.25*

*Trimester 3 Unit Chair: Alistair Welsh*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIF141, AIF142, AIF146*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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.

*Note: Not available to students who are waiting on an offer from VTAC for the current year*

### Assessment

- Online Exercises – 20%
- 5 x Quiz – 20%
- 2 x Essay (250 words each – 10% each) – 20%
- Oral Test – 20%
- Assessment 5 (Individual) – Test – 20%

## AlF146 – The Language, Culture and People of Indonesia

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ismet Fanany*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AlF141*

*Scheduled learning activities – campus: 2 x 1 hour Class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

The unit will explore the great diversity of the many ethnic groups and their culture, language and traditions that make up the nation and people of Indonesia. Culture is not limited to traditional cultures of Indonesia that is often associated with the wayang or shadow puppet performance, traditional dances, gamelan ensemble, etc. An emphasis will also be given to contemporary, modern culture of Indonesia that includes movies and television, youth culture, etc. as well as the nature and impact of technology such as mobile phone and social media on the contemporary Indonesian society. These, along with the traditional culture and mindset, play a very significant role in the development, change, and use of the language. Students will read materials on these topics and watch videos, movies and other relevant materials. Students will engage in discussion about what all this diversity means to Indonesia and Indonesians, the way they live and communicate, and the relevance of all this to the study of Indonesia, Indonesian, as well as other fields of study.

### Assessment

- Seminar/Online Exercises (1000 words equivalent) – 30%
- Essay (2000 words) – 40%
- Test (1000 words equivalent) – 30%

## AlF241 – Formal and Informal Indonesian A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alistair Welsh*

*Prerequisite: AlF142 or AlF145 or permission from unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 2 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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.

*Note: Online teaching methods require internet access. For Cloud (online) mode, use of Blackboard Collaborate is required for assessable work and requires a high speed broadband connection.*

### Assessment

#### Campus:

- Seminar Exercises – 20%
- Quizzes – 20%
- Oral Test – 15%
- 2 x Essay (250 words each – 15% each) – 30%
- Assessment 5 (Individual) – Test – 15%

#### Cloud (online):

- Online Exercises – 30%
- Quizzes – 20%
- 2 x Essay (250 words each – 15% each) – 30%
- Test – 20%



## AIF242 – Formal and Informal Indonesian B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alistair Welsh*

*Prerequisite: AIF241 or permission from unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 2 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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 similar to those used in 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.

*Note: Online teaching methods require internet access. For Cloud (online) mode, use of Blackboard Collaborate is required for assessable work and requires a high speed broadband connection.*

### Assessment

#### Campus:

- Seminar Exercises – 20%
- Online Exercises – 20%
- Oral Test – 15%
- 2 x Essay (250 words each – 15% each) – 30%
- Assessment 5 (Individual) – Test – 15%

#### Cloud (online):

- Online Exercises – 30%
- Quizzes – 20%
- 2 x Essay (250 words each – 15% each) – 30%
- Test – 20%

## AIF320 – Indonesian Society Through Literature

*Enrolment modes: Offered in alternating odd years 2019, 2021*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alistair Welsh*

*Prerequisite: AIF342 or permission of the Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

Students will read, discuss, and analyse short works of modern Indonesian literature (short stories), excerpts from longer works (novellas, novels), selected excerpts from older works (novels, short stories), and selected passages in translation in terms of content, language use, and style. Discussion will centre on the social and cultural content of the works and on nature of expression. Specifically, students will be guided to develop an understanding of the choices writers make about language use, the meanings these choices convey to readers, and the social and affective content of the work (to the native speaker reader as well as to themselves). Equally important, they will be encouraged to consider alternate and multiple meanings embedded in language as a way of gaining a deeper understanding of Indonesian society and culture.

### Assessment

- Presentation (500 words equivalent) – 20%
- Online Exercises – 10%
- 2 x Essay (1000 words each – 15% each) – 30%
- Report (2000 words) – 40%

## AlF321 – Contemporary Issues in Indonesia

*Enrolment modes: Offered in alternating odd years 2019, 2021*

*Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alistair Welsh*

*Campus contact: Alistair Welsh (Waurm Ponds (Geelong), Cloud (online))*

*Ismet Fanany (Burwood (Melbourne))*

*Prerequisite: AlF342 or permission of the Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

As an advanced third year unit, Indonesian language is used to explore and analyse a range of contemporary issues in Indonesia. Issues studied will have relevance to various professional settings including education, development and the media. Content will extend to complex issues where students will undertake individual research to report on an area of interest in greater detail. Discussion and analysis will be undertaken in writing and in spoken form. This unit is highly suitable for students who are considering further study, such as Honours.

### Assessment

- Presentation – 20%
- Online Exercises – 20%
- Quizzes – 30% each
- Essay (1000 words) – 20%
- Assessment 5 (Individual) – Presentation (500 words equivalent) – 10%

## AlF341 – Professional and Academic Indonesian A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Ismet Fanany*

*Prerequisite: AlF242 or with permission of the Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 2 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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. These topics reflect issues of current importance to both Indonesia and Australia. 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

#### Campus:

- Seminar Exercises – 20%
- Online Exercises – 30%
- Oral Test – 20%
- 2 x Essay (500 words each) – 15% each

#### Cloud (online):

- Online Exercises – 20%
- Quizzes – 30%
- 2 x Essay (500 words each) – 15% each
- Test – 20%

## AIF342 – Professional and Academic Indonesian B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Paul Thomas*

*Prerequisite: AIF341, or with permission of the Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 2 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### Content

This unit will focus on a range of current themes as in AIF341 Professional and Academic Indonesian A. These topics reflect issues of current importance in Indonesia. 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

#### Campus:

- Online Exercises – 30%
- Seminar Exercises – 20%
- 2 x Essay (500 words each) – 15% each
- Oral Test – 20%

#### Cloud (online):

- Online Exercises – 20%
- Quizzes – 30%
- 2 x Essay (500 words each) – 15% each
- Test – 20%

## AIF345 – Indonesian for Business Purposes

*Enrolment modes:*

*Trimester 3: Cloud (online) – Not offered Trimester 3 2019 – reoffered 2020*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online) – Offered in alternating even years 2020, 2022*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ismet Fanany*

*Trimester 3 Unit Chair: Alistair Welsh*

*Prerequisite: AIF342 or permission from unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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 provides students with an understanding of the language and culture of business communication in Indonesia.

### Assessment

- Seminar/Online Exercises (1000 words equivalent) – 20%
- 4 x Online Exercises (1500 words equivalent) – 40%
- Report (1500 words) – 40%

## AIF354 – History and Development of the Indonesian Language

*Enrolment modes:*

*Trimester 3: Cloud (online) – Not offered Trimester 3 2019 – reoffered 2020*

*Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online) – Offered in alternating even years 2020, 2022*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Alistair Welsh*

*Prerequisite: AIF342 or permission from Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week*

### 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

- Seminar/Online Exercises (500 words equivalent) – 20%
- 4 x Seminar/Online Exercises (2000 words equivalent) – 40%
- Report (1000 words) – 40%

## AI103 – People and Place: An Introduction to Human Geography

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Louise Johnson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week and one full-day excursion (7 hours per trimester)*

*In-person attendance requirements: Excursion: One full day in the field (7 hours per trimester)*

### Content

This unit will introduce students to the many components of the human-environment relation explored by Human Geographers. Beginning with the notion of a “natural disaster”, it will focus on those economic, social and cultural dimensions which shape the perception and management of a disaster. From this global starting point, the unit will consider the emergence of industrial and urban societies, the dissemination of such economic and spatial systems to create patterns of uneven development and contemporary debates around national and local inequality, human mobility and sustainability. Study will occur through both abstract and field-based studies. Students will emerge with an array of skills (cartographic, statistical, observational), geographical knowledge and engage in contemporary debates around socio-spatial inequality, the human-nature-animal divide and the future of human settlements.

### Assessment

- 2 x Seminar Exercises (15% each, 600 words each, total 1200 words) – 30%
- Assessment 2 (Group) – Group Assignment (1200 words) – 30%
- Report (1600 words) – 40%

## ALG211 – Geographies of Heritage and Tourism

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Steven Cooke*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars during the trimester*

### Content

The use of the past in the present is a key issue in contemporary society. Whether in debates over the representations of the past in museums, the role of heritage in social cohesion and post-conflict reconciliation, the impact of tourism on people and places, or the changes brought about by rapid urban development to our historic towns and cities, heritage is a place where questions of power, agency, identity and social and cultural change are played out.

This unit will examine how museums, memorials, historical sites and historic urban landscapes and how are understood, used and managed. Drawing on perspectives from cultural and historical geography, but also cultural studies and sociology, this unit will provide students with a critical understanding of the geographies of heritage and tourism.

Topics include: the Birth of the museum; Museums and architecture; The poetics and politics of display; Heritage and identity; Marginalised heritage; Heritage, tourism and urban redevelopment; Understanding tourists and tourism; Tourism and commodification; Tourism and the past, and Dark heritage and tourism: war and genocide.

### Assessment

- Assessment 1 (Group) – Report (1000 words) – 25%
- Presentation (1000 words equivalent) – 25%
- Essay (2000 words) – 50%

## ALG300 – Australian Urban Geography: National and International Perspectives

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Louise Johnson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIA301*

*Scheduled learning activities – campus: 1 x 2 hour Class per week plus Excursion: One full day in the field (7 hours per trimester)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week and one full-day excursion (7 hours per trimester)*

### Content

This unit seeks to provide a foundational overview of the history, theory and practice of urban geography in Australia and internationally. The unit will begin with a consideration of urbanisation in the contemporary world before detailing the various ways in which urban geographers have approach the study of cities over the last century. The unit will then focus on a number of key dimensions which structure cities in Australia, North America and Asia – their economies, politics, culture and social order – using Australian cities as a basis of comparison with others. Finally the unit will engage with a range of contemporary issues which bedevil Australian urban planners – residential segregation, urban renewal, economic viability, mobility and environmental sustainability – and some of their solutions.

### Assessment

- Seminar/Online Exercises (1500 words) – 30%
- Assessment 2 (Group) – Report (1000 words) – 30%
- Essay (1500 words) – 40%



## AIH107 – World History Between the Wars 1919–1939

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bart Ziino*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIH260, AIH360*

*Scheduled learning activities – campus: 1 x 2 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

### Content

This unit examines the major episodes, developments and figures of the interwar period (1919-1939) in Twentieth Century 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 an 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. In this unit students will investigate the causes, nature and impact 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 including popular democracy, fascism and communism, the major events such as the Paris Peace Conference of 1919, the Great Depression and the Origins of the Second World War, the major personalities such as Stalin, Hitler and Roosevelt and a selection of significant social and cultural developments which shaped everyday life in this period including the emergence of mass production, a consumer society, and technologically-based mass entertainment.

### Assessment

- Essay (1000 words) – 25%
- Essay (2000 words) – 50%
- Tests (1000 words or equivalent) – 25%

## AIH108 – The Cold War World: 1945–1991

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Clare Corbould*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIH109, AIH208, AIH408*

*Scheduled learning activities – campus: 1 x 2 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

### 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 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, feminism and grass roots activism.

### Assessment

- Essay (1000 words) – (25%)
- Essay (2000 words) – (50%)
- Online/Seminar Exercises (1000 words or equivalent) – 25%

## AIH205 – Sex and Gender in the British Empire

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Joanna Cruickshank*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIH305, AIH405*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

### Content

This unit focuses on questions of gender and sexuality within the British Empire, from the eighteenth to twentieth centuries. Looking at colonies across the world, in India, Africa, Australasia and the Pacific, we ask what roles women and men were expected to play, how women and men actually behaved, what sex and sexuality had to do with the Empire and how imperial power itself was gendered. Students will study the ways in which gender is relevant to understanding intellectual, political and social change in the history of the British Empire. Topics include: gender and indigenous peoples; masculinity and militarism; gender, convicts and slaves; sexuality and intimacy in the empire; race and gender; colonial families; feminism in the empire and gender in everyday life.

### Assessment

- Quiz – 20%
- Essay (2000 words) – 40%
- Essay (2000 words) – 40%

## AIH238 – Australia and the Two World Wars

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bart Ziino*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIH232/332, AIH233/333, AIH338*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

### 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

#### On Campus

- Essay (1500 words) – 30%
- Essay (2000 words) – 50%
- Presentation (500 words) – 20%

#### Online (Cloud)

- Essay (1500 words) – 30%
- Essay (2000 words) – 50%
- Online Exercises (500 words) – 20%

## AIH240 – History: Interpreting the Past

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bart Ziino*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class (recordings provided), 1 x 1 hour online seminar per week*

### Content

This unit introduces students to major trends in the thought and practice of history, from the ancient Greeks to the formulation of ‘contemporary history’. Students will examine the integral relationship between the study of history and understanding the contemporary world. They will become familiar with the major differences between historical approaches, the impact of mass literacy, and differing conceptions of time and space. Students will also engage with the multiple methods of identifying and interrogating historical sources which underpin different approaches to historical practice.

### Assessment

- Essay (1600 words) – 40%
- Essay (2400 words) – 60%

## AIH264 – The Holocaust

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tony Joel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIH251, AIH252, AIH351, AIH352, AIH364, AIH464*

*Scheduled learning activities – campus: 6 two-hour seminars – Weeks 1, 3, 5, 7, 9, 11*

*Scheduled learning activities – cloud (online): 6 two-hour online seminars – Weeks 1, 3, 5, 7, 9, 11*

### Content

Topics addressed include: the growth of antisemitism; the emergence of Hitler and the Nazi Party; the persecution of German Jews and other supposedly inferior “racial” groups; Hitler’s motivations for initiating the Second World War; the persecution of Jews in Poland following the Nazi invasion, particularly the effects of ghettoisation; victims’ responses to persecution; the development of the Nazis’ so-called “euthanasia” programs; the “war of annihilation” following Hitler’s invasion of the Soviet Union; mass shootings of Jews and other Soviet civilians; the Nazis’ development of state-sanctioned, industrialised mass killing through the establishment of death camps; the “Auschwitz experience”; and the post-war aftermath of the Holocaust.

### Assessment

#### Campus:

- Seminar Exercises (2000 words) – 50%
- Presentation (2000 word equivalent) – 50%

#### Cloud (online):

- Online Exercises (2000 words) – 50%
- Presentation (2000 words) – 50%

## AIH267 – Conflict and Its Legacies in Modern Asia

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Lowe*

*Prerequisite: Students must have completed at least 8 credit points. Otherwise by permission of the unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 three-hour seminars during trimester (Weeks 1, 3, 5, 7, 9, 11)*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour online seminar per week*

## Content

This unit will focus on conflicts in Asia in the 20th century. It will explore contested histories and memories of these conflicts, including those of current political/strategic importance such as Chinese-Japanese tensions over remembering the Second World War, the legacies of imperialism and war in Korea and Taiwan, and Indonesian difficulties in remembering the mass killings of 1965. It encourages students to view the work of historians in the context of public interest, and in the related context of the project of contemporary history – the unfinished business of the past.

## Assessment

- Seminar/Online Exercises (2000 word equivalent) – 50%
- Essay (2000 words) – 50%

of freedom and the early roots of the civil rights movement; mobility and violence during the era of Jim Crow segregation; leadership and grassroots organising in the Civil Rights movement; Black Power and Black Feminism; and “post-racial” America up to Black Lives Matter. The primary and secondary materials, including in assessments, will enable students to follow interests in black culture, eg music and fiction, and/or politics including issues such as mass incarceration and police brutality.

*Note: Commencing 2019*

## Assessment

- Quizzes (800 words or equivalent) – 20%
- Class Exercises (1200 words or equivalent) – 30%
- Essay (2000 words or equivalent) – 50%

## AIH276 – African American History From Slavery to Black Lives Matter

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Clare Corbould*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class (recordings provided), 1 x 1 hour Online Seminar per week*

## Content

Students in this unit will learn about the history and culture of African Americans, a significant minority group in the world's superpower. Throughout the unit we will address two related questions: 1. how is it that in a nation based on the world's first and most expansive assertion of democracy and rights there is such glaring inequality based on race? 2. How have African Americans shaped their own experiences given these circumstances? Topics will include: the Atlantic slave trade and the experience of slave transportation; labour, religion, family, and community from the colonial era to the “antebellum” period; the role of free black people and slaves in the American Civil War; the meanings

## AIH288 – Exploring Australia's Indigenous Pasts

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tiffany Shellam*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIH388*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

## 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

- Quizzes – (500 words or equivalent) – 10%
- Essay (2000 words) – 50%
- Essay (1500 words) – 40%

## AIH326 – Australia's Empire: Colonialism in Papua New Guinea

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Helen Gardner*

*Prerequisite: Students must have completed at least 8 credit points. Otherwise by permission of the unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour seminar per week (recordings provided)*

## Content

This unit will explore Australia's colonial rule of Papua and New Guinea from the late 19th century to independence in 1975. It will do so through an explicit analysis of the diverse and complex archives that are used to write colonial histories. We will examine the imperial competition that led to the annexation of the region in 1884 and the theories of racial determinism that forged the first Australian administration. We will explore Papua New Guinean responses to the spread of Christian missions and affiliated services such as education, and examples of anti-colonial sentiment against Australian rule. Students will track how the Kokoda campaign changed both Papua New Guineans and Australians as decolonisation spread in the wake of World War Two. Finally, we will examine the rising nationalism of Papua New Guineans in the 1960s and the end of Australian rule in 1975.

## Assessment

- Seminar Exercises (1000 words) – 30%
- Presentation (500 words) – 20%
- Essay (2500 words) – 50%

## AIH389 – The French Revolution and the Struggle for Freedom

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Greg Burgess*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIH289*

*Scheduled learning activities – campus: 1 x 1 hour class per week, and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week.*

## Content

The French Revolution of 1789 was, above all, a struggle for freedom, as the people rose against a despotic monarchy and an oppressive social system to demand their natural rights to liberty and equality. But what did freedom mean to the people? How was freedom given substance in the political structures of the new, revolutionary regime? This unit will study the meaning of freedom from the Enlightenment and the American Revolution to its influence on the emerging revolutionary mentality of late-eighteenth France. It will examine how the revolutionary struggle between the monarchy, nobility, church and the bourgeoisie saw freedom realised. Freedom was expressed in a statement of rights, which declared that all men were born free and equal. Freedom then had to be defended and protected. And freedom had limits. Were women truly free? Could Jews and Protestants be free in a Catholic country? Could a revolution based on freedom justify the abomination of slavery? What did freedom mean for the people if their society remained profoundly unequal in wealth and power? This unit will explore these questions. It will examine the struggle for freedom as a great social struggle with a profound legacy that still resonates today.

## Assessment

- 5 x Seminar/Online Exercises (2000 words) – 50%
- Essay (2000 words) – 50%



## AIH399 – Making History

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jonathan Ritchie*

*Prerequisite: Three (3) History AIH coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour seminar per week (recordings provided), 1 x 1 hour online seminar per week*

### Content

This exciting third level history unit is the capstone to the history major and is only available to those who have already completed three history units. It has been devised to enhance your skills in historical interpretation and analysis and is taught by staff deeply involved in the production of history. The unit is team taught and is comprised of two modules. The first explores the archive as a repository of specific documents that shape and determine the historical narrative. Students will explore government archives, private archives and church archives through new theoretical approaches. The second module will be taught by historian practitioners who will introduce you to historical sources relevant to their current research. This module will change from year to year but may include Indigenous and Australian history, Pacific, European or French history. Students may tackle themes of colonisation, decolonisation, politics, war and memory.

### Assessment

- Essay (2000 words) – 50%
- Essay (2000 words) – 50%

## AIM703 – Introduction to Heritage Planning

*Enrolment modes: Trimester 3: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Steven Cooke*

*Prerequisite: AIM734 or AIM705 or permission from the unit chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

### 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. This amounts to compression of the topics on law and the property market; and addition of specific topics on Asia-Pacific and Indigenous issues in planning

*Note: \*Offered in alternating even years 2020, 2022*

### Assessment

- Essays, 100%, totalling 5000 words

## AIM704 – Heritage, Development and Tourism in the Asia-Pacific Region

*Enrolment modes: Offered in alternate years 2019, 2021  
Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Steven Cooke*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

### 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

- Assessment 1 – Essay (2500 words) – 50%
- Assessment 2 – Essay (2500 words) – 50%

## AIM705 – Conservation Management Planning

*Enrolment modes: Trimester 2: Burwood (Melbourne),  
Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kristal Buckley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: On campus students are required to attend 4 days of intensive classes during the trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

### Content

The Unit introduces the practices of cultural heritage management for places and landscapes, and develops practical and critical skills related to values-based management. While focused on Australian practices, these are considered within global and regional contexts. The Study Guide topics consider a wide array of heritage places, including buildings and cities, archaeological sites, Indigenous cultural heritage, industrial heritage, sacred places and landscapes.

### Assessment

- Assessment 1 – Quiz 1 – 10%
- Assessment 3 – Report (2000 words) – 40%
- Assessment 3 – Quiz 2 – 10%
- Assessment 4 – Essay (2000 words) – 40%

## AIM708 – World Heritage and International Heritage Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kristal Buckley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: On campus students are required to attend 4 days of intensive Classes during the trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

### Content

The unit will introduce international heritage practices in cultural heritage through a focus on the implementation of the World Heritage Convention and other UNESCO Conventions and programs. The Unit will familiarise students with the strengths and weaknesses in the philosophy, system and processes of World Heritage; and will identify key contemporary issues including the divergence in heritage approaches between different world regions, the intense tourism pressures on World Heritage sites and the need for more effective monitoring mechanisms. The unit will develop student skills in identifying and interpreting the outcomes and futures for international heritage systems.

### Assessment

- Assessment 1 – Quiz 1 – 10%
- Assessment 2 – Report (2000 words) – 40%
- Assessment 3 – Quiz 2 – 10%
- Assessment 4 – Essay (2000 words) – 40%

## AIM709 – Intangible Heritage

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristal Buckley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend 4 days of intensive Classes during the trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

### Content

Consideration of the intangible dimensions of cultural heritage places, objects and practices is a rapidly emerging field, involving theoretical, conceptual and practical learning drawn from multiple disciplines and perspectives.

This unit both explores and questions the duality of 'tangible' and 'intangible' in international and local heritage scholarship and practice. Issues of cultural diversity, traditional knowledge, human rights and commodification are explored; and the tools of documentation, transmission and legal protection are critically examined, as well as the mechanisms and processes established by UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

### Assessment

- Assessment 1 – Quiz – 10%
- Assessment 2 – Essay (2500 words) – 50%
- Assessment 3 – Presentation (2000 words) – 40%

## AIM714 – Cultural Landscapes

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristal Buckley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

### Content

Cultural landscapes is a key framework for heritage assessment and management in Australia, the Asia-Pacific region and in international heritage systems. This unit is based on the understanding and application of 'cultural landscape approaches' to a broad range of contexts. Development and critical evaluation of practical approaches is complemented by consideration of landscape theories, Indigenous and non-western perspectives.

The unit includes case studies of urban, industrial and rural landscapes, challenging the duality of nature/culture and tangible/intangible in heritage practices.

### Assessment

- Assessment 1 – Essay (2500 words) – 50%
- Assessment 2 – Essay (2500 words) – 50%

## AIM715 – Virtual Heritage

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrea Witcomb*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend 4 days of intensive classes during the trimester as well as to make use of online resources*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

### Content

This unit focuses on the theory, history and practice of virtual heritage. In it we will study how museums and heritage sites have engaged with the opportunities afforded by the 'digital revolution'. We will look into the early history of this engagement to understand the debates that developed around the introduction of digital media in museums. We will look into current practices and seek to understand how they are changing our understanding both of heritage and the cultural institutions that are charged with identifying, preserving and displaying it. We will do so by exploring a range of applications, in different institutional contexts and in different countries through reading and by visiting different sites. Finally, we will seek to use our new knowledge and understanding to develop an imaginary brief that encapsulates best practice for one aspect of this new world heritage institutions find themselves in – the development of a multimedia interactive.

### Assessment

- Assessment 1 – Essay (2500 words) – 50%
- Assessment 2 – Report (2500 words) – 50%

## AIM717 – Heritage in the Field

*Enrolment modes: Trimester 1, Trimester 2 and Trimester 3: Internship unit*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jonathan Sweet*

*Trimester 2 Unit Chair: Jonathan Sweet*

*Trimester 3 Unit Chair: Steven Cooke*

*Prerequisite: Students need to seek permission from the unit chair to enrol*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Learning experiences are via CloudDeakin*

*Internship: Students will also be required to complete a minimum of 10 days placement*

## 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, 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.

*Note:*

1. Students must contact the unit chair prior to enrolling in this unit
2. This unit may not be taken as part of courses A529 or A585
3. This unit may not be taken in the first trimester of enrolment in a Cultural Heritage or Museum Studies course
4. Students may need to fund their own travel and accommodation costs
5. 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
6. Online teaching methods require internet access

## Assessment

- Assessment 1 – Pre-departure Report (1000 words) – 20%
- Assessment 2 – Journal (1500 words) – 30%
- Assessment 3 – Essay (2500 words) – 50%

## AIM718 – Cultural Heritage and Museums Studies Field School

*Enrolment modes: Trimester 3: Field School*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Jonathan Sweet*

*Prerequisite: AIM721, AIM723*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: To be advised*

## Content

The Kelabit Highlands Community Museum Development Project is an ongoing collaboration between the Rurum Kelabit Sarawak (RKS) and Deakin University (DU). In this program, post-graduate Cultural Heritage and Museum Studies students and undergraduate Visual Design and Communications students will work with community representatives to address the need for an interpretive scheme for the community museum that is being developed by the RKS.

## Assessment

- Quiz – 10%
- Assessment 2 (Group) – Group Assignment -50%
- Essay (2000 words) – 40%

## AIM722 – Collections and Curatorship

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jonathan Sweet*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SQM613*

*Scheduled learning activities – campus: On campus students are required to attend 4 days of intensive classes during the trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*



## 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

- Assessment 1 – Report (2000 words) – 40%
- Assessment 2 – Quiz (500 words) – 10%
- Assessment 3 – Report (2500 words) – 50%

## AIM723 – Heritage Interpretation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jonathan Sweet*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SQE640, SQM617*

*Scheduled learning activities – campus: On campus students are required to attend 4 days of intensive classes during the trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

*In-person attendance requirements: Campus: On campus students are required to attend 4 days of intensive classes during the trimester*

## Content

Today, “heritage” must be “interpreted”. The invention of cultural heritage shifted what were once objects, places and traditions in daily life into an artificial domain. They exist now in institutions such as historic sites and museums, curated by professionals, and presented to the public via exhibitions and guided tours, featuring old and new technologies. Thus interpretive communication forms are coloured by the political implications of constructing versions of meaning, such as national identity. This unit addresses the ethical challenges of shaping public knowledge of cultural heritage via interpretation – grounded in the concepts of significance, authenticity and learning. Key issues are public accountability, cultural diversity and social justice.

## Assessment

- Assessment 1 – Report (2500 words) – 50%
- Assessment 2 – Report (2500 words) – 50%

## AIM727 – Exhibitions

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrea Witcomb*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SQM617*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

## Content

- Topic 1: Histories of Display: The role and function of Exhibitions
- Topic 2. Exhibitions as a form of communication
- Topic 3. Mission, Vision and policies
- Topic 4. Developing an exhibition brief
- Topic 5. Exhibition project management
- Topic 6. Audience Involvement and collaboration
- Topic 7. Working with exhibition designers
- Topic 8. Something to see, read and do: Interpretation and Public Programs
- Topic 9. The run up to opening day: Fabrication, installation, travelling exhibitions and marketing
- Topic 10. Looking back: Audience Studies

## Assessment

- Assessment 1 – Essay (1000 words) – 20%
- Assessment 2 – Report (2500 words) – 50%
- Assessment 3 – Essay (1500 words) – 30%

## AIM733 – Applied Heritage Project

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Steven Cooke*

*Prerequisite: Students must contact unit chair for permission to enrol and must have completed 4 credit points of study*

*Corequisite: Nil*

*Incompatible with: AIM718*

*Scheduled learning activities – campus: Learning experiences are via CloudDeakin*

*In-person attendance requirements: Learning experiences are by students attending a 5 day intensive at a field school*

### Content

This unit provides students with an opportunity to work as a team on a specific heritage project. The project, developed in consultation with industry partners, will allow students to demonstrate a holistic approach to the identification, conservation, interpretation and management of cultural heritage.

### Assessment

- Quiz – 10%
- Assessment 2 (Group) – Assignment (2000 words) – 40%
- Essay (2500 words) – 50%

## AIM734 – Understanding Significance

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jonathan Sweet*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend 4 days of intensive classes during the trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

### Content

How do we know what objects, places and traditions societies ought to preserve? What counts as heritage? Who decides? This unit investigates philosophical and sociological approaches to the problems of knowledge as encountered in museum and heritage practice. It addresses the challenges of knowing what is of historical, aesthetic, architectural, social, spiritual and scientific significance – the concept employed in contemporary heritage/museum practice to establish thresholds of value for preservation. Hence the unit focuses on identifying and evaluating objects collected by museums and galleries; structures and landscapes preserved in the physical world; knowledge, beliefs and traditions valued in social practice within and across cultures. It also stresses that assessment of significance is a socially constructed knowledge product, relying on multiple sources and informed by collegial interaction.

### Assessment

- Assessment 1 – Report (2500 words) – 50%
- Assessment 2 – Report (2500 words) – 50%

## AIM735 – Leadership in Museums and Heritage Organisations

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Steven Cooke*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIM725, AIM726*

*Scheduled learning activities – campus: On campus students are required to attend 4 days of intensive classes during the trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

## Content

This unit provides students with an introduction to the skills and knowledge necessary to successfully work in the heritage industry. As such, it complements the other units in the CHMS program by providing an opportunity to reflect on the specific business and operational needs of the heritage sector. It will cover such topics as governance, strategic planning, leadership, and project management. It articulates to elective units in the management stream, with options available from the Faculty of Business and Law.

## Assessment

- Assessment 1 – Report (1500 words) – 30%
- Assessment 2 – Group Assignment (2000 words) – 40%
- Assessment 3 – Report (1500 words) – 30%

## AIM736 – Museums, Heritage and Society

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jonathan Sweet*

*Corequisite: Nil*

*Incompatible with: AIM701, AIM721*

*Scheduled learning activities – campus: Students are required to attend 4 days of intensive classes during the trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week, including a minimum of 1 scheduled online seminar each trimester*

*In-person attendance requirements:*

## Content

The use of the past in the present has become a key debate within contemporary society. Contestations over representations of the past by/in museums, critiques of the power of heritage to legitimate particular world views, debates about multiculturalism and social inclusion, all bring concerns over social/communal identity to the fore. Through concepts such as text, representation, and performance, the unit aims to explore the history and contemporary nature of heritage practices and institutions showing how we can apply theoretical concerns to the understanding and management of museums and cultural heritage. It introduces key definitions and ideas, many of which are

explored in more detail in other units of the program. Central is the concept that 'cultural heritage' may apply to objects, places and traditions, whether managed by museums, national parks, urban planning schemes, tourism attractions or a host of other environments.

## Assessment

- Assessment 1 – Essay (2000 words) – 40%
- Assessment 2 – Presentation (3000 words) – 60%

## AIP107 – Introduction to Politics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peter Ferguson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour Class per week, 1 x 1-hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1-hour Class per week (recordings provided), 1 x 1-hour online Seminar per week*

## Content

Introduction to Politics familiarises students with some of the main elements of politics and political analysis by examining the key components of contemporary political systems. These are state and civil society actors and institutions, the main ideas that shape them, and the way these actors, institutions and ideas manage key contemporary political issues, such as human rights, gender, race, the environment and welfare provision. The unit develops four threshold concepts that will both deepen students' understanding of politics and provide them with the analytical tools to pursue further study in the politics and policy studies discipline. These threshold concepts are: first, that the allocation of resources in society and the values people hold are the product of the interaction between actors, institutions and ideas at different levels from the local to the global. Second, these interactions are shaped by issues of power, justice, order, conflict, legitimacy, accountability, sovereignty, governance and decision-making. Third, the understanding and practice of politics is shaped by competing political ideologies. Fourth, knowledge and truth are contested, partial and subjective and look very different from the perspective of different actors, thus leading to political contestation and conflict.

## Assessment

- Assessment 1 – Research and Writing Exercise (500 words) – 15%
- Assessment 2 – Essay (2000 words) – 50%
- Assessment 3 – Report (1500 words) – 35%

## AIP116 – Visions and Values in Politics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Geoffrey Robinson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour Class per week, 1 x 1-hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1-hour Class per week (recordings provided), 1 x 1-hour online Seminar per week.*

## 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, their contemporary relevance and popular support is examined. The unit will provide students with a basic knowledge of key political ideas and concepts. In addition, students are 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

- Assessment 1 – Report (1500 words) – 40%
- Assessment 2 – Essay (1500 words) – 40%
- Assessment 3 – Class/Online Exercises – 20%

## AIP208 – Government and Politics of the United States

*Enrolment modes: Trimester 1: Burwood (Melbourne), Wurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Zim Nwokora*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

## Content

This unit aims to provide students with a broad and rigorous introduction to government and politics in the United States. The unit will draw on three approaches to this subject matter. First, students will be introduced to influential theories developed by political scientists to explain observations about American politics. Second, students will be introduced to historical material to illustrate change and continuity in the operations of American government and politics. Third, students will be encouraged to read contemporary commentary (usually by journalists) about American politics. An important purpose of the unit, however, is to enable students to think critically about such commentary, drawing on their theoretical and historical knowledge. The course will be structured around the study of key American political institutions and policy areas, and devote significant attention to the turbulent struggles for power in American politics.

## Assessment

- Assessment 1 – Report (1500 words) – 40%
- Assessment 2 – Essay (2500 words) – 60%

## AIP209 – Asylum Challenges in Australia and Asia

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amy Nethery*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

### Content

The issue of asylum is one of the most pressing and intractable policy issues of our time. Asia has the largest number of asylum seekers and refugees in the world, and among the least developed laws and policies. In contrast Australia has developed an extensive policy response, and many of these policies have a broad reach across the region. In this unit we examine the impact of historical, political and structural factors of asylum policy in Australia and Asia. We evaluate the policy instruments – domestic, bilateral and regional – available to address the issue. We pay special attention to policies addressing asylum seekers who travel by boat. Finally, we assess the geo-political outcomes of these policies, and what they mean for asylum seekers and refugees.

### Assessment

- Assessment 1 – Report (1000 words) – 25%
- Assessment 2 – Report (1000 words) – 25%
- Assessment 3 – Essay (2000 words) – 50%

## AIP211 – Politics of Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Samantha Balaton-Chrimes*

*Prerequisite: AIP107 and AIP116*

*Corequisite: Nil*

*Incompatible with: AIS302*

*Scheduled learning activities – campus: 1 x 2 hour class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class per week (recordings provided)*

### Content

This unit explores key phenomena that have shaped the way in which the Global North (in which Australia sits) and the Global South relate to each other: colonialism, capitalism and development. In doing so, the unit introduces students to important areas of political theory, including international political economy, post-colonialism, and development theory. The unit draws extensively on case studies from Africa and Latin America, with some case studies also from Asia.

### Assessment

- Assessment 1 – Research and Writing exercises x 3 – 15% (5% each)
- Assessment 2 – Presentation – 35%
- Assessment 3 – Essay (2000 words) – 50%



## AIP230 – Understanding Public Policy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrew Vandenberg*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

### Content

In this unit, we study public policy from three key viewpoints:

- We investigate the relationship between government and citizens, the role of policy in the lives of citizens, and contribution of different actors to the policy making process.
- We examine various areas of public policy in depth, analysing each in terms of policy development; actors; institutions; instruments; context (political, social, economic, historical); and human impact.
- We develop skills central to policy work, including preparing policy briefings and conducting policy analysis.

### Assessment

- Assessment 1 – Research and Writing Exercise (500 words) – 10%
- Assessment 2 – Report (750 words) – 20%
- Assessment 3 – Report (750 words) – 20%
- Assessment 4 – Essay (2000 words) – 50%

## AIP243 – Europe's Political Transformation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrew Scott*

*Prerequisite: AIP107 or AIP116*

*Corequisite: Nil*

*Incompatible with: AIP246*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

### Content

The formation of the European Union (EU) in the decades since World War Two has been a remarkable achievement of international cooperation in a continent ravaged by conflicts for centuries. There has been a spread of member states from six to nearly 30; and increased governance of citizens by the Brussels-based, supra-national European parliament and commission. Nations like the Ukraine want to join, to gain democracy. Yet some complain the EU does not have enough democracy. This, the differences between northern and southern European traditions, and tensions between the nations which are in and out of the Euro currency zone, pose threats to the continent's continued co-operation.

This unit surveys political changes which have swept – and challenges now confronting – Europe, namely: whether it is better to separate the finances including currencies of northern European nations like Germany from southern European nations like Greece; whether Nordic nations' high welfare states and gender equality are best served by being in the EU; and whether Britain should leave the EU to better preserve its distinctive culture. Political challenges posed to Europe by higher immigration, and greater ethno- religious diversity, will be studied; as will political lessons which Europe may offer the wider world.

### Assessment

- Seminar or online Exercises (2000 words or equivalent) – 50%
- Essay (2000 words or equivalent) – 50%

## AIP245 – Environmental Politics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Peter Ferguson*

*Prerequisite: AIP107 or AIP116*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class per week (recordings provided)*

### Content

Environmental problems, such as climate change, constitute one of the biggest policy challenges facing governments around the world. The difficulty which many states, including Australia, have had in implementing effective policy responses to this environmental challenge is one of the key political puzzles of the twenty first century. This unit explores the ways in which state, non-state and international organisations understand environmental problems and the diverse policy actions that have been proposed and/or taken in response. Five main themes are covered. These are: the unique challenge environmentalism poses to existing political ideologies and forms of political organisation; the relationship between the economy and environment; globalisation and the environment; international environmental politics; and the politics of climate change. These themes highlight both continuities and discontinuities with existing local, national and global political structures created by environmental problems. A range of specific issues such as sustainable development, carbon trading, consumption, environmental justice and the environmental implications of economic growth, trade and finance are also explored, using Australian and international case studies.

### Assessment

- Assessment 1 – Report (1500 words) – 40%
- Assessment 2 – Essay (2500 words) – 60%

## AIP247 – Media and Politics: Campaign Strategies

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maria Rae*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIP204*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

### Content

In the Information Age, the media plays a critical role in the political process. This unit has two key goals. Firstly, it seeks to provide a comprehensive overview of the complex relationship between the media and politics, taking into account contemporary academic theories and debates, practical examples and real world issues, and the evolution of this relationship via new technologies. Secondly, this unit seeks to engage students in an ongoing learning process in which they will develop and refine media skills relevant to running a political campaign (such as creating fictional Twitter, YouTube and Facebook accounts).

### Assessment

- Assessment 1 – Portfolio (500 words) – 10%
- Assessment 2 – Report (2500 words) – 60%
- Assessment 3 – Portfolio (1000 words) – 30%

## AIP300 – Democracy and Dissent

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrew Vandenberg*

*Prerequisite: One unit at level 2 in the Politics and Policy Studies major, or equivalent, or with the permission of the Unit Chair*

*Corequisite: Nil*

*Incompatible with: AIP205*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

## Content

This unit examines long-standing ideas and debates about democratic procedure and protest. In the light of concerns about discontent with democratic politics, the unit considers more recent ideas and debates about deliberation and contention. Does deliberation address the shortcomings of democratic procedure? Does contentious politics address the shortcomings of protest?

## Assessment

- Assessment 1 – Essay (1500 words) – 35%
- Assessment 2 – Essay (1500 words) – 35%
- Assessment 3 – Exam – 30%

## AIP301 – Political Parties and Social Movements

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Geoffrey Robinson*

*Prerequisite: One unit at level 2 in the Politics and Policy Studies major, or equivalent, or with the permission of the Unit Chair*

*Corequisite: Nil*

*Incompatible with: AIP207*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

## Content

A contrast between declining interest in formal politics and increasing interest in the less formal politics of social movements poses challenges to conventional understandings of what should be the main form of democratic mobilisation, organisation and expression. Why are so many people in advanced First World countries cynical about politicians? What can political parties do about this? What has been happening to the nature, operation and function of political parties?

This unit will further students' knowledge of political parties and social movements by surveying the histories and various configurations of political parties in Australia and other countries. It will also examine how other forms of mobilisation, including social movements, help to revitalise democracy. Topics include: labour movements and parties of labour; conservative and liberal parties; centrist parties; agrarian parties; civil rights and indigenous peoples' rights movements; student radicalism including in the "sixties"; green movements and parties; feminist movements; new-right movements and neo-liberal parties; xenophobic populist parties; and the anti-corporate or global economic justice movement and Occupy Wall Street movements.

## Assessment

- Assessment 1 – Essay (2000 words) – 50%
- Assessment 2 – Essay (2000 words) – 50%

## AIP703 – Political Values and Public Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Geoff Robinson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

## Content

A range of ideological traditions shape contemporary public policy: classical ideologies of liberalism, socialism and conservatism underpin institutions such as the market economy, the welfare state and nationalism. Newer ideologies with a focus on personal authenticity and meaning such as feminism, political religion and multiculturalism have informed public policy since the 1970s. Public policy reflects both these traditions and the tensions within them: is feminism about equality or difference, does liberalism imply the right to espouse illiberal views, is sustainable economic growth an oxymoron, can governments foster social cohesion?

The unit considers classic thinkers but also contemporary policy intellectuals and politicians together with forms of governmentality such as human rights commissions and carbon pricing. The unit will consider particular areas of policy debate such as: environmental sustainability, the rise of 'rights culture', social cohesion/antiterrorism and income redistribution/welfare dependence. The benefits of this proposed unit will include helping policy practitioners to better locate their work experiences in longer-term and broader philosophical debates.

## Assessment

- Essay (2000 words) – 40%
- Essay (3000 words) – 60%

## AIP704 – Making Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrew Scott*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIP747*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 hour per week*

## Content

This unit explains the process of Policy Making as distinct from most other units in this degree which are concerned with policy content and particular policy issues. This unit therefore considers, and critically engages with, a conventional classification of eight stages in 'the policy cycle'. Students will be encouraged to identify into which stages of the cycle various particular policy activities are best classified. The relative importance in determining outcomes of different 'policy actors' will be discussed and analysed. The need for effective policy evaluation, and challenges in how to achieve this, will be given particular attention.

## Assessment

- Research and writing exercise (2000 words) – 40%
- Research essay (3000 words) – 60%

## AIP740 – Policy Lessons From Overseas

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrew Scott*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIL772, AIP240, AIP340, AIP440, AIP640, AIP772*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

## Content

Public policy analysis is increasingly becoming internationally comparative. This unit will therefore analyse current Australian public policy in key fields and consider ideas for changes of policy direction in those fields drawing on lessons from overseas. In the introductory week we establish the premises for this unit and outline the possibilities of students arguing for and against the directions discussed in nine further weekly policy topics, prior to concluding and reflecting in the final week. These topics will cover: Early Childhood Education and Care; the equitable provision of vocational education in schools; innovation policy; skills retraining for mature-age workers displaced by job losses; taxation and regulation of natural resource wealth to meet national revenue challenges; healthier and more sustainable urban design; more balanced population distribution through regional development; the importance of aesthetics, ergonomics and nature in people's workplace environments; greater emphasis on prevention of crime and the rehabilitation of persons convicted of crimes; and effective foreign policy including provision of extensive and quality foreign aid.

## Assessment

- Essay (2000 words) – 40%
- Essay (3000 words) – 60%

## AIP746 – Challenges to Democratic Governance

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Benjamin Isakhan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIP446*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

### Content

This unit introduces students to the challenges of governance in modern politics, approaching this through different theoretical approaches to democracy advocated for local, national, regional and transnational levels of politics. Governance will be considered in relation to the issues arising from the fields of:

- Public policy and administration
- International and transnational politics and comparative politics.

Attention is directed to debates over the criteria of good governance to be found in theories of democracy and neoliberalism, together with the challenges posed by neoliberal ideas of the state and economy. In this way the unit also offers an introduction to democratic politics more broadly

### Assessment

- Essay (2000 words) – 40%
- Essay (3000 words) – 60%

## AIP748 – Intergovernmental Relations

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Geoffrey Robinson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

### Content

Federal systems of government such as Australia's are modern political devices for achieving unity between diverse political communities. Inevitably, intergovernmental relations between the tiers of government in federations are fraught with tensions over the ways in which power and responsibility are shared between them. Globalisation has added to such internal pressures on federations as complex, often entrenched 'trans-boundary' policy issues and the pressing needs of local and regional communities. This unit explores the case for reform of the Australian federation in the light of the democratic values and purposes it was supposed to embody. In exploring this case, we also take note of the experiences of other countries.

### Assessment

- Essay (2000 words) – 40%
- Essay (3000 words) – 60%

## AIP773 – Governance and Accountability

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Zim Nwokora*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIL773*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

### 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

- Essay (2000 words) – 40%
- Essay (3000 words) – 60%

## AIP780 – Managing Public Expenditure

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amy Nethery*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

## Content

Students will develop an understanding of the overall federal budget process, including how the budget is constructed, techniques for budget management and preparation, and the determination of government priorities.

Topics include the role of central budget agencies particularly the Cabinet Expenditure Review Committee, Senate and House of Representatives Estimates Committees, the scrutiny of government expenditure, Treasury and economic management, and changes to Commonwealth agency budgetary and financial management processes.

We examine the continuing quest to increase the 'rationality' of resource allocation, along with issues such as the nature of 'budgeting control', and the place of non-financial performance information in resource allocation.

## Assessment

- Quiz – 20%
- Presentation (1500 words) – 30%
- Essay (2500 words) – 50%

## AIP781 – Political Communication

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maria Rae*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

## Content

This unit is concerned with the interplay of communication and politics, including the transactions that occur among citizens, between citizens and their governments, and among officials within governments. We examine the 'media logic' which pervades contemporary politics and the capacity of different actors to mould public opinion and the policy agenda, and the role here of modern communication technologies. At a more institutional level the unit explores closely the imperative of effective communication within governments, the associated issues and challenges.

## Assessment

- Journal (1500 words) – 30%
- Essay (2500 words) – 50%
- Research and Writing Exercise (1000) – 20%

## AIP782 – Engaging for Change

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Maria Rae*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

## Content

Community engagement and public participation are no longer optional extras for public service providers. From online face-to-face, from the street-level through to the committee room, this unit explores the dynamics surrounding moves towards more citizen-centred policy, including to whom decision-makers and those around them are talking, how they are doing it and with what results.

## Assessment

- Essay (1250 words) – 25%
- Group Assignment (1250 words) – 25%
- Essay (2500 words) – 50%

## AIP783 – Rethinking Democracy

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Benjamin Isakhan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIP484*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

## Content

As a principle, democracy has never been more popular. For those who have it, democracy offers a grab-bag of rights and freedoms not found in other regime types; for those who want it, democracy holds the promise of a better life free from the constraints of oppressive forms of power. But where does democracy come from and what challenges loom ahead for this sophisticated form of governance? This unit invites students to challenge their assumption about the nature, history and contemporary practise of democracy – both in the “West” and elsewhere. It provides an alternative narrative about the complex and contested history of democracy and offers nuanced insights into some of the greatest challenges facing democracy today such as: Islam and democracy; democracy and “mixed regimes”; new theories of democracy; and questions about its future.

## Assessment

- Online Exercises (1750 words) – 35%
- Research and Writing Exercise (750 words) – 15%
- Essay (2500 words) – 50%

## AIP785 – Political Competition

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Zim Nwokora*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIP784*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities equivalent to 1 x 1 hour per week.*

## Content

This unit aims to provide students with a comprehensive introduction to competition in political settings and over political objects. The unit will focus on political competition in domestic settings (i.e., not competition between nation-states), and draw on theoretical and empirical material from the sub-discipline of Comparative Politics. The course material will be organized around four themes. First, students will have the opportunity to explore foundational questions, in particular (a) what makes competition in politics different from competition in the economic marketplace and (b) what implications follow from these differences. Secondly, students will gain an understanding of the variety of patterns of political competition across both democratic and non-democratic settings. This theme will draw heavily on the scholarship on political party systems, which has been an influential framework for understanding the basic parameters of political competition across countries. Building on this, students will consider the regulation of political competition and, specifically, the relationship between constitutional rules and the emergence and development of political party systems. Fourthly, the course will devote attention to the relationship between the various types of political party systems and important public policy outcomes.

## Assessment

- Essay (2000 words) – 40%
- Essay (3000 words) – 60%

## AIR101 – World in Crisis

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dean Coldicott*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIR108*

*Scheduled learning activities – campus: 1 x 1-hour class per week and 1 x 1-hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1-hour class per week (recordings provided) and 1 x 1-hour online seminar per week*

### Content

This unit introduces students to key themes, structures, actors and issues in contemporary international politics. These include the challenges of state violence and terrorism, borders and people movements, crises in the global economy, human rights and the global order, and the challenges of nationalism and globalisation.

### Assessment

- Assessment 1 – Report (1000 words) -20%
- Assessment 2 – Essay (2000 words) – 50%
- Assessment 3 – Exam – 30%

## AIR102 – War, Terrorism and Humanitarian Responses

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dean Coldicott*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided) and 1 x 1 hour online seminar per week*

### Content

This unit introduces students to the changing nature of security and responses to insecurity. Students first study the key concepts in international security: power and conflict. We examine debates about the changing nature of warfare and the role of political violence and terrorism in the international system. Following this, students consider the effect of contemporary conflict and political violence on the individuals caught up in the violence. In this, we examine the concept of human security: humanitarian intervention, health, aid, and development and security. The unit is designed to help students think, talk and write about conflict, insecurity and responses to it in an informed and critical manner.

### Assessment

- Assessment 1 – Individual Presentation (800 words equivalent) – 20%
- Assessment 2 – Essay (2000 words) – 50%
- Assessment 3 – Test (2 hours) – 30%

## AIR200 – Global Capitalism and Power

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Chengxin Pan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIR236*

*Scheduled learning activities – campus: 1 x 1-hour class per week and 1 x 1-hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1-hour class per week (recordings provided) and 1 x 1-hour online seminar per week*

### Content

This unit considers how the field of global political economy helps comprehend the crises and problems facing the contemporary operation of global capitalism. It considers the key agents, structures and institutions which shape global capitalism. The unit critically examines key political and ethical problems such as global financial crises, global poverty, corporate power, climate change and unaccountable global governance.

### Assessment

- Seminar Exercises (1600 words) – 40%
- Essay (2000 words or equivalent) – 50%
- Presentation (400 words or equivalent) – 10%

## AIR202 – Australia and the Changing Asia-Pacific

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Hundt*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIR205 and AIR243*

*Scheduled learning activities – campus: 1 x 2 hour class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class per week (recordings provided)*

### Content

This unit introduces students to the evolution of Australia's engagement with the Asia-Pacific region. Since Federation, Australia has struggled to define its relationship with its northern neighbours. Some governments have called for Australia to distance itself from the region, while others have sought to strengthen ties. In any case, the region has been essential to Australia's national interests. This unit shows how a growing range of issues – from security and regionalism, to trade and development, and to human rights and asylum seekers – are binding Australia and the region more closely, despite any misgivings on the part of some Australians. It also considers Australia's relations with key players in three sub-regions: Northeast Asia, Southeast Asia, and South Asia. The unit will introduce students to how policymakers design foreign policy, the issues they grapple with, and the key partners with whom they engage when attempting to implement it.

### Assessment

- Essay (2500 words) – 60%
- Examination (2 hours) – 40%

## AIR203 – Human Rights in World Politics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Costas Laoutides*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIR234*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1-hour class per week (recordings provided) and 1 x 1-hour seminar per week*

### Content

The unit explores the evolution of the modern human rights regime as well as some of the major debates about the role of human rights in international relations, such as: the dichotomy between individual and group rights; discussion on Universalism and Relativism; the relation between state sovereignty, violence and human rights. Accordingly the unit focuses on critically applying these debates to contemporary issues of human suffering such as: genocide, forced migration, state terrorism. The unit will then examine international mechanisms of addressing human wrongs in world politics such as humanitarian intervention and the International Criminal Court. The unit will conclude with recent challenges on human rights coming from the changing nature of warfare in the twenty first century, to this end the role of private military companies and the use of artificial intelligence in the battlefield will be explored.

### Assessment

- Assessment 1 – Online Quiz – 20%
- Assessment 2 – Research Essay (1500 words) – 40%
- Assessment 3 – Test (1000 words) – 40%

## AIR204 – Great Power Relations

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Hundt*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIR205, AIR245 and AIR345*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided) and 1 x 1- hour online seminar per week*

### Content

International relations and world order are to a large extent defined and shaped by great power relations. In the 21st century no other great power relationship is more important and more complex than that between the United States and China, the two largest economies in the world. With the US and China as Australia's strongest ally and its largest trading partner respectively, the stake is particularly high for Australia.

Will the U.S. and China be able to cooperate in confronting a raft of global challenges or will their competition lead to hegemonic conflict or even war?

Is the twenty-first century the American or Chinese Century?

To understand such pressing questions, this unit surveys the evolution, dynamics, opportunities, problems, and challenges of this fascinating and important bilateral relationship, as well as some common theoretical and analytical perspectives on great power relations more broadly.

### Assessment

- Assessment 1 – Essay (2000 words) – 50%
- Assessment 2 – Exam – 50%

## AIR242 – Key Concepts in International Relations

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sally Totman Marshall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIR342*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided) and 1 x 1 hour online seminar per week*

### 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

- Assessment 1 – Essay – 60%
- Assessment 2 – Exam – 40%



## AIR292 – Study Tour: America and the International System

*Offering information: This unit is offered in alternate years 2020, 2022.*

*Enrolment modes: Trimester 3: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Dean Coldicott*

*Prerequisite: Successful completion of 2 units from AIR101, AIR102, AIR108 or AIR120 plus completion of at least 2 level 2 International Relations/Middle East Studies units. Students must have completed at least 8 credit points in their course, otherwise by permission of Unit chair. All students to seek permission from unit chair to enrol.*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Delivery methods: intensive mode, but supported also through Cloud-based resources and activities. Pre-departure readings: 4 hours. Pre-departure workshop session (conducted by Study Abroad Office), including preparation: 8 hours. In country: 10 days x 8 hours = 80 hours. Total: approx. 92 hours*

### Content

This unit provides an experiential approach to learning about America's role in the international political system and the role of International Organisations such as the UN, IMF and World Bank. Via their learning about key aspects of American history, politics and culture, students are encouraged to explore and reflect upon how American history, culture and politics informs the study of International Relations as a discipline and their own understanding of contemporary international politics.

*Note: Study tours will be confirmed by April 2019.*

*Contact the Work Integrated Learning (WIL) team for queries: ARTSED Work Integrated Learning.*

### Assessment

- Pre-departure Report (1000 words) – 30%
- Journal (1000 words) – 30%
- Presentation – 40%

## AIR348 – Activists Beyond Borders

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Danielle Chubb*

*Prerequisite: At least two units at Level 2 in the International Relations major, or equivalent, or with the permission of the Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour Class per week, 1 x 1-hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1-hour class per week (recordings provided) and 1 x 1-hour online seminar per week*

### Content

This unit critically examines the nature, effectiveness and implications of transnational activism in world politics. In the first part of the unit, students analyse debates around global agenda setting and transnational activists. Conceptual issues around strategies, effectiveness, state-activist interaction and the politics of representation are then applied to the practice of international relations through a series of case studies in the second part of the unit.

### Assessment

- Assessment 1 – Seminar exercises (1500 words) – 20%
- Assessment 2 – Essay (1800 words) – 40%
- Assessment 3 – Group assignment (3500 words [approx. 700 words per student]) – 40%

## AIR349 – Diplomacy and the United Nations

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dean Coldicott*

*Prerequisite: At least two units at Level 2 in the International Relations major, or equivalent, or with the permission of the Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided) and 1 x 1 hour online seminar per week*

*In-person attendance requirements: Participation in Model United Nations Summit (on a Saturday during trimester – exact date will be advised in Week 1)*

### Content

This unit challenges you to put yourself in the shoes of a diplomat and negotiate a multilateral agreement at the United Nations. The unit explores the nature of diplomacy in a globalizing world and investigates the forms and effectiveness of a range of political and policymaking efforts to address current issues in world politics. Throughout the unit, students work in small groups representing an assigned nation to establish a national position on a number of key issues and negotiate with other groups. These diplomatic efforts culminate in the Model United Nations Summit towards the end of the unit.

The unit will be delivered via a series of lectures, workshops and participation in a Model United Nations Summit (on-campus or via the Cloud).

### Assessment

- Assessment 1 – Class/Online Exercises (approx. 800 words) – 20%
- Assessment 2 – Simulation -40%
- Assessment 3 – Report (2000 words) – 40%

## AIR701 – China and the World

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Baogang He*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Seminar per week (recordings provided)*

### 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

- Assessment 1 – Essay (1500 words) – 30%
- Assessment 2 – Essay (2500 words) – 50%
- Assessment 3 – Class/Online Exercises (1000 words) – 20%

## AIR707 – The United Nations and International Organisation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Scott Burchill*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: AIP725, AIR489, AIR725, AIR789*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Seminar per week (recordings provided)*

### Content

This unit aims to further students understanding of the politics of contemporary global governance and the United Nations. The first part of the unit explores the history and key drivers of 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 United Nations, International Monetary Fund, World Bank and the World Trade Organisation. The second part of the unit examines the roles of international organisations in their interactions with governments and non-governmental organisations in respect to recent campaigns which seek to address humanitarian atrocities, global poverty, and environmental degradation.

### Assessment

- Presentation (1500 words or equivalent) – 30%
- Report (2500 words or equivalent) – 50%
- Seminar Exercises (1000 words) – 20%

## AIR712 – Australian Foreign Policy

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Scott Burchill*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: AIP612, AIR612*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1-hour online Seminar per week (recording provided)*

### 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

- Assessment 1 – Essay (2000 words) – 40%
- Assessment 2 – Report (2000 words) – 40%
- Assessment 3 – Online Exercises – 20%

## AIR717 – International Conflict Analysis

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Costas Laoutides*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Seminar per week (recordings provided)*

## 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

- Assessment 1 – Essay (2500 words) – 40%
- Assessment 2 – Quizzes – 30%
- Assessment 3 – Test (2000 words) – 30%

## AIR720 – Transnational Activism and Policy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Steven Slaughter*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Seminar per week (recordings provided)*

## Content

This unit is a critical examination of transnational aspects of global governance. It considers the ways that officials and activists attempt to promote cooperation and coordination between states, International Organisations and civil society in order to address global policy problems.

The first part of the unit considers the nature of transnational governance with respect to the formation and operation of transnational policy networks and transnational civil society by focusing upon the role of officials, experts and activists operating within global governance.

The second part of the unit examines the politics of transnational governance by focusing upon specific contemporary global policy problems related to the stability of global capitalism, the sustainability of the environment and the provision of social justice. It also considers how these transnational processes could be reformed to be more effective and accountable.

## Assessment

- Assessment 1 – Research and Writing Exercise (2000 words) – 40%
- Assessment 2 – Report (2000 words) – 40%
- Assessment 3 – Presentation – 20%

## AIR726 – Human Rights in World Politics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Costas Laoutides*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: AIP726, AIR426*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Seminar per week (recordings provided)*

## 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

- Assessment 1 – Essay (2000 words) – 40%
- Assessment 2 – Group Assignment (Report) – 30 %
- Assessment 3 – Group Assignment (Presentation) – 30%

## AIR728 – Global Political Economy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Scott Burchill*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: AIP728, AIR428*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour*

*Seminar per week (recordings provided)*

### Content

The unit begins by examining a range of theoretical approaches to international political economy (neo-liberalism, neo-mercantilism, and 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

- Assessment 1 – Essay (2500 words) – 50%
- Assessment 2 – Class/Online Exercises – 20%
- Assessment 3 – Test (1500 words) – 30%

## AIR729 – Human Security in Global Politics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Sally Totman Marshall*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: AIP729*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Class per week (recordings provided)*

### 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

- Assessment 1 – Report (2500 words) – 40%
- Assessment 2 – Research and Writing Exercises (20% each, 750 words x 2) – 40%
- Assessment 3 – Class/Online Exercises – 20%

## AIR732 – Terrorism in International Politics

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Scott Burchill*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1-hour online Seminar per week (recording provided)*

### 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

- Assessment 1 – Essay (2000 words) – 40%
- Assessment 2 – Report (2000 words) – 40%
- Assessment 3 – Online Exercises – 20%



## AIR742 – International Relations Theory

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Steven Slaughter*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIR242, AIR342, AIR723*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour*

*Seminar per week (recordings provided)*

### 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

- Seminar Exercises (2500 words) – 50%
- Essay (2500 words or equivalent) – 50%

## AIR747 – Contemporary International Politics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Hundt*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIP660, AIR660, AIR760*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour*

*Seminar per week (recordings provided)*

### 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, human rights, humanitarian assistance, violence and environmental governance. It asks if the way we address these issues and the correlated development and growth of contemporary global governance reflects a greater concern for justice in global politics.

### Assessment

- Essay (3000 words) – 50%
- Research and Writing Exercise (1500 words) – 30%
- Class/Online Exercises – 20%

## AIR748 – Security and Strategy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Hundt*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: AIS661, AIS761, AIR448*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour*

*Seminar per week (recordings provided)*

### Content

This unit examines power, conflict and the security states, societies and individuals. We begin by examining the causes of war and the evolution of strategic thought from classical times to the present. This leads to a discussion of both traditional and 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, regional conflicts and the development of grand strategy by the great powers. We conclude by focusing on emerging issues on the security agenda, such as migrations, energy, transnational crime and ecological deterioration.

### Assessment

- Assessment 1 – Class/Online Exercises – 20%
- Assessment 2 – Writing Exercise (1500 words) – 30%
- Assessment 3 – Group Assignment – 50%

## AIR753 – Regionalism in International Politics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Steven Slaughter*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour*

*Seminar per week (recordings provided)*

### 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

- Assessment 1 – Essay (2000 words) – 40%
- Assessment 2 – Report (2000 words) – 40%
- Assessment 3 – Online Exercises – 20%

## AIR790 – International Relations Internship

*Enrolment modes: Trimester 1, Trimester 2 or Trimester 3: Internship*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Scott Burchill*

*Trimester 2 Unit Chair: Scott Burchill*

*Trimester 3 Unit Chair: Scott Burchill*

*Cohort rule: This unit is only available to students enrolled in A726, A723 or D305*

*Prerequisite: 8 credit points in the Master of Arts (International Relations), plus permission from unit chair*

*Corequisite: Nil*

*Incompatible with: AIR791*

*Scheduled learning activities – campus: 150–160 hours of work experience in their chosen site.*

*Internship: Students will also be required to complete an internship.*

### Content

The purpose of the unit is to allow campus based 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 150–160 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 International Relations.

Note: Internship enrolment is subject to completion of specified prerequisite units and special application requirements. Interested students should look at the Faculty Student Mobility website information and are strongly advised to complete the pre internship modules

### 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:

- Assessment 1 – Pre-departure Report (1000 words) – 10%
- Assessment 2 – Journal (2500 words) – 25%
- Assessment 3 – Final Report (6500 words) – 65%

## AIS101 – Intercultural Communication

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tony Chalkley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour recorded Class, 1 x 1 hour online seminar per week*

### Content

Effective intercultural communication is a vital personal and professional skill in the C21. This unit provides a practical introduction to intercultural communication in order to assist students in developing their intercultural competence. Through a combination of classes, guided discussion, reflection and practice, students will develop an understanding of what culture and communication is, how culture influences communication, and what it means to be an effective intercultural communicator. The unit is divided into three parts: the meaning of culture and cultural dimensions; developing intercultural communication competency; negotiating and resolving cultural conflicts. The unit draws on literature from the fields of social psychology, cultural anthropology, international business and communication, and is action-orientated, with students encouraged to draw on their own experiences as well as the case studies and examples presented during the unit.

### Assessment

- Essay (1000 words) – 30%
- Quizzes – 20%
- Report (2200 words) – 50%

## AIS201 – International Studies @ Work

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Katherine Barrand*

*Cohort rule: Must be enrolled in A306, A326, A326S, D323, or D338*

*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 or AIX117]. Please note that these prerequisites cannot be waived*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1–2 hour online seminar per week*

### Content

The primary aim of this unit is to guide and assist students enrolled in the Bachelor of 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

- Presentation – 20%
- Class/Online Exercises (1600 words) – 40%
- Report (1600 words) – 40%

## AIS203 – Immersion Program: Japanese Politics, Society and Culture

*Enrolment modes: Trimester 3: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Katherine Barrand*

*Prerequisite: Students must have completed 8 credit points of study at level 1, otherwise by permission of Unit chair. All students to seek permission from unit chair to enrol.*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Delivery methods – intensive mode, but supported also through Cloud-based resources and activities*

*Pre-departure fully online module in Cloud (integral to preparation and pre-tour assignment work): 4 hours*

*Pre departure workshop session (conducted by Study Abroad Office), including preparation: 8 hours*

*In country: 10 days x 8 hours = 80 hours*

*Total: approx. 92 hours*

### Content

This unit focuses on developing students' understanding of Japanese society and politics. Based at Musashi University in Tokyo, via a program of guest lectures, seminars, workshops and field trips students will both gain insights into Japan's distinctive culture and be encouraged to utilise these insights to reflect upon their own culturally-embedded understandings and consider how they can enhance their intercultural communication skills and competencies.

*Note: Study tours will be confirmed by April 2019. Contact the Work Integrated Learning (WIL) team for queries: ARTSED Work Integrated Learning.*

### Assessment

- Pre-departure Report (1000 words) – 30%
- Journal (1000 words) – 30%
- Final Report (2000 words) – 40%

## AIS204 – Gender, Globalisation and Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maree Pardy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIS302*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class (recordings provided), 1 x 1 hour online seminar per week*

### Content

This unit draws from two key fields of scholarship, gender and globalisation and gender and international development, to explore how gender fundamentally shapes our experiences of the world, from everyday interactions to international politics. The unit introduces students to important contemporary debates to stimulate a conceptual and practical encounter with globalisation, international development and security from a gender perspective. It will cover areas such as: global flows of goods, people, finance, images and ideas; new global sexualities; femininities and masculinities; gender, race and global cultures; gender and labour; gender and poverty; gender, religion and globalisation; sexuality rights; transnational feminisms and the gendered dimensions of international institutions. The unit will impart conceptual and practical tools to apply a gender perspective and analysis to the domains of theory, culture, politics, policy, organisations and employment.

### Assessment

- Class Exercise – 20%
- Report – 40%
- Essay (1500 words) – 40%

## AIS303 – International Studies Capstone Portfolio

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alison Burns*

*Trimester 2 Unit Chair: Alison Burns*

*Prerequisite: A306 and A326 course students:*

*completion of at least 16 credit points including AIS101, AIX117 and AIS201 OR*

*D338 and D323 course students: completion of at least 10 credit point on the BIS side of the degree including AIS101, AIX117 and AIS201*

*Corequisite: Must be enrolled in A306, A326, D323 or D338*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour online seminar per week (recordings provided)*

### Content

This unit supports students to develop and present a personalised Graduate Portfolio that documents their learning experiences during their course and evidences achievement of the Bachelor of International Studies Course Learning Outcomes. Development and presentation of the portfolio will enable students to develop a coherent account their studies and activities and articulate the skills and attributes that they have developed through completion of the Bachelor of International Studies. This will be achieved via reflection on students' formal and informal learning experiences and consideration of their significance for personal and professional development. Students will learn how to create, curate and maintain a professional online presence that reflects their identity as a Bachelor of International Studies graduate and effectively showcases their knowledge, experience, skills and attributes, and will also learn how to orally present this information in professional interview situations. It is strongly recommended that students complete at least 2 credit points of international experience prior to enrolment.

### Assessment

- Report (1000 words) – 25%
- Portfolio (2000 words) – 50%
- Presentation (10 minutes) – 25%



## AIS330 – International Internship A

*Enrolment modes: Trimester 1, Trimester 2 and Trimester 3: Internship unit*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Katherine Barrand*

*Trimester 2 Unit Chair: Katherine Barrand*

*Trimester 3 Unit Chair: Katherine Barrand*

*Cohort rule: This unit is available only to students enrolled in A306, A326, D323 or D338*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit*

*Prerequisite: AIS201 and permission from the Unit Chair. Please note that these prerequisites cannot be waived.*

*Corequisite: Nil*

*Incompatible with: AIR331, AIR330, AIS331, MIS390 MIS391*

*Scheduled learning activities – campus: Internship: Students will be required to complete a minimum of 20 days either on a full-time or part-time basis*

### 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.

*Note:*

- 1. 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*
- 2. Placements undertaken within Australia are restricted to the 2cp unit (AIS330)*
- 3. 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*
- 4. Online teaching methods require internet access.*

### Assessment

- Pre-departure Report (2000 words) – 25%
- Journal (2000 words) – 25%
- Report (3500 words) – 45%
- Presentation (500 words) – 5%

## AIS331 – International Internship B

*Enrolment modes: Trimester 3: Internship unit*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 3 Unit Chair: Katherine Barrand*

*Cohort rule: This unit is available only to students enrolled in A306, A326, D323 or D338*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit*

*Prerequisite: AIS201 and permission from the Unit Chair. Please note that these prerequisites cannot be waived.*

*Corequisite: Nil*

*Incompatible with: AIR330, AIR331, AIS330, MIS390, MIS391*

*Scheduled learning activities – campus: Internship: Students will be required to complete a minimum of 8 weeks (40 working days) on a full-time basis*

### 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.

*Note:*

- 1. 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*
- 2. Placements undertaken within Australia are restricted to the 2cp unit (AIS330)*
- 3. 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*
- 4. Online teaching methods require internet access*

### Assessment

- Pre-departure Report (4000 words) – 25%
- Journal (4000 words) – 25%
- Report (7000 words) – 45%
- Presentation (600 words) – 5%

## AIX117 – Professional Writing for Work

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)

Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)

Trimester 3: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Angela Osborne

Trimester 2 Unit Chair: Julie Freeman

Trimester 3 Unit Chair: Julie Freeman

Prerequisite: Nil

Corequisite: Nil

Incompatible with: ALW117, ALW217, EAD110

Scheduled learning activities – campus: 1 x 2 hour Seminar per week

Scheduled learning activities – cloud (online): Online learning independent and collaborative learning activities including 1 x 2 hour seminar equivalent.

### Content

This unit focuses on developing flexible and transferable communication, writing and research skills for employability in a twenty-first century work environment. Students will explore ways of professionally representing themselves, organisations and community or social issues within the context of their own discipline-specific work requirements. They will use online techniques and tools and imaginative digital world workplace scenarios to prepare themselves for professional, organisational and online writing for specific purposes in workplace contexts.

### Assessment

- Research report on social issue (discipline-specific) (2000 words or equivalent) – 50%
- Assessment 2 (Group and Individual) – Online writing folio (2000 words or equivalent) – 50%

## AIX160 – Introduction to University Study

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)

Trimester 3: Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Petra Brown

Trimester 3 Unit Chair: Petra Brown

Prerequisite: Nil

Corequisite: Nil

Incompatible with: ASC160, EAD102, EAD103, EAD110, EAD111

Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar in weeks 1–3, 1 x 1 hour seminar in weeks 4–8, no on campus seminars weeks 9–11

Scheduled learning activities – cloud (online): 1 x 1 hour per week (recordings provided), 1 hour online seminar per week

### Content

This unit helps students to develop the skills required for successful university study. They incorporate: (1) self-regulation and organisational skills, including learning styles and strategies, time management, and note-taking and revision; (2) information retrieval and evaluation skills, including efficient searching of the library catalogue, journal databases, and the internet, evaluating information, and academic reading techniques and; (3) communication skills, including: written skills through essay and report planning, structure and writing, and oral and visual presentation skills.

### Assessment

- Test (1600 words or equivalent) – 40%
- Research and Writing Exercise (800 words or equivalent) – 20%
- Research and Writing Exercise (1600 words) – 40%

## AIX290 – Australia Today: An Introduction to Australia

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 3\*: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sarah Pinto*

*Trimester 3 Unit Chair: Peter Ferguson*

*Cohort rule: This unit is available to International students and Exchange students only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIX292, AIX390, AIX392*

*Scheduled learning activities – campus: Trimester 1: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*In-person attendance requirements: Trimester 3:*

*Intensive mode commencing early January. There will be 6 x 1 hour Class, 6 x 1 hour Seminar, and 5 x 2 hour site visits across two weeks in early January (dates to be confirmed).*

### 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, histories, settlement, landscape and people.

*Note: \*In Trimester 3 only, this unit is offered in intensive mode commencing early January at Burwood (Melbourne) only*

### Assessment

- Class Exercise (1000 words) – 25%
- Report (1000 words) – 25%
- Essay (2000 words) – 50%

## AIX493 – Honours Research Design

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peter Ferguson*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A400 or A401*

*Incompatible with: AIX492, ASP491*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Blackboard Collaborate Seminar per week*

### 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

- Research and Writing Exercise (1000 words) – 20%
- Literature Review (2000 words) – 40%
- Research Proposal (2000 words) – 40%
- Graded as pass or fail only

## AIX494 – Honours Thesis Presentation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maria Rae*

*Prerequisite: AIX493*

*Corequisite: Must be enrolled in A400 or A401*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 hour Seminars per week*

*Scheduled learning activities – cloud (online): 2 hour Blackboard Collaborate Seminar per week*

## Content

This unit requires students to construct and present working papers on the progress of their thesis. Students will also undertake reviews of other students' work, in seminars or via the cloud.

## Assessment

- Provide feedback on a fellow students' draft chapter (1500 words of comments) – 30%
- Provide feedback on a fellow students' draft chapter (1500 words of comments) – 30%
- Respond verbally to critique of a draft chapter (4 minutes) – 20%
- Respond verbally to critique of a draft chapter (4 minutes) – 20%

Graded as pass or fail only

## AIX495 – Honours Thesis A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Samantha Balaton-Chrimes*

*Trimester 2 Unit Chair: Samantha Balaton-Chrimes*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A400*

*Incompatible with: AIH495, AIH496, AIH497, AIP495, AIP496, ASC495, ASC496, ASC497, ASL495, ASL496, ASL497, ASP495, ASP496, ASS495, ASS496, ASS497*

*Scheduled learning activities – campus: Contact with research supervisor as required*

*Scheduled learning activities – cloud (online): Contact with research supervisor as required*

## Content

The student, while working with a supervisor, will commence to research, prepare and submit an Honours dissertation to meet the disciplinary requirements of the program the student is enrolled in.

## Assessment

Thesis to be submitted on the completion of both AIX495 and AIX496 (14,000–16,000 words) – 100%

## AIX496 – Honours Thesis B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Samantha Balaton-Chrimes*

*Trimester 2 Unit Chair: Samantha Balaton-Chrimes*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A400*

*Incompatible with: AIH495, AIH496, AIH497, AIP495, AIP496, ASC495, ASC496, ASC497, ASL495, ASL496, ASL497, ASP495, ASP496, ASS495, ASS496, ASS497*

*Scheduled learning activities – campus: Contact with research supervisor as required*

*Scheduled learning activities – cloud (online): Contact with research supervisor as required*

## Content

The student, while working with a supervisor, will commence to research, prepare and submit an Honours dissertation to meet the disciplinary requirements of the program the student is enrolled in.

## Assessment

Thesis to be submitted on the completion of both AIX495 and AIX496 (14,000–16,000 words) – 100%

## AIX497 – Honours Theory and Debates in the Discipline

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sam Balaton-Chrimes*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A400 or A401*

*Incompatible with: AIH439*

*Scheduled learning activities – campus: 2 hour Seminars per week*

*Scheduled learning activities – cloud (online): 2 hour BlackBoard Collaborate seminar per week*

## Content

This unit initiates students into the theories underpinning their specific discipline. Students will be introduced to the influential theorists of their discipline area and the historical and contemporary methodological and theoretical debates that have challenged and directed their specific discipline.

## Assessment

- Research and Writing Exercises (2000 words or equivalent) – 40%
- Essay (3000 words) – 60%

## AIX499 – Honours, Reading in the Discipline

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Samantha Balaton-Chrimes*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A400 or A401*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Blackboard Collaborate seminar per week*

## Content

This unit expands students' breadth of knowledge about their discipline. Students work in discipline groups and respond to set readings and research activities.

## Assessment

- Research and Writing Exercises (2000 words or equivalent) – 40%
- Essay (3000 words) – 60%

## AIX701 – Research Project

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Braithwaite*

*Trimester 2 Unit Chair: Elizabeth Braithwaite*

*Cohort rule: Must be enrolled in course version*

*A652CD, A723, A727, A729, A757, A767, A785, A787, A787B, D305*

*Prerequisite: AIX706 and permission from the Unit Chair to enrol. D305 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%.*

*Corequisite: This unit is only open to students in the School of Humanities and Social Sciences post graduate masters courses (international relations, politics and policy, international and community development, cultural heritage and museum studies, humanitarian assistance)*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Contact with research supervisor as required. Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for this unit*

*Scheduled learning activities – cloud (online): Contact with research supervisor as required. Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for this unit*

## 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 themselves.

## Assessment

Research Essay (5000 words) – 100%



## AIX702 – Dissertation A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Elizabeth Braithwaite*

*Trimester 2 Unit Chair: Elizabeth Braithwaite*

*Prerequisite: AIX706 and either AIX707 or AIX708 and permission from the Unit chair to enrol. D305 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%. Students planning to take this unit in International Relations, International and Community Development, Politics and Policy, Cultural Heritage or Humanitarian Assistance 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: AIX704, AIX705, AID754, AID755, AIM731, AIP752, AIR718, AIR752, AIR780, AIR781, AIR782, AIR783, ASP780*

*Scheduled learning activities – campus: Contact with research supervisor as required.*

*Scheduled learning activities – cloud (online): Contact with research supervisor as required*

### Content

Topics that can be addressed in this unit are restricted to areas in which staff in the relevant disciplines have expertise. This unit may be taken in the disciplines of International Relations, International and Community Development, or Politics and Policy.

*Note: In order to enrol, students must first secure the permission of the Unit Chair by preparing a satisfactory project proposal that outlines aims, approach, structure and primary and secondary sources. Enrolment is also subject to the availability of a supervisor.*

*Completion of both AIX702 and AIX703 must be undertaken over two trimesters.*

### Assessment

There are no formal assessment requirements in, or an exit point providing formal credit, from, AIX702. Assessment for the overall Dissertation, comprising units AIX702 and AIX703, is a research dissertation of 20,000 words (100%) applicable at completion of AIX703.

Course Members at the CDSS should contact the Course Director for confirmation of specific requirements.

## AIX703 – Dissertation B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Elizabeth Braithwaite*

*Trimester 2 Unit Chair: Elizabeth Braithwaite*

*Prerequisite: Students require Unit Chair permission to enrol. D305 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%. Students planning to take this unit in International Relations, International and Community Development, Politics and Policy, Cultural Heritage or Humanitarian Assistance 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: AID754, AID755, AIM732, AIP752, AIR718, AIR752, AIR780, AIR782, AIR783, ASP780*

*Scheduled learning activities – campus: Contact with research supervisor as required.*

*Scheduled learning activities – cloud (online): Contact with research supervisor as required.*

### Content

Topics that can be addressed in this unit are restricted to areas in which staff in the relevant disciplines have expertise. This unit may be taken in the disciplines of International Relations, International and Community Development, or Politics and Policy.

*Note: In order to enrol, students must first secure the permission of the Unit Chair by preparing a satisfactory project proposal that outlines aims, approach, structure and primary and secondary sources. Enrolment is also subject to the availability of a supervisor.*

*Completion of both AIX702 and AIX703 must be undertaken over two trimesters.*

### Assessment

There are no formal assessment requirements in, or an exit point providing formal credit, from, AIX702. Assessment for the overall Dissertation, comprising units AIX702 and AIX703, is a research dissertation of 20,000 words (100%) applicable at completion of AIX703.

Course Members at the CDSS should contact the Course Director for confirmation of specific requirements.

# AIX704 – Research Paper A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Braithwaite*

*Trimester 2 Unit Chair: Elizabeth Braithwaite*

*Prerequisite: AIX706 and permission from the Unit chair to enrol. D305 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%. Students planning to take this unit in International Relations, International and Community Development, Politics and Policy, Cultural Heritage or Humanitarian Assistance 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: Students planning to take this unit in International Relations, International and Community Development, Politics and Policy, Cultural Heritage or Humanitarian Assistance 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*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Contact with research supervisor as required. Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for this unit*

*Scheduled learning activities – cloud (online): Contact with research supervisor as required. Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for this unit*

## 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 themselves.

*Note: In order to enrol, students must first secure the permission of the Unit Chair by preparing a satisfactory project proposal that outlines aims, approach, structure and primary and secondary sources. Enrolment is also subject to the availability of a supervisor.*

*Completion of both AIX704 and AIX705 must be undertaken over two trimesters.*

## Assessment

There are no formal assessment requirements in AIX704 Research Paper A. Assessment for the overall research piece, comprising units Research Paper A and B, is a research paper of 10,000 words (100%) due at completion of AIX705 Research Paper B.

# AIX705 – Research Paper B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Braithwaite*

*Trimester 2 Unit Chair: Elizabeth Braithwaite*

*Prerequisite: AIX706 and permission from the Unit chair to enrol. D305 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%.*

*Corequisite: Students planning to take this unit in International Relations, International and Community Development, Politics and Policy, Cultural Heritage or Humanitarian Assistance 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. Must be enrolled in A716, A723, A726, A727, A729, A757, A785, A787, or D305 and unit AIX704. Incompatible with: AIX702, AIX703*

*Scheduled learning activities – campus: Contact with research supervisor as required. Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for this unit*

*Scheduled learning activities – cloud (online): Contact with research supervisor as required. Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for this unit*

## 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 themselves.

## Assessment

There are no formal assessment requirements in AIX704 Research Paper A. Assessment for the overall research piece, comprising units Research Paper A and B, is a research paper of 10,000 words (100%) due at completion of AIX705 Research Paper B.

## AIX706 – Research Design

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Chengxin Pan*

*Trimester 2 Unit Chair: Andrew Vandenberg*

*Prerequisite: This is a core unit for students enrolled in international relations, politics and policy, international and community development, cultural heritage and museum studies, and humanitarian assistance). Students should complete this unit in the first available trimester of their course. D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil.*

*Corequisite: This unit is only open to students in the School of Humanities and Social Sciences postgraduate masters courses and is a core unit in international relations, politics and policy, international and community development, cultural heritage and museum studies, humanitarian assistance). Must be enrolled in A716, A723, A726, A727, A729, A757, A765, A767, A785, A787 or D305.*

*Incompatible with: AIS706, AIS707*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

*Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for this unit*

### Content

Research Design offers students research training. It guides students on how to specify a question or problem that is important and requires research to resolve or address. It also guides students on various ways to review other researchers' work and conclude on why further research is needed. Students are introduced to the importance of an appropriate method for gathering relevant data, and then interpreting the data according to an appropriate methodology. Students apply this training to design a research proposal within their own area of study.

### Assessment

- Assessment 1 – Students undertake a methodical review of other researcher's work relevant to their general topic and conclude on the importance of further research about a specific topic (2500 words) – 50%
- Assessment 2 – Students write a research proposal in which they outline the problem context, briefly review other research, and specify: a particular problem; data that is relevant to addressing the problem; a method for collecting the data; a methodology for interpreting it; tentative conclusions or argument; and an outline of chapters or sections (2500 words) – 50%

## AIX707 – Qualitative Research

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Grazyna Zajdow*

*Trimester 2 Unit Chair: Grazyna Zajdow*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: ASC741, ASC743*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour scheduled online seminar per week.*

### 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, and 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.

### Assessment

- Assessment 1 – Research and Writing Exercise (2500 words) – 50%
- Assessment 2 – Report (2500 words) – 50%

## AIX708 – Quantitative Research

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Matteo Vergani*

*Trimester 2 Unit Chair: Andrew Singleton*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including including video seminar presentations; Q & A seminars*

### Content

This unit takes a practical approach to assessing, designing and carrying out quantitative research. The purpose and rationale for undertaking survey research will be considered, and participants will develop practical skills in conducting quantitative analysis using the SPSS data analysis program. Topics covered include survey design, statistical analysis, sampling techniques and strategies, measuring social variables, administration of questionnaires and response rates. The uses and limitations of each technique will be explored. No previous quantitative data analysis skills or training are required.

### Assessment

- Assessment 1 – Data Analysis using SPSS (Exercises x 5, 10% each) – 50%
- Assessment 2 – Research and Writing Exercise using pre-existing database – 50%

## ALA101 – Advertising Principles and Practices

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ben Crockett*

*Trimester 3 Unit Chair: Earvin Cabalquinto*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): online independent and collaborative learning activities including, 1 x 1 hour class per week (recordings provided), online learning tasks (2 hour per week equivalence)*

### Content

This unit will introduce students to the theory and practice of contemporary advertising by exploring the industry's history and rapidly changing nature in the digital era. The social, ethical and regulatory contexts of advertising are established to encourage students to become reflective future producers or consumers of advertising messages. The strategic imperatives of advertising and notions of effectiveness are examined to build students' abilities to solve communication problems that are commonly faced by private, public and non-for-profit sector clients.

### Assessment

- Quizzes (800 words or equivalent) – 20%
- Assessment 2 (Group of 3 – 4 students) – Presentation (1200 words or equivalent) – 30%
- Research and Planning Report (2000 words) – 50%

## ALA102 – Creative Brand Communication

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Richie Barker*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and online seminar tasks (combined 2 hour per week equivalence)*

### Content

Students will explore the nexus of creativity and strategy that is fundamental to successful brand communication. They will examine the nature of creativity in the communication industry and practitioner approaches to the creative process. The advertising messages produced by international brands will be analysed to help students prepare for global mobility as future practitioners. Students will be introduced to the key creative roles within communication companies and build the research, planning and ideation skills required of contemporary practitioners.

*Note: Student enrolment quotas apply*

### Assessment

- Seminar Exercises (800 words or equivalent) – 20%
- Essay (1600 words or equivalent) – 40%
- Portfolio (1600 words or equivalent) – 40%

## ALA201 – Art Direction and Visualisation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ben Crockett*

*Prerequisite: ALA101 or ALA102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and 1 x 2 hour Seminar equivalent.*

### Content

This unit considers the role of the art director in advertising by exploring of the tools and creative collaborations required to achieve a strong visual impact. The principles of advertising design will be examined to help students judge and articulate the efficacy of creative material in local and global contexts. Students will learn how to gather and apply research on product and service offerings, work as a team to solve creative challenges and execute the visual elements of an advertising campaign across traditional and digital media channels. Examination of creative presentation techniques will reveal the techniques required to 'sell' advertising solutions to clients.

*Note: Commences 2019*

*Student enrolment quotas apply*

### Assessment

- Seminar Exercises (1200 words or equivalent) – 30%
- Critique (800 words or equivalent) – 30%
- Assessment 3 (Group) – Portfolio and Presentation (1600 words or equivalent) – 40%



## ALA202 – Copywriting and Ideation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Richie Barker*

*Prerequisite: ALA101 or ALA102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and online seminar tasks (combined 2 hour per week equivalence)*

### Content

This unit builds students' ability to solve complex communication problems and develop creative copy and concepts for both traditional and new media platforms. Students will explore approaches to ideation that emphasise the social and cultural contexts in which advertising is produced and learn to prepare strategically sound copy platforms. Consumer-focused research and creative strategies will be examined to enable students to critique spoken and textual messaging and apply this insight to the development of 'big ideas' that are communicated through persuasive advertising concepts and copy.

*Note: Commencing 2019*

### Assessment

- Writing Exercises (1600 words or equivalent) – 40%
- Copy and Concept Critique (800 words or equivalent) – 20%
- Portfolio (1600 words or equivalent) – 40%

## ALA203 – Integrated Communication

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Deirdre Quinn-Allan*

*Trimester 3 Unit Chair: Ross Monaghan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALR310*

*Scheduled learning activities – campus:*

*Trimester 2: 1 x 2 hour seminar per week*

*Trimester 3: 5 x 5 hour intensives in weeks 1, 3, 6, 8, 10*

*Scheduled learning activities – cloud (online):*

*Trimester 2 & 3: Online independent and collaborative learning activities x 2 hours per week. This will involve a range of activities including seminar recordings and synchronous and asynchronous participation in online classroom activities.*

### Content

Successful brands are capable of building long-term relationships with consumers across a selection of paid, shared, earned and owned media in addition to interpersonal forms of communication. This unit focuses on research and planning processes that reveal how advertising works in conjunction with other promotional functions. An integrated approach to understanding aligned fields such as digital media, social media, public relations, direct marketing and sales promotion will enhance your ability to develop research-driven strategies that solve complex communication problems for organisations. Using both theory and industry models, you will identify and apply consumer insights that inform strategy-driven choices on media selection, message strategy, tactical recommendations and evaluation techniques.

*Note: Commencing 2019*

*Quota applies to the Trimester 2 Burwood offering.*

*Quota full as of 4 July 2019*

### Assessment

- Assessment 1 (Group of 3–5 students) – Research and planning report (1200 words per student equivalence) – 30%
- Integrated Communication Plan (2000 words or equivalent) – 50%
- 2 Quizzes (800 words or equivalent) – 20%

## ALA301 – Creative Advertising Campaigns

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Ben Crockett*

*Prerequisite: ALA202 or ALA201 and ALA203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities x 4 hours per week. This will include a range of synchronous and asynchronous activities and participation in the online classroom.*

### Content

This unit consolidates students' knowledge of the theory and practice of advertising and aligned communication practices by placing them in a simulated agency environment. Students will work in collaborative teams to develop a comprehensive advertising program and creative executions in response to challenging real-world communication problems. The unit presents students with an opportunity to enhance work-readiness, hone formal presentation and client liaison skills, and further build their folios of strategy development, copywriting and/or art direction work.

*Note: Commencing 2020*

### Assessment

- Self-branding Project (equivalent 1200 words) – 30%
- Presentation and Contribution (equivalent 1200 words) – 30%
- Assessment 3 (Group) – Campaign Project (equivalent 1600 words) – 40%

## ALA302 – Transmedia Storytelling

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Richie Barker*

*Prerequisite: ALA203 or MMK295*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and online seminar tasks (combined 2 hour per week equivalence)*

### Content

This unit explores the theory and practice of organisational transmedia storytelling and instructs students on the production of content that earns audience attention across traditional and digital advertising channels. The unit emphasises the value of developing an overarching narrative that is fragmented across a series of platforms with each making a unique contribution. Students will be introduced to transmedia storytelling theory, learn about the application of digital media by brands, apply strategies that bolster social media engagement and identify advertising related trends in digital media.

*Note: Commencing 2020*

*Students wishing to complete the Public Relations major in 2019 undertake an approved Public Relations placement in ACC317 Communication and Creative Arts Internship A instead of ALA302. Please contact [quinn-allan@deakin.edu.au](mailto:quinn-allan@deakin.edu.au) for approval and information about the process as soon as possible.*

### Assessment

- Journal (1400 words) – 35%
- Assessment 2 (Group) – Presentation (equivalent 1200 words) – 30%
- Written project (equivalent 1400 words) – 35%

## ALC104 – Media Genres: Negotiating Textual Forms and Pleasures

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sean Redmond*

*Trimester 3 Unit Chair: Sean Redmond*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 hour of scheduled online seminar; plus 1-hour weekly class recording*

### Content

This unit introduces students to the ways in which certain media carry similar codes and conventions, pleasures and expectations. It will examine how these conventions can be produced by the media industries and read and consumed by audiences. The unit will involve the close textual analysis of media genres; examine the way audiences relate to and interact with media genres; and will explore the way media industries promote and sell genres for commercial reasons. Case studies vary from year to year and may include genres such as comedy, horror, science fiction, melodrama, soap opera, the game show, fan fiction, fantasy role-playing games, and gaming apps.

### Assessment

- Assessment 1 – Genre creative assignment (2000 words) – 50%
- Assessment 2 – Genre pitch (2000 words) – 50%

## ALC202 – Advertising: Desire, Consumption and the Attention Economy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Marshall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACC302, ALC314*

*Scheduled learning activities – campus: 11 x 1 hour class and 11 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 1 hour class (recordings provided) and 11 x 1 hour seminar per week*

### Content

This unit offers students a hands-on engagement with how the advertising industry constructs consumer identities and brand-based communities. Particular attention is given to the problems and potentialities of the attention economy in the rapidly-changing context of our contemporary digital screen media culture. Various practical exercises allow students to investigate real-world industry practices and processes. Highlighting that advertising requires many of the skills underpinning related media industries, including journalism, public relations, marketing, and media arts, the unit reveals how the new promotional cultures and entertainment economies undermine distinctions between previously separate industries and necessitate the rise of the 'media professional'.

### Assessment

- Assessment 1 – Virtual gallery of advertising content and critique (equivalent to 2000 words) – 50%
- Assessment 2 – Media strategy analysis and critical reflection (equivalent to 2000 words) – 50%

## ALC215 – Global Media

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jian Xu*

*Trimester 3 Unit Chair: Earvin Cabalquinto*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALC315*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour Seminar per week*

*Trimester 3: 5 x 5 hour intensives in weeks 1, 3, 6, 8, 10*

*Scheduled learning activities – cloud (online):*

*Trimester 1: Online independent and collaborative learning activities including: 2 hour online seminar per week (recordings provided).*

*Trimester 3: Online independent and collaborative learning activities x 2 hours per week. This will involve a range of activities including recordings and synchronous and asynchronous participation in online classroom activities*

### Content

This unit introduces students to the practices and theories of global media in the digital era. Students will consider the diversity and complexities of global media by examining media content, audiences, industries, cultures, politics and powers across the world. Students will have the opportunity to deepen their understanding of global media through a comparative perspective, building knowledge and skills that will assist them in solving problems relevant to professional media practices across cultures and nations.

### Assessment

- Photographic Essay and reflection (2000 words or equivalent) – 50%
- Critical essay (2000 words or equivalent) – 50%

## ALC302 – Digital Media Entrepreneurship

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Earvin Cabalquinto*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A333*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 hour scheduled online workshop*

### Content

This capstone unit provides Bachelor of Communication (Media) students with an opportunity to explore and experience the ways in which a practitioner operates in a particular media industry (such as television, film, gaming, digital media, etc.). Students examine current industry processes and funding models (with particular attention given to crowdfunding), developing a major project in a particular area of interest. In doing so, students obtain hands-on experience in researching, designing and producing material for a hypothetical project in a way that mirrors how contemporary media industries operate, honing key skills that are crucial for jobs in the media industries of the future.

### Assessment

- Assessment 1 – Project proposal and pitch development (equivalent to 4000 words) – 50%
- Assessment 2 – Social media plan and project funding design (equivalent to 4000 words) – 50%

## ALC304 – The Celebrity Industries: Star Images, Fan Cultures and Performance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sean Redmond*

*Trimester 3 Unit Chair: Sean Redmond*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 x scheduled online seminars*

### Content

This unit provides students with an opportunity to contribute in critical and creative ways to contemporary understandings of the celebrity industries. The unit will explore the construction and marketing of celebrity images; parasocial desire and identity making; celebrity gossip; political celebrity; stardom; and online fan cultures. The unit culminates in an informal symposium – an event that is collectively planned, implemented, and partly co-ordinated by students.

### Assessment

- Audio-visual presentation (means of communicating content) 5 minute duration with 750 word exegesis – 50%
- Essay (2000 words or equivalent) – 50%

## ALC305 – Media Ecologies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Toija Cinque*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A300 or A333*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities 1 x 2 hour seminar per week equivalent*

### Content

This unit enables students to explore the past, present and future of media, engaging with various approaches to understanding the complex relations between former models of mechanic and industrial media production and the continuous transformation and fragmentation of the ways in which contemporary media are produced, regulated, consumed, and interacted with. Students analyse the many ecologies of media and the environmental impact that media consumption habits and the expanding quantity and quality of media devices have upon the Earth. The unit maps the trajectory and evolution of media gadgets with a view to understanding how they translate into the actor-networks, value creation processes, and social exchanges which shape our culture today. Students identify a significant media ecosystem in consultation with teaching staff and put into practice a range of theoretical perspectives to examine the particular area/example of their choosing, resulting in an innovative project that enables the visualisation of patterns of media transformation and social interaction, and builds skills and knowledge pertinent to media theory and practice.

### Assessment

- Assessment 1 – Media in the past: media archaeology exercise (equivalent to 1000 words) – 25%
- Assessment 2 – Media ecologies of the present: media Ecosystem Exercise (equivalent to 1000 words) – 25%
- Assessment 3 – The future of media: creative research project (equivalent to 2000 words) – 50%



## ALC701 – Social Media Principles and Practices

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adam Brown*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

*Scheduled learning activities – cloud (online): Online Independent and collaborative learning activities including 1 x 2 hour online seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

### Content

This unit enables students to develop an in depth understanding of the complexities of social media spaces and behaviours as they relate to contemporary media and cultural industries. Incorporating a hands-on approach to learning with/about digital media platforms, students will create and share online content through interactive and collaborative assessment. Designed to enhance students' professional skills and digital competencies, the unit's subject matter and approach is particularly flexible to cater to student interests, passions, and current or future career pathways.

### Assessment

- Online exercise (1000 words or equivalent) – 20%
- Portfolio output (1500 words or equivalent) – 30%
- Assessment 3 (Group of 3–5 students) – Collaborative digital media project (2500 words or equivalent) – 50%

## ALC702 – Making Online Communities

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Luke Heemsbergen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 2 hour Seminar per week equivalent.*

### Content

This unit will explore netnography as a tool for understanding community dynamics and social patterns of interaction online, with a particular focus on mapping the emergence of online cultures. Students will study communities and social engagement in virtual environments from an interdisciplinary perspective, drawing insights from media studies, sociology, anthropology, and psychology. Social media management techniques will also be analysed as part of an integrated approach to online engagement strategies. Technological affordances of media will be also explored in relation to the design of online social interaction experiences.

### Assessment

- Research project: Case selection, critical relevance and fieldwork plan (2500 words or equivalent, Harvard referencing) – 50%
- Research report: Undertake research and write up results (2500 words or equivalent, Harvard referencing) – 50%

## ALC703 – Digital Curation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Earvin Cabalquinto*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 hour scheduled online workshop*

### Content

This unit enables students to explore and examine the various definitions and applications of digital curation as a media practice, with a focus on the design and development of creative content strategies. Artistic curation processes and techniques will be explored as a model of practice from which students will learn how to creatively select and assemble media elements to create personal or brand identities, stories, and narratives. Students will analyse and experiment with curatorial modes of information discovery and collection. A hands-on approach to the practice of digital curation will develop students' editorial prowess and aesthetic sensibility through their curation of a digital content gallery.

### Assessment

- Assessment 1 – Research project (equivalent to 2500 words) – 50%
- Assessment 2 – Digital content strategy and gallery (equivalent to 2500 words) – 50%

## ALC708 – Blogging and Online Communication Techniques

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Brown*

*Trimester 3 Unit Chair: Adam Brown*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

*Trimester 3: 4 x 4 hour intensives will be held instead of weekly seminars.*

*Scheduled learning activities – cloud (online):*

*Trimester 1: 1 x 2 hour online seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

*Trimester 3: Online Independent and collaborative learning activities including 1 x 2 hour online seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

### Content

This unit enables students to explore, analyse, and experience present day blogging and other online communication practices in diverse contexts. A critical and creative approach to learning with/about digital media platforms is facilitated through various hands-on media-making activities. Engaging in a highly interactive way with the potential benefits of digital media for personal and professional use, students learn how to expand their online portfolios, contribute to media debates in the real world, and build a dynamic online identity.

### Assessment

- Portfolio output 1 (equivalent to 1500 words) – 30%
- Portfolio output 2 (equivalent to 1500 words) – 30%
- Portfolio output 3 (equivalent to 2000 words) – 40%

## ALJ111 – News Reporting 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristy Hess*

*Trimester 3 Unit Chair: Kristy Hess*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour seminar per week*

*Trimester 3: Intensive over 4 days on the Burwood campus (2018/2019 dates to be advised)*

*Scheduled learning activities – cloud (online):*

*Trimester 1 and 3: Online and independent learning activities including 1 x 2 hour seminar equivalent.*

*This will include recordings, and synchronous and asynchronous learning activities*

### Content

This unit is an introduction to the practice and theory of multimedia journalism. It sets the social, professional and legal context for journalism practice, and introduces students to the convention of news writing and reporting stories. Students will also focus on combining text with photos and audio clips to produce news stories; critically examining their own production processes, and learn to report multimedia news stories to a deadline.

### Assessment

- Research file (800 words or equivalent) – 20%
- Practical work (1600 words or equivalent) – 40%
- Multimedia news story (1600 words or equivalent) – 40%

## ALJ112 – News Reporting 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alison McAdam*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (1 x 2 hour per week equivalence)*

### Content

This unit in the practice and theory of multimedia journalism focuses on news reporting processes. It outlines professional, social and legal factors that impact on reporting of local, regional and national news. The unit introduces students to key news beats, including reporting stories about politics, business, sport and local newsworthy events and issues. Students will build contacts in their preferred news beat/s and engage with social media tools to report and produce their news stories. They will also gain skills in reporting a news story (to a deadline) for broadcast and online media platforms.

### Assessment

- Social Media Reporting (800 words or equivalent) – 20%
- Photojournalism news story (1600 words or equivalent) – 40%
- Assessment 3 (Individual): Video news story (1600 words or equivalent) – 40%

## ALJ216 – Feature Writing

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Matthew Ricketson*

*Trimester 3 Unit Chair: Alison McAdam*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALJ316, ALJ416*

*Scheduled learning activities – campus:*

*Trimester 2: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 2 and 3:*

*Online independent and collaborative learning + 1 hour scheduled online workshop*

## 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.

*Note: Quota applies to the Trimester 2 Burwood offering. Quota full as of 4 July 2019*

## Assessment

- Assessment 1 – Feature-story tasks (2000 equivalent) – 50%
- Assessment 2 – Feature story (2000 words) – 50%

## ALJ218 – Audio Journalism

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Mullen*

*Prerequisite: ALJ112*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops*

## Content

Students will learn the techniques of researching, writing, interviewing, recording and editing for audio news and current affairs. These skills will be tested through students creating their own broadcast current affairs pieces. Students will also analyse the broadcasting landscape of Australia by writing an essay

in which they will evaluate the content of particular audio news and current affairs programs. They will learn about the editorial policies and the financing of different broadcast companies and reflect on how these affect the content that is offered in terms of news and current affairs.

## Assessment

- Assessment 1 – One practical assignment (equivalent to 2000 words) – 50%
- Assessment 2 – One essay (2000 words) – 50%

## ALJ220 – Journalism in Society

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lisa Waller*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 2 scheduled online workshops*

## Content

This unit introduces students to the critical analysis of journalism and news media. It employs media and communication theories along with practical exercises to give students critical understanding of what it means to be a professional working in the field of journalism. Students will articulate, analyse and evaluate the news media and the role of journalism in society from a range of historical and contemporary perspectives, including that of the journalist, the audience and the industry.

## Assessment

- Assessment 1 – Group presentation (20 minutes) – 25%
- Assessment 2 – Practical assignment (1000 words) – 30%
- Assessment 3 – Essay (2000 words) – 45%

## ALJ221 – Video Journalism

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Mullen*

*Prerequisite: ALJ111 or ALJ112*

*Corequisite: Nil*

*Incompatible with: ALJ319*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops*

### Content

This unit is about the production of video journalism for delivery via broadcast, online or mobile media and the important information role that news and current affairs programs play in society. In addition to learning about the social, political and economic impact of video journalism, you will learn and practice that skills of researching, interviewing, reporting, writing and filming to produce credible news and current affairs. You will also be introduced to the production techniques needed to compile news reports for different broadcast and narrowcast media.

### Assessment

- Essay (1600 words or equivalent) – 40%
- Video current affairs story (2400 words or equivalent) – 60%

## ALJ304 – Local Journalism

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Usha Rodrigues*

*Trimester 3 Unit Chair: Usha Rodrigues*

*Prerequisite: ALJ111*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 2: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 2 and 3: Online and independent learning activities, 2 hours per week. This will include recordings, synchronous and asynchronous learning activities*

### Content

This unit explores the practice and theory of local and community journalism in Australia and western societies. It outlines the practices and approaches adopted by these types of news outlets and their relationship to the 'mainstream' media. The unit encourages students to debate the importance of these forms of journalism in an increasingly globalised and digitised media world. Students will develop pieces of journalism in a variety of styles and be encouraged to publish their work in relevant print, broadcast or online contexts. They will also critically engage with the norms and conventions shaping journalistic practices and how they relate to these aspects of journalism and discuss some of the key differences between commercial and not-for-profit outlets.

### Assessment

- Assessment 1 – Field report (2000 words) – 50%
- Assessment 2 – Practical work (2000 words equivalent) – 50%

## ALJ313 – Journalism Law and Ethics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Deirdre Quinn-Allan*

*Prerequisite: Students must have completed two units at level 2*

*Corequisite: Nil*

*Incompatible with: ACC213*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities 1 x 2 hours per week. This will involve a range of activities including seminar recordings, and synchronous and asynchronous participation in online classroom activities.*



## Content

This unit provides students with groundwork practical knowledge to deal with legal and ethical issues that may arise from their work as journalists. The unit takes a problem-based learning (case study) approach to working with students to develop an understanding of laws and regulations that influence journalism in Australia, highlight potential problem areas for journalists, focusing in particular on privacy, defamation, contempt of court, copyright and the ethical obligations of journalists.

*Note: Commencing 2020*

*Students wishing to complete the Journalism major in 2019 undertake an approved Journalism placement in ACC317 Communication and Creative Arts Internship A instead of ALJ313. Please contact [quinn-allan@deakin.edu.au](mailto:quinn-allan@deakin.edu.au) for approval and information about the process as soon as possible.*

## Assessment

- Written Assignment (2000 words or equivalent) – 50%
- Written Assignment (2000 words or equivalent) – 50%

## ALJ330 – News Production 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alison McAdam*

*Prerequisite: Students must have completed two level 2 ALJ coded units*

*Corequisite: Nil*

*Incompatible with: ALJ302 and ALJ303*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning + 1 hour scheduled online workshop*

*All students regardless of mode of study will need to attend virtual editorial meetings on a weekly basis.*

## Content

This is one of two capstone journalism units. Along with ALJ331, this unit engages students in the day-to-day operations of a multi-location, multimedia news publication. In this context students will learn to deal with the practical, intellectual, professional, creative, social, ethical and legal issues of online and social media news and current affairs publishing, individually and

in concert with their peers. Students will learn how to respond appropriately to real-world news events that require necessary problem-solving and critical-thinking and creative skills to be resolved. Students will reflect on the news gathering, writing and production skills needed as well as the ability to work effectively as a team.

## Assessment

- Assessment 1 – Multimedia portfolio (2800 words equivalent) – 70%
- Assessment 2 – Reflective essay (1200 words) – 30%

## ALJ331 – News Production 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alison McAdam*

*Prerequisite: Students must have completed two level 2 ALJ coded units*

*Corequisite: Nil*

*Incompatible with: ALJ302 and ALJ303*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning + 1 hour scheduled online workshop*

*All students regardless of mode of study will need to attend virtual editorial meetings on a weekly basis.*

## Content

This is one of two capstone Journalism units. Along with ALJ330, this unit engages students in the day-to-day operations of a multi-location, multimedia news publication. In this context students will learn to deal with the practical, intellectual, professional, creative, social, ethical and legal issues of online and social media news and current affairs publishing, individually and in concert with their peers. Students will learn how to respond appropriately to real-world news events that require necessary problem-solving and critical-thinking and creative skills to be resolved. Students will reflect on the news gathering, writing and production skills needed as well as the ability to work effectively as a team.

## Assessment

- Assessment 1 – Multimedia portfolio 70% (2800 words equivalent)
- Assessment 2 – Reflective essay 30% (1200 words)

## ALJ710 – Multimedia Journalism

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Mullen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities x 2 hours per week. This will include a range of activities including seminar recordings, and synchronous and asynchronous participation in online classroom activities.*

### Content

Journalists are increasingly working in a multimedia environment where their work appears on multiple platforms. This unit provides students with an understanding of the complexities of this current media environment. It develops newsgathering and news writing skills required of the contemporary journalist working in a multimedia newsroom.

### Assessment

- Multimedia project (2000 word or equivalent) – 40%
- News gathering, news stories and reflective essay (3000 words or equivalent) – 60%

## ALJ712 – Broadcast Journalism

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Mullen*

*Trimester 3 Unit Chair: Alison McAdam*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities x 2 hours per week. This will include a range of activities including seminar recordings, and synchronous and asynchronous participation in online classroom activities.*

### Content

Students in this unit will learn the techniques of researching, writing, interviewing, reporting, recording, filming and editing for radio and television news and current affairs. These skills will be tested through students creating their own radio and television news and current affairs stories.

### Assessment

- Assessment 1 – Radio current affairs story (equivalent to 1500 words) – 30%
- Assessment 2 – Television interview package (equivalent to 1500 words) – 30%
- Assessment 3 – Television news story (equivalent to 2000 words) – 40%

## ALJ721 – International News

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Usha Rodrigues*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, 1 x1 hour class per week via collaborate and discussion forum*

### Content

This journalism studies unit introduces students to the theories and practice of international journalism. It will examine the imperatives of global news flows, and the impact social, political, economic and technological factors have on reporting and distribution of international news. The unit will explore the changing role of foreign correspondents and the need to develop an understanding and sensitivity to different cultures and values of countries in which they work. The unit will also engage with the breakdown of roles between the journalist, media organisations and the interactive audience.

## Assessment

- Evaluating International News Coverage event/s or Issues/s (2000 words or equivalent) – 40%
- Critical Analysis of a Topic/Issue in International Journalism, (3000 words or equivalent) – 60%

## ALJ722 – Investigative and Narrative Journalism

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Matthew Ricketson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities 1 x 2 hour seminar per week equivalent*

## Content

Investigative and narrative journalism differ from news in their aim to not simply report the day's news but to dig into events and issues. They diverge in emphasis and presentation. Investigative journalism's primary aim is to scrutinise those in positions of power and authority; narrative journalism's primary aim is to tell a true story exploring events and issues in their complexity and people in their full humanity. The power inherent in investigative and narrative journalism throws up important, knotty issues. Is investigative journalism's role simply to expose problems, or suggest solutions, or both? How do investigative journalists overcome obstacles like restrictive defamation and national security laws? How do they manage the fallout when they get something seriously wrong? For narrative journalists: how do they balance their need to maintain editorial independence with the closeness to key sources that comes from gaining the deep level of trust required to construct a work of narrative journalism? Are there limits to the kinds of narrative approach journalists can take when representing actual people and events? If practitioners present their long-form journalism in a narrative style, is it read as non-fiction or, because it reads like a novel, is it read as a novel?

## Assessment

- Investigative Briefing Paper (2500 words or equivalent) – 50%
- Piece of Investigative or Narrative Journalism (2500 words or equivalent) – 50%

## ALJ728 – Feature Writing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lisa Waller*

*Trimester 3 Unit Chair: Matthew Ricketson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour Seminar per week*

*Trimester 3: 4 x 5.5 hour intensive workshops (weeks 2, 5, 8, 10)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops*

## 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 including business, politics, religious affairs, ethnic affairs journalism, crime and police reporting. This unit enables students to develop skills in the gathering and writing of feature items. It also helps students develop advanced reporting and analytical skills essential to longer-form journalism and feature writing.

## Assessment

- One research file and news feature (2000 word equivalent) – 40%
- Part A: News feature idea pitch (500 word equivalent) and Part B: News feature (2500 word equivalent) – 60%

## ALJ729 – Newsroom Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristy Hess*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALJ111*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including regular posted activities and feedback and 2 x 1 hour workshops scheduled online during weeks 6, 9 & 11*

### 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.

### Assessment

Students will be expected to produce three hard news assignments that will include research files and interview notes

- Assessment 1 – Assignment 1 (1500 words) – 30%
- Assessment 2 – Assignment 2 (1500 words) – 30%
- Assessment 3 – Assignment 3 (2000 words) – 40%

## ALL101 – The Stories We Tell: Inventing Selves and Others

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Briohny Doyle*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL401*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour Class per week (recorded video) 1 x 2 hour discussion group participation per week*

### 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 classics from literature, contemporary film works and avant garde texts.

### Assessment

- Assessment 1 – Introduction to Literary Studies Cloud (online) Quiz – 15%
- Assessment 2 – 1000 word creative essay with 500 word critical appendix – 30%
- Assessment 3 – 1500 word critical essay – 40%
- Assessment 4 – Group Online Forum Conversation – 15%

## ALL102 – From Horror to Romance: Genre and Its Revisions

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Warrnambool (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maria Takolander*

*Trimester 3 Unit Chair: Maria Takolander*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL402*

*Scheduled learning activities – campus:*

*Trimester 2: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

*Trimester 3: 1 x 1 hour Cloud Class per week, 1 x 2 hour seminar (face to face on campus) per week*

*Scheduled learning activities – cloud (online):*

*Trimester 2: Online independent and collaborative learning activities including: 1 x 1-hour class per week (recordings provided), 2-hour online seminar per week equivalent*

*Trimester 3: Online independent and collaborative learning activities including: 1 x 1-hour class per week (recordings provided), 2-hour online seminar per week equivalent*

### Content

This unit invites students to analyse popular genres such as horror, crime, autobiography, science fiction, and romance. Storytelling is a fundamental means through which humans make sense of the world, and genres provide common templates for story-telling and meaning-making. This unit will investigate the origins of genres and their revision across time, highlighting how genre stories are involved in cultural struggles over meaning. The unit will take a historical and comparative approach, but it will also introduce students to relevant interdisciplinary fields such as gender studies and media studies. Encompassing novels, films, poetry, comics, and interactive digital narratives, set texts include Bram Stoker's *Dracula*, Charlotte Brontë's *Jane Eyre*, Sylvia Plath's *Ariel*, Ana Lily Amirpour's *A Girl Walks Home Alone at Night*, Kelly Sue DeConnick's and Valentine de Landro's *Bitch Planet*, and The Fullbright Company's *Gone Home*. Students will write their own piece of genre fiction, as well as undertaking a multimedia presentation and a critical essay exploring genre and its revisions.

### Assessment

- Presentation (800 words or equivalent) – 20%
- Exercise (1600 words or equivalent) – 40%
- Essay (1600 words or equivalent) – 40%

## ALL153 – Literature for Children and Young Adults

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Paul Venzo*

*Trimester 3 Unit Chair: Paul Venzo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL253*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Trimester 3: 3.5 hours x 2 days per week x 3 weeks*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including 3 x 1-hour scheduled online seminars before assessments 1, 2, and 3. 11 x 1-hour class recordings provided*

### 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, and screen) from a variety of cultural traditions. This first year unit introduces students to key concepts essential to the analysis of children's texts.

*Note: Student enrolment quotas apply to this unit*

### Assessment

- Essay – (1400 words or equivalent) – 35%
- Assessment 2 (Individual or Group) – Essay (1400 words or equivalent) – 35%
- Test (1200 words or equivalent) – 30%



## ALL154 – Power Politics and Texts for Young People

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Paul Venzo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL254*

*Scheduled learning activities – campus: 1 x 2 hour Seminars per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1-hour scheduled online seminars before assessments 1, 2, and 3. 11 x 1-hour class recordings provided*

### 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 or equivalent) – 25%
- Essay (1000 words or equivalent) – 25%
- Essay (2000 words or equivalent) – 50%

## ALL202 – Writing Modern Worlds

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David McCooey*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL432*

*Scheduled learning activities – campus: 1 x 1-hour Class per week, 1 x 2-hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 1-hour class per week (recordings provided)*

### Content

This unit focuses on the emergence and development of literary modernisms, introducing students to a predominantly British-based modernist tradition as well as alternative cultural and regionally specific literary modernisms. The unit will consider literary modernisms in light of the text's relationship with the past; war; the everyday; and the demise of mimesis and the subsequent articulation of the autonomy of art. It also considers how literary modernisms reflect and critique their contexts of cultural production, and the role of the metropolis, mass culture, gender, sexuality, race, and class. The unit also considers features of late modernism and of interrelated postmodernism such as self-reflexivity, irony, parody, metafiction, and intertextuality. Writers studied include T.S. Eliot, Virginia Woolf, Samuel Beckett, F. Scott Fitzgerald, and Michael Cunningham.

### Assessment

- Assessment 1 – Critical essay (1500 words) – 40%
- Assessment 2 – Critical OR Creative essay (1500 words) – 40%
- Assessment 3 – Class/Online exercise – 20%

## ALL228 – The Golden Age in Children's Literature

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Warrnambool, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sue Chen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week including recordings on DeakinAir.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 2 hour Seminar equivalent per week, recordings on DeakinAir and independent discussions based on weekly exercises.*

## Content

This unit introduces students to study some of the classics of children's literature. A major focus of this unit is on how changing attitudes to children, and the educational purposes of literature for children, are reflected in a range of texts published between the late fourteenth and early twentieth centuries. As canonical children's literature continues to be read by children today – and influences the contemporary texts produced for them – this unit pays particular attention to the interrelationship between the social, cultural and political values of past and present.

## Assessment

- Test (600 words or equivalent) – 15%
- Essay (1400 words or equivalent) – 35%
- Essay (2000 words or equivalent) – 50%

## ALL230 – Re-Imagining Literature for Young People

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Leonie Rutherford*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL330, ALL430, ALL630*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences including 1 x 2 hour seminar equivalent*

## Content

Young people engage with multimodal narratives across a range of genres – stories that are heard, read, performed, screened, and interacted with. The first children's literature was adapted, and often appropriated, from texts for adults: tales, romances or plays. Building on the study of narrative and genre from earlier units, this unit examines the transformation of texts within and across media, including adaptations of Shakespeare, picture books, graphic and prose novels, film and digital media texts. It introduces students to concepts such as fidelity, media specificity of narrative techniques, cultural context, cross-writing for broader audiences, and multimodal engagement.

In addition, it provides students with techniques for critiquing these texts, their narrative discourse, marketing, and role in pedagogical, as well as entertainment, contexts.

## Assessment

- Essay (1200 words or equivalent) – 30%
- Exercise (1000 words or equivalent) – 25%
- Essay (1800 words or equivalent) – 45%

## ALL255 – Fantasy Literature

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Geoff Boucher*

*Prerequisite: Students must have completed one level 1 unit in Literary Studies, Children's Literature or Creative Writing*

*Corequisite: Nil*

*Incompatible with: ALL274*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 1 hour class (recordings provided) and 1 x 2 hour seminars equivalent*

## Content

This unit examines fantasy literature through a study of texts across a broad historical period. It aims to bring together adult and children's fantasy to explore how these two genres operate. It introduces students to the literary fantastic through texts such as *Frankenstein*, *"Carmilla"* and *The Turn of the Screw* as well as contemporary fantasy literatures like *Coraline* and *Northern Lights*. Students will explore the relationship between fantasy texts and historical anxieties surrounding sexual transgression, madness, race and the death of God. Students will learn to read fantasy texts through theoretically informed frameworks and to think critically about the importance of the fantastic in literature.

## Assessment

- Essay (2000 words) – 50%
- Choice of choice of creative response or essay (2000 words) – 50%

## ALL256 – Gender, Sex and Literature

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ann Vickery*

*Prerequisite: One unit from: AGS101, AGS102, ALL101, ALL102, ALL153, ALL154*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour online independent and collaborative learning activities per week*

### Content

This unit will examine three major themes: feminisms, sexualities, and contemporary controversies. Students will critically reflect on a wide variety of literary engagements with gender and sexuality, including representations of masculinity, heterosexuality, families and love. Beginning with a focus on historical representations of gender and sexuality in Anglophone writing from the nineteenth century, this unit will study key figures and texts in feminist and queer literature. The unit will engage theoretical resources from feminist, queer and postcolonial studies to examine questions of class, race and ability. The unit is taught and assessed through an interdisciplinary approach to studying literature, drawing on archival, historical and cultural resources. Texts studied include: *The Yellow Wallpaper*, *The Picture of Dorian Gray*, *A Room of One's Own*, *Zami*, *Loaded*, and *The Argonauts*.

### Assessment

- Exercise (700 words, 15%), Online Exercise (300 words, 10%)
- Exercise (1000 words) – 25%
- Essay (2000 words) – 50%

## ALL260 – Australian Literature

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lyn Mc Credden*

*Trimester 3 Unit Chair: Lyn Mc Credden*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 2: Burwood: 1 x 1 hour Class plus 1 x 2 hour*

*Seminar per week, Waurin Ponds: 1 x 1 hour Class (recordings provided at Geelong) plus 1 x 2 hour Seminar (Weeks 1, 2, 3, 4, 5, 8, 10, 11). 1 x 2 hour seminar equivalent online delivery (Weeks 6, 7, 9).*

*Trimester 3: 1 x 2-hour seminar week 1, 1 x 4-hour seminar in weeks 2, 4, 6, 8, 10*

*Scheduled learning activities – cloud (online):*

*Trimester 2: Independent and Collaborative learning activities, including 1 x 1-hour Class (recordings provided) and 1 x 2-hour Seminar equivalent.*

*Trimester 3: Cloud: Independent and collaborative learning activities including: 1 x 2-hour Seminar equivalent.*

### 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.

### Assessment

- Exercise (2000 words or equivalent, including 500 word reflection on peer feedback) – 50%
- Essay (2000 words or equivalent) – 50%

## ALL275 – Shakespeare Today

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alyson Miller*

*Prerequisite: Students must have completed one level 1 Literary Studies unit*

*Corequisite: Nil*

*Incompatible with: ALL316, ALL375*

*Scheduled learning activities – campus: 1 x 1 hour class per week (recordings provided at Geelong), 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities equivalent to 3 hours per week, including 1 x 1 hour class per week (recordings provided)*

### Content

Today, Shakespeare is probably the most important literary figure in any language. The unit tracks the influence of Shakespeare by tracing out the expanding shock wave of his presence around the world and in different media. We look at Latin American, African and Asian Shakespeare's, at feminist and queer Shakespeare's, at Shakespeare as an inspiration for contemporary novels, and, of course, at what happens when Shakespeare goes to the movies. We also explore "the Bard" as a political football kicked around in debates on cultural value, and at the cultural anxieties that the authorship question unleashes. By comparing six key texts of Shakespeare with current inspirations, adaptations, translations and variations, students get to grips with Shakespeare's plays and poems in a way that focuses on the way that his work that has kept its sting. Students will be asked to critically analyse the way that a play or group of poems has been adapted in contemporary culture or positioned in current debates. Then they will have the opportunity to discover for themselves and explore in depth an innovative contemporary Shakespeare, and report back on their findings in a research report.

### Assessment

- Essay (2000 words or equivalent) – 50%
- Report (2000 words or equivalent) – 50%

## ALL301 – Global Literatures: Literary Interventions in the Present Situation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emily Potter*

*Prerequisite: Students must have completed one level 2 unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week plus a series of lectures online*

*Scheduled learning activities – cloud (online): 11 x 1 hour class (recordings provided) + 11 x 1 hour (equivalent) online seminar via discussion board*

### Content

This unit will read and analyse a range of global literatures that focus on present world issues and contexts. It asks students to consider crucial issues in the contemporary world order, such as terrorism, poverty, capitalism, fundamentalism and relations between individuals and nation states.

*Note: Commencing 2019*

### Assessment

- Assessment 1 (Individual and Group) – Research Critique and Reflection (2000 words or equivalent) – 50%
- Research Essay 2 (2000 words or equivalent) – 50%

## ALL326 – Gender, Sexuality and Texts for Young People

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristine Moruzi*

*Prerequisite: Successful completion of at least one second year literature or gender and sexuality unit*

*Corequisite: Nil*

*Incompatible with: ALL226, ALL626*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar equivalent per week*

### Content

Both traditional and new media texts incorporate representations of the child that are gendered, sexualised, pathologised and commodified. In this unit, students critically engage with a range of texts representing the child as embodied subject, and research and respond to the politics of representation. Building on their understanding of narrative theory, ideology, power and identity as they operate in literature and other textual forms, students investigate how texts intervene in the construction of the embodied child as a gendered and sexual subject.

### Assessment

- Assessment 1 – Written exercise (2000 words) – 50%
- Assessment 2 – Critical essay (2000 words) – 50%

## ALL350 – Children's literature around the world

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sue Chen*

*Prerequisite: Students must have completed at least one Children's Literature or Literary Studies unit at second year level*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

### Content

This unit explores the role of culture, language and nation in children's literature in the context of a range of international forces and factors. Historical and contemporary children's literature is subject to both culture-specific influences and the broader cultural, linguistic, economic and political dynamics driven by imperialism, globalisation and transnationalism. This unit examines how ideas travel through transnational children's literature in regard to its circulation, commodification, translation, canonicity and ideology, and its implications for young people's understanding of nation and identity in the global context. This is a capstone unit: students undertaking this unit will draw on knowledge and skills acquired in previous children's literature units to complete a major or minor sequence.

### Assessment

- Assessment 1 (Group of 2–4 students) – Group Project (1200 words or equivalent) – 30%
- Quiz (800 words or equivalent) – 20%
- Essay (2000 words or equivalent) – 50%

## ALL375 – Shakespeare: Six Plays, Six Worlds

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alyson Miller*

*Prerequisite: Successful completion of at least one second year literature unit*

*Corequisite: Nil*

*Incompatible with: ALL275, ALL316*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour Seminar plus access to an Echo recording of the Geelong lecture*

*Waurin Ponds: 1 x 1 hour Class plus 1 x 2 hour Seminar*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 11 scheduled online workshops*



## 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:

1. The time and mentality of the period of the performances of the plays themselves in London of the late sixteenth and early seventeenth century;
2. 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;
3. 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
4. Adaptations of the plays, ranging from cinematic renditions to modern stage versions.

## Assessment

- Assessment 1 – Critical Analysis (2000 words) – 50%
- Assessment 2 – Thematic essay or creative-exegetical project (2000 words) – 50%

## ALL376 – Classics and Trash

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cassandra Atherton*

*Prerequisite: Successful completion of at least one second year literature unit*

*Corequisite: Nil*

*Incompatible with: ALL316*

*Scheduled learning activities – campus: 1 x 1 hour class per week (recordings provided at GEELONG), 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities equivalent to 3 hours per week, including 1 x 1 hour class per week (recordings provided)*

## Content

This unit charts the development of texts over time to examine how and why some reach canonical status and are considered ‘classics’, while others are labelled ‘trash’ or ‘cult’. Examination of texts such as *Wuthering Heights*, *Pride and Prejudice* and *Breakfast at Tiffany’s* will be examined against Bloom’s, Harris’, Kermode’s and Guillory’s analysis of the Western canon and in response to challenges to the Western canon. These texts will be examined alongside anime such as *Ponyo*, television series including *True Blood* and *My Crazy Ex-Girlfriend* and popular versions of classic texts such as *The Lizzie Bennet Diaries*. Concepts of high, low and pop culture will also be studied with examples from dance and music in movies.

## Assessment

- Assessment 1 comprises:
  - (Individual) – Exercise (400 words or equivalent); and
  - (Group 4–5 Participants) Discussion (400 word or equivalent) – 20%
- Exercise (1600 words or equivalent) – 40%
- Essay (2000 words or equivalent) – 40%

## ALL381 – Reading the End of Nature

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online) – No longer offered at Burwood in Trimester 3, offered Cloud (online) only*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emily Potter*

*Trimester 3 Unit Chair: Emily Potter*

*Prerequisite: One Literary Studies unit at second year level*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x recorded online class per week, 1 x 2-hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x recorded online class per week plus online discussion (equivalent 2 hours) per week*

## Content

This unit responds to the current environmental crisis to critically consider the role of literature in both producing and responding to 'the end of nature'. This ending relates to ways of seeing, thinking and writing about nature that have reached their historical limit and can no longer be sustained. Ranging across themes such as 'the pastoral', 'the disaster', 'decolonisation', 'animals' and 'the post-human', the unit encourages students to critically consider these and other concepts as historically and culturally contingent, and to understand the ways in which literary texts – including fiction, non-fiction and film across a range of genres – generate, contest and perform these concepts. Ultimately, students will be asked to reflect on what reading at the end nature might mean outside of the text, in a world facing what Swedish student activist Greta Thunberg calls 'climate breakdown', and how reading and political action might go hand in hand.

*Note: Previously called "Literary Ecologies: (Re) Imagining Our Place in the World"*

## Assessment

- Assessment 1: (Individual) – Essay (1500 words or equivalent) – 40%
- Essay (2000 words or equivalent) – 50%
- Assessment 3 (Group 4–5 participants) – Class/Online Exercise (500 word or equivalent) – 10%

## ALL701 – Retelling Myths and Tales: Classic to Contemporary

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ALL601*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Helen Young*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL601*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including participation in weekly forum discussions and guided readings.*

## 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

- Assessment 1 – Essay 1 (1750 words) – 35%
- Assessment 1 – Essay 2 (2500 words) – 50%
- Assessment 1 – Online exercise (4 x 185–200 words) – 15%

## ALL702 – Criticism of Literature for Children: A Variety of Approaches

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: ALL602*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sue Chen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL602*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 4 scheduled online seminars*

## 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 Literature Critique (1500 words) – 30%
- Essay (1500 words) – 30%
- Essay (2000 words) – 40%

## ALL705 – Vision and Revision: Short Stories Now

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Maria Takolander*

*Trimester 3 Unit Chair: Maria Takolander*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 scheduled online workshop*

### Content

This unit studies contemporary short stories from Australia and around the world to examine how 'revision' – of stories, characters, voices, genres, and forms – underlies creative 'vision'. With an emphasis on formal innovation and the digital publishing environment, revisionism is explored as a central methodology of creative practice. Texts studied include Tom Cho's *Look Who's Morphing*, Ceridwen Dovey's *Only the Animals*, The Collected Stories of Lydia Davis, Ryan O'Neill's *The Weight of a Human Heart*, Jennifer Egan's *A Visit from the Goon Squad*, and Penguin's *We Tell Stories*. Students will write diverse assessment pieces designed for an online portfolio.

### Assessment

- Exercises (1500 words or equivalent) – 30%
- Essay (1500 words or equivalent) – 30%
- Exercises (2000 words or equivalent) – 40%

## ALL706 – Historical Fiction

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Helen Young*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including participation in weekly forum discussions and guided readings 1 x 2 hour Seminar equivalent*

### Content

The unit offers the opportunity to discuss in depth a wide range of literary and multi-media historical fiction texts (for example novels, film, television, and video-games) in the context of recent literary and historiographical debates. We will explore the theoretical, political and practical concerns that drive the intersection of history and fiction in literary practice and the literariness of screen and interactive media. Classes will encourage students to discuss both their critical and theoretical essays and/or their creative work. Texts and media may vary from year to year.

### Assessment

- Critical essay (2500 words or equivalent) – 50%
- Critical essay OR creative work (2000 words or equivalent) – 40%
- Workshop/online activity (500 words or equivalent) – 10%

## ALL708 – The Picture Book: Reading and Writing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sue Chen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL408, ALL608*

*Scheduled learning activities – campus: 1 x 2 hour Seminar in weeks 3, 6, and 9*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

### 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 or equivalent) – 40%
- Assessment 2 (Group of 2–4 students) – Book reviews (1000 words or equivalent) – 20%
- Picture-book text or essay (2000 words or equivalent) – 40%

## ALL721 – Writing Fiction for Young Adults

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Paul Venzo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL725, ALL726*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 2 x 2 hour scheduled online workshops*

### 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, or adventure. They will frame their understanding of contemporary genre conventions by analysing a selection of recently published books and utilizing this context in the production of their own creative work: either a short story or a chapter intended as part of a longer work.

### Assessment

- Essay and Exercise (2500 words or equivalent) – 50%
- Exercise (2500 words or equivalent) – 50%

## ALL722 – Texts for Young Adults

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kristine Moruzi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar equivalent per week*

### 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 socialising agendas in texts, identifying the ways in which novels 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

- Assessment 1 (Group of 2–3 students) – Review (500 words or equivalent) – 10%
- Essay (2000 words or equivalent) – 40%
- Choice of essay or exercise (2500 words or equivalent) – 50%

## ALL727 – Sex, the Body, and American Poetry

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cassandra Atherton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week (recording provided), 3 x 3 hour scheduled seminar in weeks 3, 6, and 9*

*Scheduled learning activities – cloud (online): Online and independent collaborative learning activities including 1 x 1 hour class per week (recording provided) and 1 x 2 hour online seminar equivalent*

### Content

This unit will introduce students to how poets have navigated and transformed cultural understandings surrounding sex, gender, and the body. Focusing on writing from the United States, students will consider how the poetic has been mobilised in different historical periods to explore aspects of desire, intimacy, subjectivity, and intersectionality. Students will be familiarised with a range of forms, techniques, and literary movements (such as transcendentalism, modernism, Confessional, the Beats, and New York School). Through critical and creative approaches, students will also gain insights into aspects of voice, agency, and audience. Writers studied will include Walt Whitman, Emily Dickinson, T.S. Eliot, Sylvia Plath, Frank O'Hara, Allen Ginsberg, Audre Lorde, Joy Harjo, and Maggie Nelson.

### Assessment

- Exercise (1500 words or equivalent) – 30%
- Exercise (1500 words or equivalent) – 30%
- Portfolio and Critique OR Essay (2000 words or equivalent) – 40%

## ALL728 – Literary Narratives

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jodi McAlister*

*Cohort rule: This unit is only available to students enrolled in A764 – Master of Arts (Writing and Literature)*

*Prerequisite: ALX705*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities includes 1 x 2 hour seminar equivalent*

### Content

Students undertaking this unit will develop advanced disciplinary knowledge of literary studies through an in-depth examination of fiction, prose, and/or poetry.

Through guided reading and seminars, students in Literary Studies and Children's Literature will explore a range of texts focused on a particular literary history, genre, and/or style.

### Assessment

- Research and writing exercise (2500 words or equivalent) – 50%
- Research and writing exercise (2500 words or equivalent) – 50%

## ALL743 – Foundations in Narrative Theory

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Leonie Rutherford*

*Trimester 2 Unit Chair: Leonie Rutherford*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALL603*



*Scheduled learning activities – campus: 1 x 2 hour Seminar in weeks 3, 6, and 9*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 2 scheduled online workshops*

## Content

Drawing on both theoretical texts and works of fiction, this unit examines the critical application of key aspects of narrative theories to fiction for adults and children. 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

- Critique (1000 words or equivalent) – 20%
- Critique (1000 words or equivalent) – 20%
- Essay (3000 words or equivalent) – 60%

# ALL784 – Writing and Film

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nic Velissaris*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

## 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

- Essay (2000 words or equivalent) – 40%
- Folio of 'creative' writing (2500 words or equivalent) – 50%
- Online Exercises (500 words or equivalent) – 10%

# ALM101 – Making Social Media

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Note: Enrolment into this unit must be completed by the end of week 1 of trimester due to early assessment deadlines.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Brown*

*Trimester 3 Unit Chair: Adam Brown*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALC203*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

*Trimester 3: 4 x 4 hour intensives will be used instead of weekly seminars.*

*Scheduled learning activities – cloud (online): 1 x 2 hour online seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

## Content

This unit enables students to explore and experience present day digital media culture in critical and creative ways. The unit is built on multi-platformed content, delivery and assessment, providing a user-friendly engagement with social media that facilitates practical, hands-on work in micro-blogging, blogging and podcasting.

Creating and sharing different forms of media content, students learn how to communicate across various online platforms as part of a highly interactive community. Highlighting the benefits of media-making for personal and professional use, the unit allows students to develop their portfolios and discover how to use social media to strategically build a dynamic online identity.

### Assessment

- Online exercise (equivalent to 800 words) – 20%
- Portfolio output 1 (equivalent to 1600 words) – 40%
- Portfolio output 2 (equivalent to 1600 words) – 40%

## ALM102 – Making Video

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Note: Enrolment into this unit must be completed by the end of week 1 of trimester due to early assessment deadlines.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adam Brown*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALC105*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

*Scheduled learning activities – cloud (online): 1 x 2 hour online seminar per week and extensive online interactions via social media. Delivery of unit content via videos, podcasts, live broadcasts, and a range of other media are a core part of the unit in place of classes.*

### Content

This unit enables students to critically and creatively engage with present day digital media culture, with a particular emphasis on making videos. Highlighting the crucial importance of creating audio-visual content for different purposes and audiences, the unit guides students through various video-making practices and strategies. Emphasising the benefits of making videos in a wide range of industry settings, the unit allows students to develop their portfolios and learn how to use video to strategically build a dynamic online identity.

### Assessment

- Online exercise 1 (equivalent to 800 words) – 20%
- Online exercise 2 (equivalent to 1200 words) – 30%
- Portfolio output (equivalent to 2000 words) – 50%

## ALM202 – Quantified Media

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Toija Cinque*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week and online media activities*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning and online media activities (1 x 2 hour Seminar per week equivalent).*

### Content

This unit enables students to explore and experience the contemporary data-driven era of social media visibility, big data and personal engagement with quantified media. Students engage in modes of enquiry that examine emerging cultural, political, economic, literary, digital, educational footprints and social media sightlines. The unit presents the current dilemmas and issues that are central to the critical understanding of quantified media and our emerging Quantified Self via digital analytics. Students learn how to gather data to analyse and evaluate information to complete a range of scaffolded activities in pursuit of broadening knowledge or finding solutions to unpredictable and sometimes complex problems.

### Assessment

- Assessment 1 – Quantified Media Analytical Essay – 25%
- Assessment 2 – Digital Media Portfolio Exercise – 25%
- Assessment 3 – Data Collection and Final Output Conclusion – 50%

## ALR103 – Introduction to Public Relations

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emma Bennett*

*Trimester 3 Unit Chair: Ross Monaghan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALC103, ALR203, ALR403, ALRM103*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour seminar per week*

*Trimester 3: 5 x 5 hour intensive workshops (Weeks 1, 3, 6, 8 and 10)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 hours of online engagement per week equivalent (including recorded classes, online activities and discussions)*

### Content

This unit is an introduction to public relations theory and practice. Students will learn how to apply public relations and communication theories to real world scenarios and produce content relevant to different public relations roles and functions. Topics include media relations, employee relations, community relations, ethics, research and planning. This unit provides a foundation for further study in the field of public relations.

### Assessment

- Online quiz – 20%
- Essay (1500 words) – 30%
- Planning Project (2000 words) – 50%

## ALR104 – Strategic Communication and Writing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ross Monaghan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood and Waurn Ponds Campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

*Waterfront Campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including, 1 x 1-hour recorded class per week, 2-hour online seminar per week.*

### Content

This unit develops foundation skills and knowledge required for understanding public relations as a strategic and communications function within organisations. Students will learn how to conduct effective research to solve public relations problems and develop written tactics for traditional and new media channels that encourage mutual understanding between organisations and their publics. Concepts and applied learning in this unit will be relevant to all students interested in the way businesses, public sector bodies and NGOs communicate within complex and changing social contexts and an increasingly networked and digital society.

### Assessment

- Quiz (800 words or equivalent) – 20%
- Assessment 2 (Group) – Research and writing project (1600 words or equivalent) – 40%
- Portfolio (1600 words or equivalent) – 40%

## ALR210 – Media Relations Strategy

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emma Bennett*

*Trimester 3 Unit Chair: Mark Sheehan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALR206 and ALR207*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1: Learning experiences are via CloudDeakin*

*In-person attendance requirements:*

*Trimester 3: Intensive over 3.5 days at the Burwood campus*

### Content

The unit examines the theoretical and practical foundations of media from the perspective of the communication professions. The unit will examine the use of media in a range of organisational contexts including liaison with news outlets and the use of social media. Unit content incorporates the latest theories and trends in media consumption and creation and will ensure students are able to effectively manage future developments.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Media kit (1600 word equivalent) – 40%
- Assessment 2 – Social media project (2400 word equivalent) – 60%

## ALR276 – Ethical Communication and Citizenship

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristin Demetrious*

*Trimester 3 Unit Chair: Kristin Demetrious*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online*

*independent and collaborative learning activities: 1 x 2 hours per week equivalent. This will involve a range of activities including seminar recordings and synchronous and asynchronous participation in online classroom activities.*

### 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

- Minor Essay (1200 words or equivalent) – 30%
- Pressure Point Simulation and online exercises (1200 words or equivalent) – 30%
- Major Essay (1600 words or equivalent) – 40%

## ALR279 – Public Relations Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sharyn McDonald*

*Prerequisite: One unit from: ALR103, ALR104, ALR276*

*Corequisite: Nil*

*Incompatible with: ALC279, ALR479, ALR604*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and online seminar tasks (combined 2 hours per week equivalence)*

### Content

This unit examines how identities and reputations are formed, impacted and rebuilt with a focus on crisis communication and relationship management. Students are presented with the opportunity to critically explore a range of contemporary cases across a range of industries/sectors, including but not limited to, sport, tourism, entertainment, fashion and communications. A range of theories, tools and techniques will be introduced to help students effectively identify potential and emerging issues, monitor and manage communication, and conceptualise proactive and reactive strategies.

*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.*

### Assessment

- Report (1600 words or equivalent) – 40%
- Assessment 2 (Group of 3–4 students) – Group Presentation (1200 words or equivalent) – 30%
- Examination (2 hours) – 30%

## ALR300 – Public Relations Campaigns and Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Emma Bennett*

*Prerequisite: Students must complete one of ALR103 or ALR104 and one of ALR210 or ALR207.*

*Corequisite: Nil*

*Incompatible with: ALC300, ALC400, ALR400*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour class per week and 1 x 2 hour*

*Seminar per week*

*Waurin Ponds: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 1-hour class per week (recordings provided), online learning tasks (2 hour per week equivalence)*

### 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

- Research report (1600 words or equivalent) – 20%
- Assessment 2 (Group) – Pitch presentation – 10% (10 minutes, 800 words equivalent)
- Assessment 3 (Group) – Campaign proposal – 40% (3200 word equivalent)
- Examination (2 hours) – 30%



## ALR311 – Communication Management in Asia

*Enrolment modes: Not offered 2017. Re-offered 2018 subject to School approval*

*Trimester 3: Study tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Mark Sheehan*

*Prerequisite: Any unit from the disciplines of public relations; media and communication or journalism or cognate areas and permission from unit chair to enrol. Please note that study tour units may not run each year. Enrolment is always subject to a selection process and approval by the Unit Chair as places are limited. Therefore students should always identify another unit as an alternative to a study tour unit when planning their course or major.*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: 70 Hours (includes intensive and pre-departure)*

*This is a two week intensive overseas study tour. Face to face contact and lectures will be delivered in various settings and venues in Kuala Lumpur and Singapore – 70 hours*

### Content

The unit is a study tour, and as such it is premised on the idea that taking students out of the classroom and putting them in real life situations makes them more motivated, allows them to see the relevance and meaning of public relations in action. The intention, then, is not to replace traditional pedagogy, but to augment it. Much international content revolves around case studies which focus on PR outcomes but does not stress the in-country or national difference in responding to communication management situations. This unit seeks to situate students in these scenarios while absorbing national standards of practice and scholarship of PR.

### Assessment

- Assessment 1 – Essay and annotated bibliography – 30%
- Assessment 2 – Consultancy – 30%
- Assessment 3 – Presentation – 40%

## ALR383 – Lobbying, Advocacy and Public Opinion

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Deirdre Quinn Allan*

*Prerequisite: Any second level ALR unit*

*Corequisite: Nil*

*Incompatible with: ALC381, ALR381, ALR481, ALR681*

*Scheduled learning activities – campus: 1 x 1 hour Class per week; 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recording via CloudDeakin); Online independent and collaborative learning activities x 2 hours per week. This will include a range of activities including seminar recordings, and synchronous and asynchronous participation in online classroom activities.*

### Content

The public interest which is sometimes quoted in professional codes of public relations practice and conduct is a cliché and a myth; in fact the civil society in which we live is an amalgam of competing interests. It is within this contested arena that public affairs practitioners operate in order to advocate for particular institutional views and resource allocations in the battle for favourable policy outcomes. So this unit examines the ways in which public relations and communication professionals working within third sector, business and government sector organisations seek to communicate via lobbying and campaigning in order influence public opinion and government policy.

*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*

### Assessment

- Assessment 1 (Group) – Background Briefing (1200 words or equivalent) – 30%
- Lobbying Strategy (2000 words or equivalent) – 50%
- Quizzes (800 words or equivalent) – 20%

## ALR700 – Public Relations Campaigns

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mark Sheehan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALR600*

*Scheduled learning activities – campus:*

*Burwood campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hours seminar equivalent*

### 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 or equivalent) – 40%
- Industry Based Project (3000 words or equivalent) – 60%

## ALR701 – Public Relations Writing and Tactics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ross Monaghan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALR601*

*Scheduled learning activities – campus: 1 x 2-hour seminar per week.*

*Scheduled learning activities – cloud (online):*

*Cloud (online): Online independent and collaborative learning activities including 1 x 1-hour class per week (recordings provided), 1-hour online seminar per week.*

### 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

- Planning and Writing Exercise (2500 words or equivalent) – 50%
- Portfolio of Written Tactics (2500 words or equivalent) – 50%

## ALR703 – Digital Marketing

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Earvin Cabalquinto*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online Independent and Collaborative learning activities 1 x 2 hour per week. This will include a range of activities including seminar recordings, and synchronous and asynchronous participation in online classroom activities.*

### Content

Digital Marketing is concerned with the promotion of products and services to customers and/or key stakeholders via digital media delivered across a wide array of technology platforms. While many organisations also integrate digital marketing tactics and strategy with traditional marketing communication efforts, emergent and evolving platform technologies can prove to be disruptive, changing business models and marketing practice. Within such contexts successful marketers are those who are able to develop new skill sets and modes of practice and who can sort the fads from the trends.

At the same time, the ways in which customers and stakeholders adopt and use digital platforms continues to evolve and challenge marketer assumptions and practices. This unit will examine how organisations employ digital media to understand and reach priority audiences; to build brand engagement and equity; and to manage the blurring of boundaries between digital marketing and effective customer service via the Internet, mobile and social media channels.

### Assessment

- Report (2000 word equivalent) – 40%
- Industry-based project (3000 word equivalent) – 60%

## ALR704 – Reputation Management: Crisis, Risk and Responsibility

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sharyn McDonald*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALR279, ALR604*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and online seminar tasks (combined 2 hours per week equivalence)*

### Content

Crisis, issue, and, reputation management can impact all sectors and industries. The growth of global technology and social media see reputations altered at a rapid pace and issues amplified to reach global audiences. This unit will focus on managing evolving stakeholder expectations whilst dealing with anticipated or unexpected events. Students are presented with the opportunity to critically explore contemporary cases involving celebrities, global organisations and public figures. A range of tools and techniques, including social responsibility, ethical behaviour, proactive and reactive strategies will be introduced to help prepare students to manage this challenging field.

### Assessment

- Essay (2000 words or equivalent) – 40%
- Report (3000 words equivalent) – 60%

## ALR710 – Marketing Communication

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Richie Barker*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALR610, ALR310, ALR410*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and online seminar tasks (combined 2 hour per week equivalence)*

### 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 (2000 words or equivalent) – 40%
- Promotional Report (3000 words or equivalent) – 60%

## ALR718 – Public Relations, Activism and Social Change

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sharyn McDonald*

*Prerequisite: D305 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided) and online seminar tasks (combined 2 hours per week equivalence)*

## Content

This unit pays special attention to the public relations industry in managing conflict and social change at different stages of modernity and contexts. Drawing on a number of activist case studies, the unit emphasises a socio-cultural understanding and analysis through a 'critical public relations' lens in order to understand 'PR' and its impacts, especially for marginalised groups. This assists students to analyse movements for social change and communication campaigns through a range of novel perspectives.

## Assessment

- Written Assignment (1500 words or equivalent) – 30%
- Written Assignment (2500 words or equivalent) – 50%
- Presentation (digital or oral, 1000 words or equivalent) – 20%

## ALR731 – Public Relations Theory and Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sharyn McDonald*

*Trimester 3 Unit Chair: Ross Monaghan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALR631*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative activities including seminar overview (recordings provided), online seminar tasks (combined 2 hours per week equivalence)*

## Content

This unit presents a broad overview of public relations from the history of the profession, contemporary practice and future considerations. Various theoretical concepts are examined to gain an understanding of how public relations has evolved over time and how this can influence forms of communication. You will examine the role of the public relations practitioner and the organisations/sectors in which they operate. The public relations process is examined in stages from research and planning to implementation and evaluation. There is a strong emphasis on professional codes and ensuring ethical considerations underpin communication tools and techniques used.

## Assessment

- Essay (2000 words or equivalent) – 40%
- Essay (3000 words or equivalent) – 60%

## ALR733 – Advertising Theory and Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Deirdre Quinn-Allan*

*Trimester 3 Unit Chair: Deirdre Quinn-Allan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1 and 3: Online independent and collaborative learning activities 2 hours per week. This will include a range of activities including seminar recordings, and synchronous and asynchronous participation in online classroom activities.*

*In-person attendance requirements:*

*Trimester 3: Campus: 5 x 5 hour intensives over weeks 1, 3, 6, 8, 10*

## Content

Advertising is a dynamic form of marketing communication that is both complex and evolving. This unit will examine advertising from a range of theoretical and applied perspectives to understand its role as a persuasive communication technique.

The unit also situates advertising in the context of global, economic, regulatory and cultural perspectives which shape advertising practices and how advertising is perceived and understood by various audiences (target and non-target). The unit begins with a focus on the broader role of advertising in society and then examines more practical aspects of advertising planning and execution within the context of Integrated Marketing Communication.

## Assessment

- Essay (2500 word or equivalent) – 50%
- Report (2500 word or equivalent) – 50%

## ALR782 – Public Affairs and Opinion Formation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristin Demetrious*

*Corequisite: Nil*

*Incompatible with: ALR383*

*Scheduled learning activities – campus: 1 x 2 hour seminar each week (Weeks 1 to 11 inclusive)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities 1x2 hour per week.*

## 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

- Essay (1500 words or equivalent) – 30%
- Plan (1000 words or equivalent) – 20%
- Industry Based Project (2500 words or equivalent) – 50%

## ALS100 – Spanish 1A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ramon Lopez Castellano*

*Trimester 2 Unit Chair: Ramon Lopez Castellano*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, 2 x 1 hour seminar and 1 x 1 hour computer-based seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), 1 x 1.5 hour online seminar per week*

## Content

This unit will give students an introduction to basic vocabulary, grammar, and sentence structure of Spanish for use in everyday contexts and daily activities. Students will be familiarised with the sociolinguistic and sociocultural aspects of Spanish communication at a basic level. In addition, this unit introduces the diversity of the Hispanic world through the study of the histories, societies and cultures of Spanish-speaking countries. This unit assumes no prior knowledge or study of the language.

*Note: Student enrolment quotas apply to this unit for campus modes. No student enrolment quotas for Cloud (online) offering.*

*This unit assumes no prior knowledge or study of the language.*

## Advanced Standing in Spanish

Non-VCE students with prior knowledge of Spanish (such as heritage-speakers) can contact the Spanish Program Coordinator to organise a placement test preferably before the commencement of trimester.



The test evaluates students' proficiency in Spanish so that, if and when adequate prior knowledge is demonstrated, advanced standing in Spanish can be granted and specific unit pre-requisites can be waived. Non VCE-students with prior knowledge of Spanish are then able to enrol at the most suitable level.

### Assessment

- Quizzes (1500 words) – 25%
- Writing Exercise (300 words) – 20%
- Oral Test – 25%
- Test – 30%

## ALS150 – Spanish 1B

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurin Ponds*

*(Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Israel Holas*

*Trimester 3 Unit Chair: Israel Holas*

*Prerequisite: ALS100 or equivalent*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 3 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1.5 hour online Seminar per week*

### Content

This unit will advance students' competency of basic vocabulary, grammar, and sentence structure of Spanish in extended social contexts and daily activities. Students will continue to learn the sociolinguistic and sociocultural aspects of Spanish communication at a basic level. In addition, this unit will build on the students' knowledge of the Hispanic world through the study of the histories, societies and cultures of Spanish-speaking countries. This unit assumes one semester of prior tertiary study of the language or the equivalent.

*Note: This unit assumes one semester of prior tertiary study of the language or the equivalent.*

### Advanced Standing in Spanish

Non-VCE students with prior knowledge of Spanish (such as heritage-speakers) can contact the Spanish Program Coordinator to organise a placement test preferably before the commencement of trimester.

The test evaluates students' proficiency in Spanish so that, if and when adequate prior knowledge is demonstrated, advanced standing in Spanish can be granted and specific unit pre-requisites can be waived. Non VCE-students with prior knowledge of Spanish are then able to enrol at the most suitable level.

### Assessment

- Quizzes (1500 words) – 25%
- Writing Exercise (300 words) – 20%
- Oral Test – 25%
- Test – 30%

## ALS200 – Spanish 2A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ramon Lopez Castellano*

*Prerequisite: ALS100 and ALS150 at Deakin or equivalent level of proficiency demonstrated by sitting a language placement test*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1.5 hour online Seminar per week*

### Content

This unit will further students' knowledge of Spanish vocabulary, grammar, and sentence structure for use in everyday contexts and for use in specific activities. Students will be exposed to the sociolinguistic and sociocultural aspects of Spanish communication at a continuing (low intermediate) level. In addition, this unit will further explore the diversity of the Hispanic world. This unit assumes one year of prior knowledge or study of the language – ALS100 and ALS150 or equivalent.

### Assessment

- Writing Exercises – 40%
- Writing Exercises – 20%
- Oral Test. To take place after the end of term, during the Study Period – 20%
- Final Test. To take place during the exam period, after the Oral test – 20%

## ALS225 – Introduction to the Spanish-Speaking World

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Israel Holas*

*Prerequisite: Two units: ALS100 and ALS150 at Deakin or equivalent level of proficiency demonstrated by sitting a language placement test*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1.5 hour online Seminar per week*

### Content

This unit will focus on extra-linguistic contents in Spanish. The unit explores the contemporary Spanish-speaking world through literary texts, films, historical documents, and cultural artefacts. It will provide an overview of the richness, heterogeneity and complexity of Spain and Latin America through authentic texts in Spanish.

### Assessment

- Online/Seminar Exercises – 10%
- Writing Exercise (450- 500 words) – 25%
- Presentation – 20%
- Essay (in English), (2000 words) – 45%

## ALS250 – Spanish 2B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elena Alonso Mira*

*Prerequisite: ALS100, ALS150 and ALS200 at Deakin or equivalent level of proficiency demonstrated by sitting a language placement test*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2-hour Seminar per week and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1.5 hour online Seminar per week*

### Content

This unit will continue to develop students' knowledge of, and competency in, Spanish. The Unit will further expose students to the sociolinguistic and sociocultural aspects of Spanish communication at a continuing intermediate level. In addition, this unit will present about, and encourage students to critically engage with, the diversity of the Hispanic world through the study of the histories, societies and cultures of Spanish-speaking countries. This unit assumes 1.5 years of prior knowledge or study of the language – ALS100, ALS150, ALS200 or equivalent.

### Assessment

- Writing Exercises – 40%
- Writing Exercise – 20%
- Oral Test. To take place after the end of term, during the Study Period – 20%
- Final Test. To take place during the exam period, after the Oral test – 20%

## ALS300 – Intermediate Spanish 3A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elena Alonso Mira*

*Prerequisite: ALS100, ALS150, ALS200, ALS250*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1.5 hour online Seminar per week*

### Content

This Unit will advance students' fluency and competence in Spanish to a high intermediate level. Students will continue to learn and practice important grammatical and lexical components of the Spanish language, while further exploring the societies and cultures of the 'Spanish-speaking world'. This unit assumes two years of prior knowledge or study of the language (CERFL A2/B1).

## Assessment

- Online Exercises – 30%
- Writing Exercises – 30%
- Final Oral Test – 20%
- Final Test (incl. Listening section) – 20%

## ALS325 – Cultures of Resistance in the Spanish-Speaking World

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Israel Holas*

*Prerequisite: All 4 units: ALS100, ALS150, ALS200, ALS250*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), 1 x 1.5 hour online seminar per week.*

*All students are required to dedicate up to 10 hours a week to their Spanish Studies: 3 compulsory hours of class-time (as above); 3 hours of independent study and research, homework, revision, and online problem-based exercises; and 3 or more hours of immersion in Spanish (through films, music, literature, etc.).*

## Content

This Unit will advance students' fluency and competence in Spanish to a high-intermediate level, low-advanced level. The unit explores cultural texts and artefacts to determine what they say about the societies and cultures of Latin America and Spain throughout the 20th and 21st centuries. The unit examines narrative fiction, poetry, film and socio-political movements to gain a deeper understanding of the issues and conditions of these societies. Students learn about the traditions of Latin America and Spain from authentic materials in Spanish. Overall, the unit offers a panoramic view of the Spanish-speaking world through its cultural representations. (CERFL B1/B2)

## Assessment

- Online Exercises – 20%
- Assessment 2 (Group) – Group Presentation (15–20 min) – 20%
- Presentation Write-up (800 words) – 25%
- Essay (1500 words) – 35%

## ALS350 – Advanced Spanish 3B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Israel Holas*

*Prerequisite: ALS100, ALS150, ALS200, ALS250, ALS300*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1.5 hour online Seminar per week*

## Content

This Unit will advance students' fluency and competence in Spanish to a high-intermediate level, low-advanced level. Students will continue to learn and practice important grammatical and lexical components of the Spanish language while further exploring the societies and cultures of the 'Spanish-speaking world'. The unit organises the teaching and learning of grammar and vocabulary around key issues and features of Latin America and Spain. The unit examines the socio-linguistic conventions of Spanish by looking at a range of topics related to the contemporary world. This unit assumes two and a-half years of prior knowledge or study of the language (B1).

## Assessment

- Online Exercises – 30%
- Writing Exercises – 30%
- Presentation – 20%
- Test – 20%

## ALS360 – Selected Topics in Spanish

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Israel Holas*

*Prerequisite: 4 units: ALS200, ALS225, ALS250, ALS300*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x combined 3 hour Class/Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

This unit will introduce students to Latin American and Spanish literary traditions and movements through the study of the short story form in Spanish. The unit examines a range of literary forms and styles, whilst at the same analysing the portrayal of Latin American and Spanish reality and culture as (re) presented in short fiction. Key authors and traditions are presented chronologically in order to emphasise continuity and rupture within literary lineages, and as a means of tracing historical and social developments in the Spanish-speaking world. Students are given the opportunity to experience the cultural diversity of Latin America and Spain through some of its most emblematic literary works from Argentina, Chile, Colombia, Cuba, Mexico, Peru, Uruguay and Spain.

### Assessment

- Essay (1000 words) – 25%
- Presentation (15 minutes) – 25%
- Journal (2000 words) – 50%

## ALS370 – Advanced Topics in Spanish

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ramon Lopez Castellano*

*Prerequisite: All 4 units: ALS200, ALS225, ALS250, ALS300*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2 hour online seminar per week*

### Content

This unit is designed to provide students with the necessary skills to develop a research question and complete a self-directed project in Spanish. Students completing this unit will undertake a self-directed research project under the supervision of the Unit Chair and/or other teaching staff. The unit will guide the development and expansion of the research project on topics related to the Spanish-speaking world (literature, history, culture, biography, etc.). Each student will develop a unique research question, and will complete the research and writing of the project in Spanish. Throughout the trimester students will develop in-depth knowledge of a particular aspect of the Spanish-speaking world, as well as develop and enhance their research skills as they work toward the completion of a research paper in Spanish. This is a unit for advanced students of the language.

### Assessment

- Research and Writing Exercise (1000 words) – 20%
- Oral Presentation – 20%
- Research Essay (3000 words) – 60%

## ALW101 – Writer’s Toolkit: Craft and Creativity

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Antonia Pont*

*Trimester 3 Unit Chair: Antonia Pont*

*Prerequisite: Nil*

*Corequisite: This unit is only available to students enrolled in a Faculty of Arts and Education course or D311, D312, D313, D326, D346, D347, D370, D391*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1 and 3: Online independent and collaborative learning activities including 1 x 1 hour class per week (recordings provided), 2 hour online seminar per week*

*In-person attendance requirements:*

*Trimester 3: Campus: Intensive mode – up to 4 hours of seminars in weeks 1, 2, 3, 5, 8, 11*

### Content

This is a unit that combines the practice of attentive reading with creative writing. Students are exposed to a wide range of literary texts, as well as to a suite of crucial skills and craft elements that found creative writing of a professional standard. Students also write about their work and the processes involved in its composition, introducing critical thinking and modes of expression that will support them during and beyond their degree.

### Assessment

- Sketching with Words (500 words) – 10%
- Memory as Seed (1500 words) – 40%
- Place as Encounter (1500 words) – 40%
- Participation, peer discussion/engagement and collegial contributions – 10%

## ALW102 – Writing Spaces: Paradigms and Provocations

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Briohny Doyle*

*Prerequisite: Nil*

*Corequisite: This unit is only available to students enrolled in a Faculty of Arts and Education course or D311, D312, D313, D326, D346, D347, D370, D391*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour class per week (recorded video provided), 2 hours per week participation in online discussion and workshoping forums.*

### Content

This unit extends the work undertaken in ALW101. Key texts occur in the narrative ‘spaces’ of screenplay, creative essay, poetic drama, and extended fiction, but are also framed as social interventions. Through interrelated reading and writing practice, students are encouraged to produce work that traverses creative and analytical modes, and responds to the critical concepts of the unit.

### Assessment

- Assessment 1 – Writing with Intent (project statement + creative piece) (1600 words) – 40%
- Assessment 2 – Theory as Seed (creative piece + exegesis) (2000 words) – 50%
- Assessment 3 – Participation and seminar – 10%



## ALW205 – The Role of the Editor

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emmett Stinson*

*Prerequisite: ALW101 and ALW102*

*Corequisite: Nil*

*Incompatible with: ALW305*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 11 scheduled online workshops*

### 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 Quizzes (800 words or equivalent) – 20%
- Editorial Research Task (1200 words or equivalent) – 30%
- Editing Assignment (2000 words or equivalent) – 50%

## ALW223 – The Lyric Essay: Playing with Ideas

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Briohny Doyle*

*Prerequisite: ALW101 and ALW102*

*Corequisite: This unit is only available to students enrolled in a Faculty of Arts and Education course or D311, D312, D313, D326, D346, D347, D370, D391*

*Incompatible with: ALW323, ALW306*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 hours participation per week (approximate) in online discussion and workshop forums.*

### 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

- Assessment 1 – Creative folio (1000 words) – 25%
- Assessment 2 – Manuscript (2000 words) – 50%
- Assessment 3 – Engagement with feedback processes (1000 words) – 25%

## ALW225 – Designing Fictions

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cassandra Atherton*

*Trimester 3 Unit Chair: Cassandra Atherton*

*Prerequisite: ALW101 and ALW102*

*Corequisite: This unit is only available to students enrolled in a Faculty of Arts and Education course or D311, D312, D313, D326, D346, D347, D370, D391*

*Incompatible with: ALW325*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 2-hour online seminar per week in the form of response to seminar based discussion boards.*

## 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 seminars. 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 on unit readings (1200 words or equivalent) – 30%
- Original Work or series of Works of Fiction (2,000 words or equivalent) – 50%
- Seminar responses to students' work and participation (800 words or equivalent) – 20%

## ALW227 – Scriptwriting: Character, Event, Consequence

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nic Velissaris*

*Prerequisite: Students must have passed any two (2) Arts units prior to enrolling in this unit*

*Corequisite: Nil*

*Incompatible with: ALW327, ALW308*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (1 x 2 hour Seminar per week equivalent)*

## Content

Students will further examine the fundamentals of dramatic writing introduced in ALW102. They will develop 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. Presentation of work-in-progress and subsequent redrafting are part of this process.

## Assessment

- Exercise scriptwriting (1200 words or equivalent) – 30%
- Assessment 2 (Individual and Group) – Participation in Script Feedback (800 words) – 20%
- Scriptwriting Final Script Exercise (2000 words) – 50%

## ALW242 – Poetry: Events in Language

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Mc Cooley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities 1 x 2 hour equivalent.*

## Content

Poetry is typically turned to at times when individuals or communities struggle at the edge of expression, trying to understand extremities of feeling and circumstance, whether these be desire, joy, sadness, outrage, fear, despair, doubt or regret. Poetry can also be our preferred mode when we seek to articulate our relationship with the Other, experiences of intimacy and separation, the boundaries of the self, and the question of mortality. This unit introduces students to a range of modes and forms of poetry. Through both creative and critical approaches, students will be encouraged to explore the content, performance and impact of a range of examples.

## Assessment

- Exercise of Creative artifact OR Critique (1500 words or equivalent) and Online Exercise (500 words or equivalent) – 50%
- Portfolio (1000 words or equivalent) and Critique (1000 words or equivalent); OR Essay (2000 words or equivalent) – 50%

## ALW251 – Writing for Games: Designing Quests and Characters

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nic Velissaris*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 2 hour Seminar per week equivalent.*

### Content

What is the role of the writer in digital storytelling? In this age of “gamification,” what are the new constraints and opportunities presented to writers or storytellers by digital narratives? This unit invites students to explore how gaming culture involves the telling of stories in both ancient and innovative ways. Learning about the narrative pattern of the fantasy quest and the enduring importance of character, students will explore various fantasy games to identify how the quest narrative and characterisation play structural roles. They will also use basic software to design their own quest narrative, working in teams to develop an appreciation of the cross-modal and collaborative practice of games writers. (No coding experience necessary.)

### Assessment

- Presentation (oral and written) on researched case studies equivalent (1600 words or equivalent) – 40%
- Assessment 2 (Group) – Assignment text-based quest narrative (1600 words or equivalent) – 40%
- Evaluative report (800 words or equivalent) – 20%

## ALW252 – Writing for Young People

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jodi Mc Alister*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week for 11 weeks (including independent and collaborative learning activities)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (asynchronous, approximately 2 hours work per week)*

### Content

This unit introduces students to the production of creative writing for young people. Students will engage with a variety of genres and narrative approaches, through the study of creative and critical texts relevant to child and young adult literature. Students undertaking this unit will learn to draft and pitch their work, identifying and applying key concepts around genre, audience and narration. This knowledge will be showcased in a final assessment: a substantial piece of creative writing for young people.

### Assessment

- Journal (1000 words or equivalent) – 25%
- Research and Writing Exercise (1000 words or equivalent) – 25%
- Exercise (2000 words or equivalent) – 50%

## ALW394 – Studio Writing Project

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Karen Le Rossignol*

*Prerequisite: Two level 2 ALW units*

*Corequisite: Must be enrolled in A316*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 1 hour seminar, 1 x 2 hour practical studio per week*

*Scheduled learning activities – cloud (online):*

*Independent and collaborative learning activities including: 1 x 1 hour class, 1 x 1 hour seminar and 1 x 2 hour practical work per week equivalent*

### Content

This unit will offer development of a longer creative project, shaping the process from concept through research to narrative artefact. It will include developing skills in the management of creative projects in a practice-based approach. The genre for the project may be negotiated, and could include fiction, creative nonfiction, poetry, script, experimental or interdisciplinary writing. The unit will incorporate ongoing small group workshops on the developing project, and seminar discussions on industry-related issues.

*Note: This unit is a core and capstone unit for the Bachelor of Arts (Professional and Creative Writing)*

It is not available to students in A300 or related double degrees D311, D312, D313, D326, D370, and D391

### Assessment

- Research Proposal (1600 words or equivalent) – 20%
- Presentation Seminars (1600 words or equivalent) – 20%
- Exercise Creative Research Project (4800 words or equivalent) – 60%

## ALW395 – Experimental Writing Lab

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David McCooey*

*Prerequisite: Two level 2 ALW units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week for 6 weeks plus 1 x 2 hour Seminar per week for 11 weeks*

### Content

This unit explores the history and techniques of experimental writing, and encourages students to produce experimental writing of their own that challenges conventional modes of literary expression and presentation. Students will be exposed to a variety of historical and contemporary examples (both text-based and multimedia) of experimental writing. Students will engage with the experimental writing practices of various historical avant-garde movements (such as Surrealism and Oulipo), as well as experimental writing practices in the digital realm.

### Assessment

- Exercise (1000 words or equivalent) – 25%
- Essay (1000 words or equivalent) – 25%
- Exercise (2000 words or equivalent) – 50%

## ALW396 – Producing Digital Anthologies: From Concept to Publication

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Indigo Perry*

*Prerequisite: Nil*

*Corequisite: This unit is only available to students enrolled in a Faculty of Arts and Education course or D311, D312, D313, D326, D370, D391*

*Incompatible with: ALW321, ALW326, ALW393*

*Scheduled learning activities – campus: 2 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online learning independent and collaborative learning activities (2 x 2 hour seminar per week equivalent)*

## Content

This unit offers students the opportunity to explore fiction and nonfiction writing to a given theme or concept, plus editing and production skills for an online anthology. In the fiction/nonfiction component, we focus on addressing a commissioned theme or concept applying innovative ideas and observations in the writing and workshop process. The editing/publishing component focuses on the compilation of content for an anthology; structuring, designing and preparing initial marketing for a publication and its specified readership; and applying legal principles to publication decisions. At the end of the unit, students will demonstrate skills in preparing fiction/nonfiction to a given theme or concept, working with a small group to edit and publish a digital anthology, and individually evaluating the process in relation to the writing/publishing industry.

## Assessment

- Final draft fiction/nonfiction manuscript (3200 words or equivalent) – 40%
- Assessment 2 (Group) – Group digital anthology (4000 words equivalent) – 50%
- Evaluative report on editing and publishing process (800 words or equivalent) – 10%

## ALW725 – Writing Manifestos

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Le Rossignol*

*Cohort rule: This unit is only available to students enrolled in A764 – Master of Arts (Writing and Literature)*

*Prerequisite: ALX705*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online learning independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

## Content

Students undertaking this unit will develop advanced disciplinary knowledge of creative and/or professional writing through an in-depth exploration of the individual writer's life and the motivations for creative writing.

Through guided reading and seminars, students in writing will explore relevant combinations of writing theory, genre and/or style.

## Assessment

- Research and writing exercise (2500 words or equivalent) – 50%
- Research and writing exercise (2500 words or equivalent) – 50%

## ALW730 – Creative Nonfiction: the Personal Essay

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Indigo Perry*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALW601, ALW630*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online learning independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

## 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 creative nonfiction writing. Particular emphasis will be focussed on the personal essay as a form of creative nonfiction narrative. Intensive discussion of ideas and work-in-progress will be undertaken, as will critical reading and analysis of a range of published materials.

## Assessment

- Exercise: portfolio & reflection (1500 words or equivalent) – 30%
- Exercise: Personal Essay (2500 words or equivalent) – 50%
- Class exercises: engagement with feedback processes (1000 words or equivalent) – 20%



## ALW732 – Fiction Writing: Story, Structure and Starting Out

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Patrick West*

*Trimester 3 Unit Chair: Patrick West*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALW602, ALW632*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

### 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 Seminars, or online in the case of Cloud (online) 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

- Exercise: Reflection (1500 words or equivalent) – 30%
- Exercise: Fiction Story (3000 words or equivalent) – 60%
- Class Exercises: Workshop Participation (500 words or equivalent) – 10%

## ALW734 – Script Writing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nic Velissaris*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALW603, ALW634*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

### Content

This unit introduces the principles and techniques of script writing. Student will choose to focus either on writing for film (and television) or play-writing. Students will explore the concepts of dramatic construction, exposition, character development, dialogue, suspense and resolution.

### Assessment

- Script Writing Exercise (2000 words or equivalent) – 40%
  - Part A: Creating Character Biographies (600 words) – 15%
  - Part B: Exploring conflict and major script proposal (1400 words) – 25%
- Assignment 2 (Individual) – Major Script (2500 words or equivalent) – 50%
  - Part A: Script equivalent (2000 words)
  - Part B: Reflection equivalent (500 words)
- Assignment 3 (Individual) – Writing a Plot Summary (500 words or equivalent) – 10%

## ALW736 – Experiments in Writing

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Indigo Perry*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALW604, ALW636*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

### 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.

### Assessment

- Exercise: Writing Your Poetics (500 words or equivalent) – 10%
- Creative Writing Portfolio (3000 words or equivalent) – 60%
- Exercise: Writing, Reading and Participation Journal (1500 words or equivalent) – 30%

## ALW738 – Editing

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emmett Stinson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALW607, ALW638*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including: 1 x 2 hour seminar per week equivalent*

### 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 by focusing on project appraisal, copy-editing and structural editing. 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-Based Editorial Quizzes (1000 words or equivalent) – 20%
- Appraisal assignment (1500 words or equivalent) – 30%
- Editing assignment (2500 words or equivalent) – 50%

## ALW739 – Publishing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emmett Stinson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALW607, ALW639*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

### 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 Exercises (1000 words equivalent) – 20%
- Research Assignment (2000 words or equivalent) – 40%
- Publishing Profile and Marketing Plan (2000 words or equivalent) – 40%

## ALW740 – Foundations in Professional and Creative Writing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Le Rossignol*

*Trimester 2 Unit Chair: Briohny Doyle*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

## Content

This project-based unit introduces students to the foundations of Professional and Creative Writing through a combination of historical, conceptual and practical approaches to creativity, craft, form, theory, and publication. In-depth knowledge in each of these domains, combined with the capacity to see the connections between them, will equip students to maximise their own writing abilities through the medium of innovative contributions to local, national and international writing industries. Writers must be both professional and creative to thrive in a knowledge economy in which the figure of the Specialist Writer has largely been replaced with that of the Portfolio Writer. Thus, this unit will provide students with the skills, insights and vocabularies they need to be able to operate professionally and creatively across a range of writing forms, tasks and platforms. Layered into this aspect of learning will be close attention to the challenges and opportunities that globalization brings for the twenty-first century writer, in particular as these relate to the changing nature of solo and collaborative writing projects, to the challenge of catering to cross-cultural audiences, and to strategic choices for traditional and/or digital modes of writing dissemination. The unit will mainly focus on the production, development and editing of short prose.

## Assessment

- Exercise: Reflective Report (1500 words or equivalent) – 30%
- Exercise: Prose Writing Project (3000 words or equivalent) – 60%
- Class Exercises: Participation in online or class workshopping (500 words or equivalent) – 10%

# ALX420 – Honours Research Project A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\**

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\**

*\* subject to availability of a supervisor*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristine Moruzi*

*Trimester 2 Unit Chair: Kristine Moruzi*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A400*

*Incompatible with: AAR415, AAR416, AAR417*

*Scheduled learning activities – campus: 1 x 1 hour every two weeks in negotiation with supervisor*

*Scheduled learning activities – cloud (online): 1 x 1 hour every two weeks in negotiation with supervisor*

## Content

This unit consists of the preparatory phase of the Honours research project, and is the first of the four Honours Thesis units (A, B, C and D). The student will work with a supervisor to design their research topic, locate and review relevant research literature, and present and receive feedback on draft work in progress. The content of this unit will be determined by negotiation between the supervisor and the student. The Honours Thesis project may take the form of a written thesis (14–16,000 words) or a creative work and exegesis (6000 words).

## Assessment

The research project dissertation will be 14,000–16,000 words, or equivalent. This work will be completed over 4 units (ALX420, ALX421, ALX422, ALX423), 100%.

## ALX421 – Honours Research Project B

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\*

Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\*

\* subject to availability of a supervisor

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Kristine Moruzi

Trimester 2 Unit Chair: Kristine Moruzi

Prerequisite: ALX420, AAR412

Corequisite: Must be enrolled in A400 and be enrolled in, or have completed, ALX420

Incompatible with: AAR415, AAR416, AAR417

Scheduled learning activities – campus: 1 x 1 hour every two weeks in negotiation with supervisor

Scheduled learning activities – cloud (online): 1 x 1 hour every two weeks in negotiation with supervisor

### Content

This unit is the second of the four Honours Thesis Units (A, B, C and D). The student will work with a supervisor to refine their research topic, locate and review relevant research literature, and present and receive feedback on draft work in progress. The content of this unit will be determined by negotiation between the supervisor and the student. The Honours Thesis project may take the form of a written thesis (14–16,000 words) or a creative work and exegesis (6000 words).

### Assessment

The research project dissertation will be 14,000–16,000 words, or equivalent. This work will be completed over 4 units (ALX420, ALX421, ALX422, ALX423), 100%.

## ALX422 – Honours Research Project C

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\*

Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\*

\* subject to availability of a supervisor

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Kristine Moruzi

Trimester 2 Unit Chair: Kristine Moruzi

Prerequisite: AAR412 and ALX420

Corequisite: Must be enrolled in or completed ALX421

Incompatible with: AAR415 and AAR416 and AAR417

Scheduled learning activities – campus: 1 x 1 hour every two weeks in negotiation with supervisor

Scheduled learning activities – cloud (online): 1 x 1 hour every two weeks in negotiation with supervisor

### Content

This unit is the third of the four Honours Thesis Units (A, B, C and D). The student will work with a supervisor to advance their research, and present and receive feedback on draft work in progress. The content of this unit will be determined by negotiation between the supervisor and the student. The Honours Thesis project may take the form of a written thesis (16,000 words) or a creative work and exegesis (6000 words).

### Assessment

The research project dissertation will be 14,000–16,000 words, or equivalent. This work will be completed over 4 units (ALX420, ALX421, ALX422, ALX423), 100%.

## ALX423 – Honours Research Project D

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\*

Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)\*, Cloud (online)\*

\* subject to availability of a supervisor

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Kristine Moruzi

Trimester 2 Unit Chair: Kristine Moruzi

Prerequisite: AAR412 and ALX420

Corequisite: Must be enrolled in A400 and must be enrolled in or completed ALX422

Incompatible with: AAR415, AAR416, AAR417

Scheduled learning activities – campus: 1 x 1 hour every two weeks in negotiation with supervisor

Scheduled learning activities – cloud (online): 1 x 1 hour every two weeks in negotiation with supervisor

## Content

This unit consists of the completion phase of the Honours research project, and is the last of the four Honours Thesis Units (A, B, C and D). The student will work with a supervisor to present and receive feedback on the final draft, and to revise, edit and prepare their thesis for submission. The content of this unit will be determined by negotiation between the supervisor and the student. The Honours Thesis project may take the form of a written thesis (14–16,000 words) or a creative work and exegesis (6000 words).

## Assessment

Thesis (14,000–16,000 words) – 100%

## ALX705 – Critical and Creative Research Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alyson Miller*

*Trimester 2 Unit Chair: Alyson Miller*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ALX709, AAR410, AAR412, AAR710 and AAR712*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (1 x 2 hour seminar per week equivalence)*

## Content

This unit introduces students to the research methods, approaches and skills that will assist them in the conduct of the research for, and production of, their Masters Research project. It focuses on defining research and tackling issues concerned with the practice of research. It is a unit designed to complement the students' individual research projects and includes sessions on locating print and non-print sources, journalising and recording research and ethical issues in arts research. This unit provides students with the opportunity to develop and effectively structure their research project by considering paradigm shifts that result from research and providing collaborative and cross/arts interdisciplinary possibilities. Students will review others' research and participate in sharing and publicising research.

## Assessment

- Annotated Bibliography (1750 words or equivalent) – 35%
- Research Proposal (1000 words) – 15%
- Project Outline (2250) – 50%

## ALX720 – Minor Research Project

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Kristine Moruzi*

*Trimester 2 Unit Chair: Kristine Moruzi*

*Prerequisite: ALX705*

*Corequisite: Must be enrolled in A764*

*Incompatible with: Nil*

## Content

This unit enables students to undertake a two credit-point independent research project on a topic of their choice negotiated with their supervisor. Critical projects will be 10,000 words and will be based on primary and secondary sources. Creative projects will be comprised of a 7000-word (or equivalent) creative artefact and a 3000-word critical exegesis or artist statement.

## Assessment

Minor Research Project of 9000–10,000 words

## ALX722 – Masters Research Project A

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cassandra Atherton*

*Trimester 2 Unit Chair: Alyson Miller*

*Cohort rule: Must be enrolled in A764*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or completed ALX705*

*Incompatible with: ALX720*

*Scheduled learning activities – campus: Online independent and collaborative learning activities including: 1 x 2 hour online seminar equivalent per week in the form of contribution to live discussion boards and individual feedback on projects via email*



## Content

This 1 credit point unit consists of the preparatory phase of the Masters research project, and is the first of the four Masters Thesis Units (A, B, C and D). This unit introduces students to the requirements of the Research Project. In this unit, students will be provided with assistance in locating a supervisor and in starting work on their individual project. The content of this unit will be determined by negotiation between the unit chair, the individual supervisor and the student.

In this unit a chapter draft of 4000 words or equivalent will be submitted to receive feedback and assessment to guide your final research project submission. This mark will not impact on the assessment of your Masters research final project as it serves as formative assessment to inform your progress. Students are required to complete the thesis (4 credit points) in a maximum of two trimesters and should contact Postgraduate Student Support if assistance with course planning is required.

## Assessment

(Individual) – Chapter draft (4000 words or equivalent) – 100%.

## ALX723 – Masters Research Project B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristine Moruzi*

*Trimester 2 Unit Chair: Kristine Moruzi*

*Cohort rule: Must be enrolled in A764 course*

*Prerequisite: ALX705*

*Corequisite: Must be enrolled in or completed ALX722*

*Incompatible with: ALX720*

## Content

This unit entails independent research conducted individually under the guidance of a supervisor. Students and supervisors meet on a regular basis, either located (on-campus) or cloud (skype, phone and email). Students are responsible for the location and synthesis of knowledge and information resources that will produce their project outcomes using cloud and located resources and creative and critical methods

specific to their individual project. The unit guide, general resources relating to thesis writing, preparation and submission of the thesis, and information on higher degrees by research will be provided on CloudDeakin.

*Note:*

- 1. Students are required to complete the thesis (4 credit points) in a maximum of two trimesters and should contact Postgraduate Student Support if assistance with course planning is required*
- 2. There is no formal assessment requirement or an exit point providing a credit point for this unit. An XA result is recorded until the student has completed ALX722 Masters Thesis Unit A, ALX723 Masters Thesis Unit B, ALX724 Masters Thesis Unit C and ALX725 Masters Thesis Unit D*

## Assessment

The research project dissertation will be 18,000–20,000 words, or equivalent. This work will be completed over 4 units (ALX722, ALX723, ALX724, ALX725), 100%.

## ALX724 – Masters Research Project C

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristine Moruzi*

*Trimester 2 Unit Chair: Kristine Moruzi*

*Cohort rule: Must be enrolled in A764 course*

*Prerequisite: ALX705*

*Corequisite: Must be enrolled in or completed ALX723*

*Incompatible with: ALX720*

## Content

This 1 credit point unit is the third of the four Masters Thesis Units (A, B, C and D). The student will work with a supervisor to refine their research topic, locate and review relevant research literature, and present and receive feedback on draft work in progress. The content of this unit will be determined by negotiation between the supervisor and the student. The Masters Thesis project may take the form of a written thesis (18–20,000 words) or a creative work and exegesis (8000 words).

## Assessment

The research project dissertation will be 18,000–20,000 words, or equivalent. This work will be completed over 4 units (ALX722, ALX723, ALX724, ALX725), 100%

## ALX725 – Masters Research Project D

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristine Moruzi*

*Trimester 2 Unit Chair: Kristine Moruzi*

*Cohort rule: Must be enrolled in A764 course*

*Prerequisite: ALX705*

*Corequisite: Must have enrolled in or completed ALX724*

*Incompatible with: ALX720*

## Content

This 1 credit point unit consists of the completion phase of the Masters research project, and is the last of the four Masters Thesis Unit (A, B, C and D). The student will work with a supervisor to present and receive feedback on the final draft, and to revise, edit and prepare their thesis for submission. The content of this unit will be determined by negotiation between the supervisor and the student. The Masters Thesis project may take the form of a written thesis (18,000–20,000 words) or a creative work and exegesis (8000 words).

## Assessment

Dissertation (18,000–20,000 words) – 100%

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour seminar equivalent*

## Content

This unit provides an introduction to a selection of theoretical, historical and philosophical perspectives and positions. Students will become familiar with a range of influential ideas pertinent to their discipline and acquire understanding of how historical, philosophical and theoretical discourses and concepts can be used as frameworks for analysis. Topics addressed in this unit may include theories of power, gender, creativity, language and literature in a range of historical and contemporary perspectives.

## Assessment

- Essay (2500 word count or equivalent) – 50%
- Essay (2500 word count or equivalent) – 50%

## ALX727 – Masters Research Theory B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Antonia Pont*

*Prerequisite: Must have completed ALX705 and ALX726*

*Corequisite: Must be enrolled in A764*

*Incompatible with: AAR422*

*Scheduled learning activities – campus: 1 x 2 hour Welcome Seminar, 3 x 5 hour presentation to be confirmed, 7 x 2 hour Seminar (weeks 2, 3, 4, 6, 8, 9, 10).*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 5 hour presentation or equivalent and 1 x 2 hour seminar equivalent.*

*NB: Teaching will take place in a number of locations suited to the learning activities. This takes advantage of Deakin's broader teaching spaces and the special nature of this unit of study as preparation for Honours and Masters Thesis work.*

## ALX726 – Masters Research Theory A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Helen Young*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A764*

*Incompatible with: AAR412, AAR411, AAR712, ALL479, ALW492*

## Content

This unit is the companion unit of ALX726 Masters Research Theory A. It allows students to undertake an in-depth study of the genealogy of a theory or theoretical trajectory and to present and share their research with their peers. The focus of their study should be pertinent to their thesis but not its central topic, and it should contribute to the rigour of enquiry surrounding and supporting their main topic area. All students are required to contribute to, and participate in, the presentation practicals and seminars (or online equivalent).

*Note: Enrolments for this unit close on the Friday prior to Week 1 of trimester 2 in any year of offering.*

## Assessment

- Presentation Preparation Task & Quiz (750 words or equivalent) – 15%
- In-class or Online Video Presentation and Participation (2250 words or equivalent) – 45%
- Written Paper (2000 words or equivalent) – 40%

## AMC204 – 3D Character Animation

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jack Parry*

*Prerequisite: one of ACM138, AMC102 or AMC228*

*Corequisite: Nil*

*Incompatible with: ACM240*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

## Content

Students explore character performance and animation with ready-made 3D computer characters. Whole body animation and facial animation are studied and applied to create short animations that consider a character's intention, goals and its expression of visible emotion and thought.

## Assessment

- Assessment 1 – Research essay (800 word equivalent) – 20%
- Assessment 2 – Folio of original works – 60%
- Assessment 3 – Research Journal (800 word equivalent) – 20%

## AMC228 – Building 3D Objects and Worlds

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jack Parry*

*Previously: ACM138*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACM138, ACM238, ADA102*

*Scheduled learning activities – campus: Trimester 1: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

## Content

This is an introductory 3D computer animation course, which provides students the technical and conceptual knowledge of how to build objects through modelling, texturing and surface properties. By creating objects and considering lighting and camera movements students will build a virtual world and animate it. Narrative will also be explored through the design and layout of virtual objects and animated spaces and how these, in themselves, can express an intriguing story.

*Note: Student enrolment quotas apply to this unit*

## Assessment

- Assessment 1 – Object Design – 20%
- Assessment 2 – Object – 30%
- Assessment 3 – Storyboard – 20%
- Assessment 4 – Animated Sequence – 30%

## AMC300 – Pre-Production and Project Pitch

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dirk De Bruyn*

*Prerequisite: Two level 2 Animation units from A343 or A351*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Practical per week*

## 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. Students develop and refine a pitch for an animation that they conceive from its beginning. They spend time researching and developing the concept, creating the soundtrack and storyboards, and then integrate these elements into an animatic which they then pitch. There is the option in this unit to then continue and create the animated production in a sequential unit.

## Assessment

- Assessment 1 – Proposal (800 word equivalent) – 20%
- Assessment 2 – Work in progress – 30%
- Assessment 3 – Pitch and Animatic – 50%

## AMC327 – Designing Animated Worlds

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simeon Taylor*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ACN203*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 3 hour Seminar per week*

*Trimester 3: Intensive for 5 weeks in November/December*

## Content

This unit explores how content creation technologies are used to build animated, graphic and photographic environments. The unit engages students in understanding how elements such as game engines, 'apps' and digital and analogue interfaces, animation and motion capture techniques are used to build and navigate animated design worlds. Students work individually and in groups to construct short animations designed for contemporary multi-platform delivery systems, informed by skills developed in earlier units. Themes include character and story development, the emergence of 'machinima' as a game-based creative art practice and the use of maps, mazes and labyrinths within the architecture of game worlds. This unit does not require knowledge of computer programming.

## Assessment

- Assessment 1 – Exercises – 40%
- Assessment 2 – Individual Animation – 20%
- Assessment 3 – Group Presentation – 40%

## AMC339 – Documentary Animation

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dirk De Bruyn*

*Previously: ACM239*

*Prerequisite: One level 1 unit plus one level 2 unit from AMC or ACM coded units*

*Corequisite: Nil*

*Incompatible with: ACM239, AMC200*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

## Content

Students produce a short individual and group animation based on pre-developed scripts and storyboards, grounded in actual contemporary and/or historic events. This project-based unit enlists personal, present-day or archival sound recordings incorporating the spoken word and expressing aspects of the identified historic or contemporary episode to be 're-animated'. Students utilise and enhance skills in archival research, character development and lip-sync in the emerging genre of documentary animation. The unit examines how animation is currently used to support and enhance traditional documentary forms of storytelling, and to communicate events for which there is no visible trace or record, tackling the contemporary dilemma of the 'truth' of the digital image. Students build on image documenting practices in response to the proliferation of 2D and 3D image manipulation and recording strategies now resident in digital media, to develop their own storytelling style and approaches, using a diverse range of animation techniques, with a special emphasis on recording, communicating or articulating real phenomena. Students will have access to digital SLR cameras to capture data in the field, taking animation out of the studio and into the street, recording real incidents and situations through time-lapse, pixilation and other surveillance strategies.

## Assessment

- Assessment 1 – Presentation of class exercises: group and individual storyboard presentation (equivalent 1200 words) – 30%
- Assessment 2 – Research essay (equivalent 1000 words) – 25%
- Assessment 3 (Group) – Project (equivalent 600 words) – 15%
- Project (equivalent 1200 words) – 30%

## AMC340 – Major Creative Project

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Dirk De Bruyn*

*Prerequisite: ACM327 or AMC300 and at least one level 1 ACM or AMC unit and two level 2 ACM or AMC units from within the A353 compulsory core units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 4 hour*

*Seminar per week*

## Content

This unit follows from and completes creative work carried out in the first trimester unit AMC300 and forms the second half of a two-unit creative research and production module. Students will engage in professional creative production tasks involving (team) management principles, research methodology, project development, pre-production and production management on projects followed through to their realisation. Under staff supervision, students individually or in groups will develop their project from work already carried out in AMC300 (e.g. proposal, conception, research and planning) to full development and presentation in the form of a major project (short film). Peer review is an important part of the professional development of creative arts practitioners. Students are expected to work toward folio standards to produce a short film that could be accepted and screened in a number of industry contexts, such as an animation festival (e.g. MIAF). All students will present their final work in a formal screening context.

## Assessment

- Assessment 1 – Proposal (pitch) (5 minute oral presentation) – 20%
- Assessment 2 – Work in progress report (1600 word equivalent) – 20%
- Assessment 3 – Major creative project: presentation screening – 50%
- Assessment 4 – Post Production Script (800 word equivalent) – 10%

## APE101 – Create Your Own Career

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds*

*(Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alison Burns*

*Trimester 2 Unit Chair: Alison Burns*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MWL101*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour*

*Class per week (recordings provided), 1 x 1 hour online*

*Seminar per week*

## Content

This unit introduces students to three key principles of professional development planning – how to identify, research and pursue their preferred career path and how to develop their employability and professional skills throughout their studies and working life. The self-awareness section works on identifying their strengths and weaknesses, what they want from work and how to find potential careers. The industry awareness sections mentors students through researching an industry by interviewing a professional their preferred field. The decision making section helps them identify steps they can take during their degree to improve their employability. The work integrated learning sections helps them to explore opportunities to undertake internships, volunteer, study overseas or travel to build their experience and skills. This is designed to prepare students who wish to undertake APE201 Individual Professional Project and APE202 Team Professional Project or any other internship units within their own degree



## Assessment

- Seminar exercises ((1600 words (4 x 400 words)) – 40%
- Report 1 (career interview and reflection), (1200 words) – 30%
- Report 2 (professional development plan), (1200 words) – 30%

## APE201 – Individual Professional Project

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tony Chalkley*

*Trimester 2 Unit Chair: Alison Burns*

*Trimester 3 Unit Chair: Tony Chalkley*

*Prerequisite: Students must have approval from the Unit Chair to enrol in this unit and must have completed*

*4 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning activities and 80–100 hours of experiential placement. No formal class attendance is required*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities and 80–100 hours of experiential placement. No formal class attendance is required*

## Content

This unit provides students with the opportunity to undertake an approved project in order to gain experience of an appropriate professional/workplace environment and awareness of the skills and attributes that are required to operate effectively in it. In consultation with the placement supervisor, students will develop a project proposal with clear activities, goals and outcomes. Once approved, students will then implement the planned project, documenting the key activities and milestones. Upon completion of the project, students will conduct an evaluation, assessing attainment of the goals and outcomes and identifying actions and opportunities for further professional development in order to enhance graduate employability.

Approval is subject to completion of an online application that includes a draft project proposal and the availability of suitable projects and supervisory arrangements.

## Assessment

- Research and Writing Exercise (1000 words) – 25%
- Journal (1000 words) – 25%
- Report (2000 words) – 50%

## APE202 – Team Professional Project

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tony Chalkley*

*Trimester 2 Unit Chair: Tony Chalkley*

*Trimester 3 Unit Chair: Tony Chalkley*

*Prerequisite: Students must have approval from the Unit Chair and must have completed 4 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This unit will include 80–100 hours of project-related activities. No formal class attendance is required, but learning resources are provided.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities. Students will participate in work experience as part of a small team.*

## Content

This unit provides students with the opportunity to undertake an approved group (2–6 members) project in order to gain experience of an appropriate professional/workplace environment, and awareness of the skills and attributes that are required to operate effectively in it and in a team. In consultation with the placement supervisor, students will develop a project proposal with clear activities, goals and outcomes. Once approved, students will then implement the planned project, documenting the key activities and milestones. Upon completion of the project, students will conduct an evaluation, assessing attainment of the goals and outcomes, reflecting on the experience of working in a team and identifying actions and opportunities for further professional development in order to enhance graduate employability.

Approval is subject to completion of an online application that includes a draft project proposal and the availability of suitable projects and supervisory arrangements. If APE201 has already been undertaken, the project cannot be in the same professional/workplace environment or on the same topic.

## Assessment

- Assessment 1 – Research and Writing Exercise (1200 words) – 30%
- Assessment 2 – Journal (600 words per student) – 15%
- Assessment 3 – Report (2200 words) – 55%

## APE301 – Professional Practice Internship

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tony Chalkley*

*Trimester 2 Unit Chair: Tony Chalkley*

*Trimester 3 Unit Chair: Tony Chalkley*

*Prerequisite: Students must have approval of the Unit Chair and have completed APE201 or APE202*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This unit will include 100–160 supervised placement hours. No formal class attendance is required, but learning resources are provided.*

*Scheduled learning activities – cloud (online): This unit will include 100–160 supervised placement hours. No formal class attendance is required, but learning resources are provided.*

## Content

This unit provides students with an opportunity to undertake an internship with an approved organisation as a means to develop the student's ability to apply disciplinary knowledge, employ transversal skills in professional settings, and evidence attainment of graduate attributes that enhance future employment prospects and independent career planning.

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 Student Mobility website information ([deakin.edu.au/arts-ed/internships/](http://deakin.edu.au/arts-ed/internships/)) and are strongly advised to complete the pre-internship modules.

## Assessment

- Report (1000 words) – 20%
- Journal (1500 words) – 30%
- Final report (2000 words) – 40%
- Presentation (2 mins) – 10%

## ASC101 – Introduction to Sociology A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bernie East*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC201, ASC401*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## 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.

## Assessment

- Class/Online Exercises (1000 words or equivalent) – 25%
- Essay (1600 words) – 40%
- Examination (2 hours) – 35%

## ASC102 – Introduction to Sociology B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bernie East*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC202, ASC402*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1-hour Class per week (recordings provided), 1 hour online Seminar per week*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

### Content

This unit follows a module format wherein it addresses issues concerning sport, youth and deviance. By looking at trends including race and gender in sport, the impact of technology, work, and alcohol on youth, and examples of historical and contemporary deviance, students will develop an understanding of how these can be addressed sociologically. Importance is given to whether individual choice is the most significant determinant in outcomes or whether we are impacted by the structural influences in our lives.

### Assessment

- Class/Online Exercises (1000 words or equivalent) – 25%
- Essay (1600 words) – 40%
- Examination (2 hours) – 35%

## ASC206 – Sociology of Health

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bernie East*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC209, ASC236, ASC306, ASC309, ASC336*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

This unit involves an exploration of health across multiple dimensions. This includes a focus on the social patterns of health and illness, which focuses on describing and providing explanations for the differences between major social groups. The unit also addresses social groups in health care, which focuses on the development and current roles of several major occupational groups in the health care system. Social issues in health care, which provides a sociological perspective on a range of pressing health issues, is also a focus of this unit.

### Assessment

- Seminar/Online Exercises (800 words or equivalent) – 20%
- Essay (1600 words) – 40%
- Test (1600 words or equivalent) – 40%

## ASC210 – Youth Culture and Identity

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bernie East*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## Content

This subject introduces major sociological approaches to youth. The emphasis on transition and culture respectively will focus on the experience of young people in the 21st century in relation to identity (digital and subcultural), family, school, work, relationships, and location. Students will integrate the various sociological approaches and review the impact of young people as consumers and citizens. Students will also evaluate the operations of globalisation and related inequalities on this group of social actors.

## Assessment

- Presentation (800 words or equivalent) – 20%
- Essay (2000 words) – 50%
- Test (1200 words or equivalent) – 30%

## ASC211 – Religion and Social Change

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Anna Halafoff*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## Content

Religion was catapulted into the public mind at the turn of the 21st Century, following the tragic events of September 11, 2001. Religions have long played a role in promoting both cultures of peace and cultures of violence. Notable examples include religiously inspired social movements such as Gandhi's Satyagraha movement in India, the Civil Rights movement in the USA, and the global multifaith movement. From the 1970s onward, due to processes of globalisation, many societies have also become increasingly religiously diverse and everyday religion and spirituality continue to play a role in many people's lives.

All of these factors have led to a questioning of secularisation theory, which had predicted the decline of religious influence from public and political life. More recently, however, the rise of New Atheism, the public scrutiny of religious organisations and an increasing number of people declaring themselves to have no religious affiliation indicates that those who were quick to declare a new post-secular age may have been mistaken. This Unit will explore and critically evaluate the current state of religion in society, and the role of religious movements in social change, both peaceful and violent.

## Assessment

- Essay (1000 words) – 25%
- Presentation (1000 words) – 25%
- Report (2000 words) – 50%

## ASC233 – International Migration and Multicultural Societies

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Vince Marotta*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC333, ASC433, ASC633*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## Content

In examining social issues and processes of profound importance in today's world, this unit focuses on international 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 adopts a comparative approach in understanding the impact that migration has had on western and non-western countries. It delves into and scrutinizes some of the issues arising from international migration: such as racism, the plight of refugees, our understanding of citizenship, the impact of religious diversity, inter-culturally and multiculturalism. In addition, the unit examines constructions of national identity and ethnicity arising from migration.

## Assessment

- Class/Online Exercises (1200 words or equivalent) – 30%
- Class/Online Exercises (800 words or equivalent) – 20%
- Essay (2000 words) – 50%

## ASC250 – Contemporary Social Research

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrew Singleton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC161, ASC350, ASC450, ASC461*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour online Seminar per week*

## Content

The unit enables students to explore different modes of social science research. It comprises:

1. Key concepts in social research, including research design, ethics and sampling
2. Qualitative and ethnographic approaches, including in-depth interviews, participant observation and data analysis
3. Social surveys, including survey design, sampling, data analysis and reporting

## Assessment

- Report (2000 words) – 50%
- Report (2000 words) – 50%

## ASC287 – Love, Sex and Relationships

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bernie East*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC387, ASC487*

*Scheduled learning activities – campus: Burwood & Waurin Ponds: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## 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

- Essay (1600 words) – 40%
- Seminar/Online Exercises (800 words or equivalent) – 20%
- Test (1600 words or equivalent) – 40%



## ASC304 – Culture and Control: Boundaries and Identities

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Grazyna Zajdow*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC204, ASC263, ASC404*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Warrn Ponds (Geelong) Campus.*

### 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

- Seminar/Online Exercises (1000 words or equivalent) – 25%
- Essay (1000 words) – 25%
- Essay (2000 words) – 50%

## ASC308 – Social Theory Rewired: Power, Passion and Post Humanism

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vince Marotta*

*Prerequisite: ASC101, ASC102*

*Corequisite: Nil*

*Incompatible with: ASC203, ASC408*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### 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

- Class/Online Exercises (600 words or equivalent) – 15%
- Essay (2000 words) – 50%
- Test (1400 words or equivalent) – 35%

## ASC320 – Sex, Crime and Justice in An Electronic Age

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Grazyna Zajdow*

*Prerequisite: At least eight credit points towards your degree*

*Corequisite: Nil*

*Incompatible with: ASL320*

*Scheduled learning activities – cloud (online): 1 x 1 hour online Seminar per week*

### 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.

*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.*

### Assessment

- Journal (1200 words) – 30%
- Report (2000 words) – 50%
- Quiz (800 words or equivalent) – 20%

## ASC346 – Media, Stories and Power

*Enrolment modes: Not offered 2019, re-offered Trimester 1 2020*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC246, ASC446*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### 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

#### Campus:

- Essay (1600 words) – 40%
- Class Exercises (800 words or equivalent) – 20%
- Test (1600 words or equivalent) – 40%

#### Cloud (online):

- Essay (1600 words) – 40%
- Quiz (800 words or equivalent) – 20%
- Test (1600 words or equivalent) – 40%

## ASP109 – Freedom and Power: Existentialism and Beyond

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Patrick Stokes*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP209*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1-hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

Over the course of this unit, students will develop specific knowledge of some of the key ideas in French existentialist philosophy. The philosophies of Camus, Sartre, and de Beauvoir will be given particular attention, focusing on their views of freedom, anguish (or anxiety), mortality, authenticity, and value. In conclusion, we look at some subsequent objections to their views concerning the role of power in our lives.

### Assessment

- Quizzes – 20%
- Essay 1 (1500 words) – 40%
- Essay 2 (1500 words) – 40%

## ASP129 – Love, Sex and Death

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Patrick Stokes*

*Trimester 3 Unit Chair: Petra Brown*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP229, ASP329*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### 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. Our focus will be on romantic 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. We will also debate same-sex marriage. 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

- Assessment 1 (Group) – Group Assignment – 20%
- Essay (1500 words) – 40%
- Essay (1500 words) – 40%

## ASP208 – Introduction to Logical Reasoning

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cathy Legg*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP308*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Seminar per week (recordings provided)*

### 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 thinking techniques, including how to detect common reasoning errors and construct sound arguments, 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.

The later weeks of the unit explore some of the theory behind valid argumentation by teaching some introductory tools of analysis in formal logic (covering basic elements of both propositional and predicate logic). This unit will therefore be of interest to students of philosophy, as well as many other disciplinary areas.

### Assessment

- Quizzes (1000 words) – 25%
- Research and Writing Exercise x 2 (500 words each) – 12.5% each
- Examination (2 hours) – 50%

## ASP210 – Plato and Nietzsche

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sean Bowden*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP105, ASP213, ASP313, ASP307, ASP405*

*Scheduled learning activities – campus: 1 x 1 hour Class, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Cloud (online) 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### 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

- Assessment 1 (Group of 3–4 students) – Group Presentation (800 words or equivalent) – 20%
- Research and Writing Exercise (1200 words) – 30%
- Essay (2000 words) – 50%

## ASP214 – Justice and Equality

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: George Duke*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP314, ASP319, ASP320, ASP414*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

This introduction to political philosophy will provide an overview of a number of contemporary views regarding justice, liberty, equality, and democracy. In particular, the unit will involve a detailed consideration of Marxism, Utilitarianism, Liberalism, Libertarianism, Communitarianism, and Discourse Ethics.

### Assessment

- Class/Online Exercises (600 words) -15%
- Research and Writing Exercise (1000 words) -25%
- Essay (2400 words) – 60%

## ASP215 – Philosophy, Happiness, and the Good Life

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Matthew Sharpe*

*Prerequisite: Any first year Arts unit*

*Corequisite: Nil*

*Incompatible with: ASP213/313, ASP315, ASP415*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour online Seminar per week*

## Content

In this course, we look at some basic life questions everyone faces: what is happiness, and how do we attain it? Is pleasure the goal of life? Is fame the best thing to aspire to? Is strength of character enough to be happy, or do we need good luck? Should we moderate, or try to conquer emotions like anger? Is it ever right to lie? Is altruism the key to a good life, or pursuing self-interest? Each week, competing answers to these questions are examined, and students are prompted to engage with a host of the most important Western philosophers: Socrates, Aristotle, the Stoics, Cicero, Epicureanism, Natural Law, Hume, Kant and utilitarianism.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

## Assessment

- Seminar/Online Exercises (800 words) – 20%
- Assessment 2 (Group) – Essay 1 (1600 words) – 40%
- Essay 2 (1600 words) – 40%

## ASP216 – Ethics in Global Society

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Trimester 2 Unit Chair: George Duke*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP316, ASP416*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## 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

- Essay (2000 words) – 50%
- Examination (2 hours) – 50%

## ASP224 – Freud and Philosophy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jon Roffe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP324*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Geelong: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## Content

This course will introduce you to the core ideas of psychoanalysis, and consider how theory continues to cause and shape debates about the world we live in today.

Module 1 examines over seven weeks the key psychoanalytic theories of Sigmund Freud and Jacques Lacan, two of the most influential thinkers of the last 100 years. You will learn about Freud's theories of slips, dreams, sexuality, and the unconscious; and Lacan's ideas of the imaginary, symbolic, and Real.

Module 2 then critiques and applies psychoanalytic theory to questions surrounding science, feminism, the rise of populism today, and contemporary popular culture and social media.

## Assessment

- Assessment 1 (Group) – Seminar/Online Exercises (1200 words) – 30%
- Essay (1200 words) – 30%
- Essay (1600 words) – 40%



## ASP227 – Philosophies of Religion: Western, Asian, and Contemporary Inquiries

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Patrick Stokes*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP206/306, ASP327*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour*

*online Seminar per week*

### 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

- Essay (2000 words) – 50%
- Essay (2000 words) – 50%

## ASP228 – Philosophy, Art, Film

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jon Roffe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASP328*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

This unit consists of three modules. The first explores a number of issues in the philosophy of film, such as the nature of film and its status as an artform, the distinct kinds of experiences film provides us with, and whether film can 'do' philosophy and in what sense. The second module focuses on some modern philosophical approaches to art and aesthetic experience and addresses issues such as the nature of beauty and the sublime, the transformative power of art, and the relation between art and truth. The third and final module explores the relation between art and politics in the work of several contemporary philosophers.

### Assessment

- Essay (1500 words) – 30%
- Essay (2000 words) – 50%
- Quiz (800 words or equivalent) – 20%

## ASP263 – Buddhist Studies in India

*Enrolment modes: Trimester 3: Study Tour\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Leesa Davis*

*Prerequisite: One unit from: ASR100, ASC211, ASP227, ASR205 and ASR207. Students can enrol only after being accepted into the study tour. Please note that study tour units may not run each year. Enrolment is always subject to a selection process and approval by the Unit Chair as places are limited. Therefore students should always identify another unit as an alternative to a study tour unit when planning their course or major.*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements:*

*Pre-departure:*

*Whole day pre-departure workshop/information session*

*CloudDeakin module Introduction to Tibetan*

*Buddhism and Culture*

*Three x 2 hour pre-departure seminars on*

*Buddhist philosophy*

*In India: Classes, Seminars 3 weeks of 5 days, 5 hours per day, plus additional cultural programs.*

## Content

An intensive experiential introduction to Buddhist philosophy, Tibetan Buddhist hermeneutics and Tibetan history and culture. Students study at the Central Institute of Higher Tibetan Studies (CIHTS) and are taught by staff of that institute. Lectures on Tibetan politics, art, music and medicine are also given; and students participate in various ancillary activities, including Indian cultural programs, tours of Varanasi and travel to important Buddhist and Hindu sites in India. Each student is assigned a student colleague drawn from the student body of CIHTS who will help in acculturation and give a 'student's eye view' of Tibetan culture.

*Note: \*Not offered 2019, re-offered 2020 subject to School approval. Contact the Work Integrated Learning (WIL) team for queries: ARTSED Work Integrated Learning.*

## Assessment

- Online Exercises (1000 words) – 25%
- In-country Journal and Test (2000 words) – 50%
- Essay (1000 words) – 25%

## ASP309 – 20th Century French Philosophy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sean Bowden*

*Prerequisite: Must have passed at least one ASP-coded level 2 unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Cloud (online) 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

## Content

The unit will explore the rich period of philosophy that emerged from France in the 20th century. Students will come to grips with the work of philosophers such as Bergson, Canguilhem, Foucault, Deleuze, Derrida and Cixous. In doing so, students will come to understand the diverse philosophical views produced in 20th century France as unified by a concern to articulate a relationship between 'life' and 'thought'.

Finally, students will be asked to reflect on the ways in which the relation between life and thought remains a concern for philosophy, and to themselves engage with this problematic.

## Assessment

- Seminar/Online Exercises (400 words or equivalent) – 10%
- Assessment 2 (Group of 4–5 students) – Group Assignment (1400 words or equivalent) – 35%
- Essay (2200 words) – 55%

## ASP326 – Language and Reality

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cathy Legg*

*Prerequisite: Must have passed at least one ASP-coded level 2 unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour Seminar per week (recordings provided)*

## Content

Do we ever really know what someone else's words mean? How does language "hook onto" the world? What is the connection between language and truth? Do different languages create different realities? If humans are distinguished from other animals by the way we use language, as many believe, how does this work, exactly? In addressing these questions, this unit will explore some influential theories about language developed by twentieth century philosophers, many of whom famously foregrounded philosophy of language as the gateway to all other philosophical problems. Focusing on key figures such as Frege, Russell, Wittgenstein, Gadamer, Rorty, Brandom and Habermas, this unit will critically examine some of philosophy's recent contributions to the understanding of language and communication.

## Assessment

- Online Exercises (600 words) – 15%
- Research and Writing Exercise (1000 words) – 25%
- Essay (2400 words) – 60%

## ASR100 – World Religions

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Leesa Davis*

*Trimester 3 Unit Chair: Leesa Davis*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASB105, ASB106, ASP102, ASP202, ASP205, ASP305, ASP405*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 scheduled online seminar per week.*

### 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 different conceptions of salvation or liberation.

*Note: Previously coded ASP102*

### Assessment

- Essay (1500 words) – 40%
- Essay (1500 words) – 40%
- Online Exercises – 20%

## ASR200 – Religion, Spirituality and Popular Culture

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Tittensor*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

### Content

This unit examines contemporary trends in spirituality and religion (including New Religious Movements, no religion, and world religions) and how these find expression in the global digital age. It also examines how popular culture – supernatural and magical movies, books, TV – is implicated in the experience of religion and spirituality, particularly among young people. The unit is informed by theories of secularisation, re-enchantment, cultural appropriation, the network society, globalisation and gender.

### Assessment

- Report (2000 words) – 50%
- Report (2000 words) – 50%

## ASR205 – Mindfulness, Meditation, and Buddhism

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Leesa Davis*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 scheduled online seminar per week.*

## Content

Buddhism is a complex, multi-dimensional religious tradition that is far more diverse in philosophies, doctrines and practices than is generally realized. Buddhism is perhaps also unique amongst World Religions in that many of its core ideas, practices, and spiritual understandings have been taken out of their traditional religious contexts and adapted, appropriated, and employed in secular and non-religious contexts.

This unit introduces students to the rich tapestry of traditions, doctrines, and practices that are found throughout the Buddhist world: both in their traditional and modern expressions. In the traditional contexts we look at the “how” of Buddhist practice by exploring diverse meditation practices and their accompanying philosophical underpinnings. In modern expressions we look at how adaptations and appropriations of ancient Buddhist practices such as “mindfulness” have fed into contemporary adaptations of “engaged Buddhism” and “eco-dharma” and how these ideas are impacting on modern worldviews and ideas of “well-being”. We also consider other contemporary expressions of Buddhism such as secular Buddhism, agnostic Buddhism, and atheistic Buddhism.

Students will have the optional opportunity to experiment with Buddhist meditation practices such as insight meditation and Zen meditative techniques.

## Assessment

- Short Essay (1000 words) – 25%
- Online exercise (1000 words or equivalent) – 25%
- Major Essay (2000 words) – 50%

## ASR206 – Gender and Sexuality in Islam

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Tittensor*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

## Content

The questions of gender and sexuality in Islam have for a long time been a points of contestation both within Muslim communities in their country of origin and in the West. This unit will provide an entry point into these debates and look to give students a firm grounding of the key issues as they pertain to Islam, gender and sexuality. It will begin with an exploration of the key texts (Qur'an & Sunna) and the different ways that these are interpreted across the Muslim world to define the roles of men and women and their relationship with God. Alongside this, the unit will survey a range of key debates, such as Islamic feminism, gender justice, women's leadership and homosexuality. The unit will also include the exploration of Muslim masculinities and how changes in this space are impacting gender dynamics in Islam.

## Assessment

- Short Essay (1000 words) – 25%
- Journal (1000 words equivalent) – 25%
- Major Essay, 50% (2000 words) – 50%

## ASR207 – Tibetan Buddhism

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gillian Tan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week (livestreamed with recordings provided) and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 scheduled online seminar per week.*

## Content

The popularity of Tibetan Buddhism in the West, advocated by celebrities such as Richard Gere, raises interesting questions about the appeal of this particular “religion”. Concurrently, a rising trend in practices grounded in Tibetan Buddhism, such as meditation and mindfulness, are distinctly presented as “not-religious”. What is Tibetan Buddhism, and how can we begin to further understand the complexities of this conceptual and practical system, with its distinct history, culture, language and philosophy?

In this unit, Tibetan Buddhism is presented according to two broad approaches: the first, which sets a general introduction to the unit, is trans-disciplinary and includes an exploration of historical adaptations of Buddhism in Tibetan regions and philosophical underpinnings to the various traditions of Tibetan Buddhism, among others. The second focuses on the ethnography of Buddhism in Tibetan cultural areas and beyond. By examining rich and in-depth cultural and symbolic practices of Tibetan Buddhism and highlighting the complexities of this continually adapting system, we develop critical insights on the nature of “religion” in Tibetan cultural areas and compare these with adopted practices in supposedly secular societies.

Note: Commencing 2019

### Assessment

- Short Essay (1000 words) – 25%
- Online/Seminar exercises (1000 words equivalent) – 25%
- Major Essay (2000 words) – 50%

## ASR208 – Contemporary Islam

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Tittensor*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

### Content

Islam is often presented in the media and in some academic discourses as a monolith; a notion that has taken on increased currency since the advent of 9/11, which popularised Samuel Huntington’s ‘Clash of Civilisations’ thesis. This unit will look to dispel this misconception by introducing students to the many ‘houses’ of Islam around the world and the significant variations that abound with regards to how Islamic tradition is interpreted and applied in contemporary societies. In doing so, the unit will explore topics such as Islamic liberalism, jihad, extremism, shari’a, sectarianism, and Sufism.

It will critically analyse how these concepts are incorporated into the socio-political scene in different Muslim countries and minority contexts. The unit also includes key approaches to the study of Islam.

### Assessment

- Short Essay (1000 words) – 25%
- Journal (1000 words equivalent) – 25%
- Major Essay (2000 words) – 50%

## ASR300 – Religion, Rights and Governance

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anna Halafoff*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class (recordings provided), 1 x 1 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class (recordings provided), 1 x 1 hour Online Seminar (recordings provided) per week*

### Content

Religion has played a prominent role in the public sphere in the last two decades due to processes of globalisation and mediatisation. Societies are increasingly religiously diverse and non-religious, largely as a result of widespread movement of people, and global media is increasingly shaping our societies and influencing public policies. In addition, religion has frequently been the subject of public debate and concern regarding issues of radicalisation, values, gender equity and environmental risks. This unit examines the nexus between religion, rights, and governance, through the study of theories of managing and governing religious diversity. These theories will then be applied to a range of public policy issues pertaining to religion and education, sexuality, animal rights and countering extremism in and beyond Australia.

### Assessment

- Report (2000 words) – 50%
- Essay (2000 words) – 50%



## ASS101 – Peoples of the World

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Roland Kapferer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week*

### 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

#### Campus:

- Assessment 1 – Class and Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 30%
- Assessment 4 – Closed-book exam – 30%

#### Cloud (online):

- Assessment 1 – Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 30%
- Assessment 4 – Closed-book exam – 30%

## ASS102 – Culture and Communication

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rohan Bastin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week.*

### 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

#### Campus:

- Assessment 1 – Class and Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 30%
- Assessment 4 – Closed-book exam – 30%

#### Cloud (online):

- Assessment 1 – Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 30%
- Assessment 4 – Closed-book exam – 30%

## ASS203 – Being Human (With the Nonhuman)

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gillian Tan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week*

### Content

This unit introduces students to the various ways that “being human” is understood and experienced among different groups of people, particularly in their classifications of, and relationships with, nonhumans, such as animals and deities. A framework of what it means to be human often presupposes a certain definition of consciousness. For the most part, this is predicated on the subjective “I” and a corollary understanding of the individual. But is this framework universal? How do people in non-modern societies, for example, convey what it means to be human? This unit explores the multiple ways of “being human” and suggests that one articulation reveals itself through relationships with nonhumans. By examining how nonhumans are included into society – through kinship structures, for example – and the implications on notions of personhood and consciousness, this unit opens up the possibilities of what it means to be human while simultaneously clarifying its scope.

### Assessment

- Assessment 1 – Seminar exercises – 25%
- Assessment 2 – Journal – 35%
- Assessment 3 – Essay – 40%

## ASS204 – Urban Spaces, Global Places

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Giles*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week.*

### Content

For the first time in human history, more people live in cities than outside of them. Cities around the world swell and transform. New ones spring up virtually overnight. The anthropology of the twenty-first century, therefore, must be an urban anthropology. Meanwhile, these transformations in habitation and migration reflect a sea shift in global economies and political systems with parallel implications for diverse people in far-flung corners of the world. New kinds of cities emerge to reflect this shared landscape, from sleek financial centres to cosmopolitan postcolonial crossroads to industrial megalopolises. An urban anthropology, therefore, must be an anthropology of global connectedness. This unit will explore the intersection of these two approaches.

We will ask a range of questions. What are cities and how are they constructed, socially and materially? How do urban environments remake everyday life, and vice versa? How does space become place? How do cities facilitate the comings and goings of people, things, and ideas around the world? The unit will feature the work of anthropological researchers, urban ethnographers, and other social scientists who have wrestled with these questions. In addition, students will conduct their own experiential research in their own urban environments.

### Assessment

- Assessment 1 – Online exercises – 25%
- Assessment 2 – Journal – 35%
- Assessment 3 – Essay – 40%

## ASS205 – Anthropology of Poverty and Development

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tanya King*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASS305, ASS331*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week*

### 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

#### Campus:

- Assessment 1 – Class and Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 35%
- Assessment 4 – Group project – 25%

#### Cloud (online):

- Assessment 1 – Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 35%
- Assessment 4 – Group project – 25%

## ASS206 – Medical Anthropology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Giles*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASS306*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week*

### 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

#### Campus:

- Assessment 1 – Class and Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 35%
- Assessment 4 – Group project – 25%

#### Cloud (online):

- Assessment 1 – Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 35%
- Assessment 4 – Group project – 25%

## ASS233 – Myth and Ritual

*Enrolment modes: Trimester 2\*: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rohan Bastin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week*

### Content

An introduction to the anthropology of religion. The unit examines the comparative study of cosmology, myth and ritual systems and their importance in the history of anthropological thought. The unit focuses predominantly on forms, recurrent themes and cross-cultural comparisons of myth. Through the analysis of creation myths, eternal return, and the concept of mythical archetypes such as trickster and hero, the unit critically evaluates different theoretical approaches centring on concepts of mythical thought and the human unconscious. Attention then shifts to the nature of ritual and to the relationship (or not) between ritual and myth. Themes explored include sacrifice, ritual time (and eternal return), life crisis, festival and performance, trance and ritual virtuality. Through the study of these phenomena the unit concludes with some initial propositions concerning anthropology and religious experience.

*Note: \*Offered in Trimester 1 only in 2020*

### Assessment

#### Campus:

- Class and Online exercises – 20%
- Online quizzes – 20%
- Essay – 35%
- Journal – 25%

#### Cloud (online):

- Online exercises – 20%
- Online quizzes – 20%
- Essay – 35%
- Journal – 25%

## ASS234 – Environmental Anthropology

*Enrolment modes: Trimester 1\*: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tanya King*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week*

### 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.

*Note: \*Offered in Trimester 2 only in 2020*

### Assessment

#### Campus:

- Class and Online exercises – 20%
- Online quizzes – 20%
- Essay – 35%
- Journal – 25%

#### Cloud (online):

- Online exercises – 20%
- Online quizzes – 20%
- Essay – 35%
- Journal – 25%

## ASS329 – Anthropology of Crime and Violence

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Giles*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASS229*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week.*

### 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

#### Campus:

- Assessment 1 – Class and Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 40%
- Assessment 4 – Literature review – 20%

#### Cloud (online):

- Assessment 1 – Class and Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 40%
- Assessment 4 – Literature review – 20%

## ASS330 – Cyborg Anthropology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Roland Kapferer*

*Previously: Human Possibilities in the Age of Digital Communication*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1-hour class per week, 1 x 1-hour seminar per week.*

*Scheduled learning activities – cloud (online): 1-hour class per week (recordings provided), 1-hour online seminar per week*

### Content

The contemporary revolution in digital information and communication technologies has transformed the worlds of human experience and interaction. Recent social movements and popular uprisings are also increasingly mediated through digital technologies and this has led to ongoing debates concerning the regulation and governance of the Internet. In this unit, students will be introduced to anthropological perspectives that engage these issues. What do new technological discoveries and the interaction of embedded technologies tell us about human beings of today? How are human beings imagined and how is human potential being reconceived in the digital age? What will human beings look like and how will they behave in the future? This course will open up new and exciting ways of thinking about the nature of human being in the context of rapid technological and cultural change, as well asking how human experiences of love, death, culture, gender, identity, community, the body, mind, work and leisure are being transformed in the context of new technologies. Cyborg anthropology is about the world transforming event of modern technological development – it is about the new beings that human beings are becoming.

### Assessment

- Assessment 1 – Class and Online exercises – 20%
- Assessment 2 – Online quizzes – 20%
- Assessment 3 – Essay – 40%
- Assessment 4 – Multi-media project – 20%



## ASS705 – Anthropology of Poverty and Development

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tanya King*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 scheduled online seminar per week.*

### 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. 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, and 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

- Assessment 1 – Short Essay – 40%
- Assessment 2 – Research Essay – 60%

## ASS706 – Poverty, Health and Illness

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Giles*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 scheduled online seminar per week.*

### 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. Special emphasis is given to studying developing world contexts where disparities in wealth and resources impact upon health.

### Assessment

- Assessment 1 – Short Essay – 40%
- Assessment 2 – Research Essay – 60%

## AST205 – Sport, Bodies, Action!

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bernie East*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 1 Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour Class per week (recordings provided), 1 x 1 hour online Seminar per week*

### Content

This unit introduces students to the sociological analysis of contemporary sport. It focuses on key trajectories in both traditional professionalised sports (e.g. basketball, football, cricket) and emerging lifestyle sports and pastimes (e.g. parkour, roller derby, gaming) in Australia and internationally. The unit draws on sociological theories and research on sports celebrities, sport audiences, sport media, sports administration, corruption, gambling, race, gender and globalisation to understand and explain these patterns.

### Assessment

- Quiz (800 words or equivalent) – 20%
- Research and writing exercise (800 words) – 20%
- Report (2400 words) – 60%

## AST256 – Sport in History

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Tony Joel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIH256, AIH356, AIH456, AIJ203*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 2 hour scheduled online seminars*

### Content

Are Australians peculiar in their interest in sport? The unit studies the evolution of sport since classical times, and its different roles in society over time. Major changes in forms of sport are examined in relation to political, social, cultural, religious, and economic developments in society. Theories and interpretations of sport's role in society throughout history are examined, taking into consideration issues including class, gender, ethnicity, and power. Information and case studies are drawn from a diverse range of sports and countries, with students offered a chance to pursue particular interests. By the completion of the unit, you should know whether sport is only a game.

*Note: Bachelor of Arts course elective in the History major*

### Assessment

- Quiz (400 words) -20%
- Essay (1800 words) – 40%
- Presentation (1800 words) – 40%

## EAA301 – Personalising Learning: a Transdisciplinary Approach

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ben Whitburn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are delivered via CloudDeakin*

### Content

This unit consolidates understandings relating to the concept of personalised learning and how it relates to the curriculum, assessment and program planning for students with additional learning needs. It is designed to engage students in discussions about ideas of conformity, diversity, labelling, exclusion and inclusion. This unit will introduce students to the wide network of community supports and a transdisciplinary approach to supporting learners including the child mental health care system, the Department of Human Services, allied health workers and Child Protection. Students will learn how to use a variety of assessment tools and employ teaching and support strategies and support networks to assess and plan for learners with additional needs.

They will develop skills in collaborating with families and communicating clearly with parents providing evidence for meeting the APST 5 and 7.

### Assessment

- Assessment 1 – Analysis of transdisciplinary reports for communication with parents (1600 words) – 40%
- Assessment 2 – Construction of an individual learning plan (2400 words) – 60%

## EAD110 – Communication Skills for Study and Work

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emma Charlton*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A250, E200 or A200*

*Incompatible with: AIX117, AIX160, ALW117, ALW227, ASC160, EAD103*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar per week*

### Content

This unit will equip students with communication skills for tertiary study and the workplace. Students will learn how to make written and oral presentations, and practise these skills. Students will develop written communication skills in summarising, essay writing, referencing, sitting exams and avoiding plagiarism and collusion. Oral communication skills covered include threading together ideas into a presentation and developing these in a logical manner, engaging the audience, using appropriate vocabulary, speaking voice and eye contact.

### Assessment

3200 total words of assessment comprising:

- Assessment 1 – Summary of academic article (480 words) – 15%
- Assessment 2 – Oral presentation (equivalent to 620 words) – 20%
- Assessment 3 – Argumentative essay (1300 words) – 40%
- Assessment 4 – In-class test (equivalent to 800 words) – 25%

## EAD111 – Digital Literacy: Finding, Evaluating and Interpreting Information

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Piper Rodd*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ASC160, AIX160, EAD102, EAD103*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit will equip students with digital literacy skills for tertiary study and the workplace. Students will learn how to find, evaluate, use and disseminate digital information. Skills covered include using effective search strategies to find academic articles in online databases, presenting numerical data in table and graph forms, and produce digital resources that integrate material in a variety of formats. Students will also be familiarised with the principles for responsible online communication and online activity.

*Note: Students enrolled in A250, E200 or A200 must enrol on the Burwood (Melbourne), Warrnambool or Waurin Ponds (Geelong) campuses or seek written permission from the Course Director for Cloud (online) enrolment.*

*Students enrolled in courses other than A250, E200 or A200 must enrol Cloud (online) only.*

### Assessment

3200 total words of assessment comprising:

- Assessment 1 – Finding Online Resources Activity – 10%
- Assessment 2 – Report (950 words) – 30%
- Assessment 3 – Excel Skills Activity – 10%
- Assessment 4 – Online resource creation (equivalent to 1600 words) – 50%

## EAD112 – Critical Thinking and Problem Solving: Using Analysis to Develop Solutions

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emma Charlton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including some scheduled Collaborate sessions and weekly engagement with materials and responses in discussion forums.*

### Content

This unit will equip students with critical thinking and problem solving skills for tertiary study and the workplace. Students will learn how to analyse and evaluate academic arguments and identify their strengths and weaknesses. They will learn to analyse issues, identify problems, and propose approaches to finding solutions.

*Note: Students enrolled in A250, E200 or A200 must enrol on the Burwood (Melbourne), Warrnambool or Waurin Ponds (Geelong) campuses or seek written permission from the Course Director for Cloud (online) enrolment.*

*Students enrolled in courses other than A250, E200 or A200 must enrol Cloud (online) only.*

### Assessment

3200 total words of assessment comprising:

- Assessment 1 – Essay (1900 words) – 60%
- Assessment 2 – Oral presentation and defence – 20%
- Assessment 3 – Quiz – 20%

## EAD113 – Teamwork: Working Constructively with Others

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emma Charlton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit will equip students with teamwork skills for tertiary study and the workplace, including education teacher pathways. Students will learn how to be a good team member and practise working constructively with others in a team. Teamwork depends upon a range of skills such as negotiation, leadership, communication, intercultural awareness, and time management, all of which will be covered in this unit.

*Note: Students enrolled in A250, E200 or A200 must enrol on the Burwood (Melbourne), Warrnambool or Waurin Ponds (Geelong) campuses or seek written permission from the Course Director for Cloud (online) enrolment.*

*Students enrolled in courses other than A250, E200 or A200 must enrol Cloud (online) only.*

### Assessment

3200 total words of assessment comprising:

- Assessment 1 – Review (640 words) – 20%
- Assessment 2 – Analysis (960 words) – 30%
- Assessment 3 – Group media presentation – 50%

## ECA100 – Engaging and Exploring Arts Education

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dawn Joseph*

*Cohort rule: This unit is only available to students enrolled in: E200 – Associate Degree of Education; and E359 – Bachelor of Education Primary 2017 onwards commencing students*

*Prerequisite: For E200 students: Must have passed at least three units from EAD110, EAD111, EAD112, EAD113*

*Corequisite: Nil*

*Incompatible with: ECA209*

*Scheduled learning activities – campus: 1 x 2 hour Seminar and 1 hour online class per week*

### Content

The Arts (Performing Arts and Visual Arts) are essential to students' creative and expressive development in the primary school. In this unit you will engage with, and explore specific Art disciplines and practices. Through practical workshops based on content from the Victorian Curriculum-Foundation to Level 6, and using digital technologies and unit material, you will build skills, knowledge and understanding of the Arts. As pre-service teachers you will learn as 'artist and as audience' and through 'making and responding'. This unit introduces you to ways of incorporating Arts learning in primary school settings from a range of cultures, times and locations including Aboriginal and Torres Strait Islander peoples. The unit also aims to build your confidence and competence in teaching and learning the Arts.

### Assessment

- Assessment 1 – Music: written and practical work (1300 words or equivalent) – 33%
- Assessment 2 – Visual Arts: written and practical work (1300 words or equivalent) – 33%
- Assessment 3 – Drama/Dance: written and practical work (1400 words or equivalent) – 34%

## ECA210 – Music Studies: Earth, Wind and Fire

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dawn Joseph*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECA110, ECA310*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

Music Studies is an elective offered to students across all faculties. The elements of Earth, Wind and Fire in the title captures essence of expanding student's theory, aural and practical skills whilst engaging them in a non-Western genre. Students will increase their knowledge base of melody, harmony and aural acquisition skills. In addition, they will experience practical music making using classroom instruments, indigenous instruments (African and Aboriginal), songs, movement, digital technologies and ensemble performance. This unit also includes group instrumental lessons (dependent on staff either keyboard and or guitar) to develop and increase student's technical skills, sight-reading, and performance ability. Unique to this unit, is a focus study drawing together the elements of Earth Wind and Fire by studying Indigenous music (African music and culture at Burwood and Australian Aboriginal music and culture at Waurin Ponds and Warrnambool).

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Theory – 20%
- Assessment 2 – Practical – 30%
- Assessment 3 – Research Project – 50%



## ECA304 – Arts Education Specialisation Study

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Shelley Hannigan*

*Prerequisite: One of ACV101 or ACV102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x 6 hour intensives*

*Learning experiences are also via CloudDeakin*

### Content

This unit focuses on ways of teaching and learning in the Arts specialisation areas. Students will explore, experience and investigate socio-cultural perspectives in the Performing and Visual Arts. They will enhance their skills, knowledge and understandings of inclusive approaches to teaching in their Arts specialisation area. The unit also fosters designing learning activities that include digital technologies for educational purposes and settings.

### Assessment

- Assessment 1 – Arts curriculum and pedagogy assignment (2000 words or equivalent) – 50%
- Assessment 2 – Arts Education portfolio (2000 words or equivalent) – 50%

## ECA431 – Arts Education Discipline Study 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dawn Joseph*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit is part of a sequence undertaken by students completing an Arts methodology specialisation for teaching in secondary schools (Dance, Drama, Music, Visual Arts). The focus is on identifying contemporary arts curriculum initiatives in the post primary years 7–10 of compulsory education and within various contexts such as the classroom, the whole school and the broader community. Students will consider and critique a range of influences and initiatives in the curriculum of their arts discipline area, with a focus on the Australian Curriculum. The unit prepares students to research and apply skills required to design and develop lesson and unit sequences. They will develop assessment strategies, resources for teaching the art form, and engage with selected technologies as both a creative process and a teaching and learning medium. Students will develop critical and creative thinking skills, interpersonal communication and intercultural understanding as they analyse, reflect and build a philosophy of arts education.

Note: Arts discipline methodology specialisations are available for Campus and Cloud (online) study as follows:

- Visual Arts – available at Burwood (Melbourne) or Cloud (online)
- Music – available at Burwood (Melbourne) or Cloud (online)
- Dance – available at Burwood (Melbourne)
- Drama – available at Burwood (Melbourne)
- Media – available at Burwood (Melbourne)

### Assessment

- Assessment 1 – Curriculum Development: 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 – 50%
- Assessment 2 – Portfolio: 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 seminar presentations – 50%

## ECA432 – Arts Education Discipline Study 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Merinda Kelly*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): This unit shares all resources and weekly material with on campus students. Time engaging in independent study is expected to total an equivalent of 8–10 hours per week. This includes engagement with teaching and learning materials, responding to tasks, activities, posting and responding to others in forums, and participating in online discussions.*

### Content

This unit is the second in a sequence undertaken by students completing an arts methodology specialisation for teaching in secondary schools (Dance, Drama, Music, or Visual Arts). The focus is on identifying contemporary arts curriculum initiatives in the senior years 11–12 of secondary schooling within contexts such as the classroom, the whole school and the broader community. Students will consider and critique a range of influences and initiatives in the Senior Secondary curriculum of their arts discipline area, with a focus on the curriculum of relevance to their proposed teaching context. The unit prepares students to interpret, design and develop practical and theoretical learning experiences and lessons. They will explore resources, pedagogical frameworks and teaching strategies that will enable them to prepare students to meet prescribed coursework and examination requirements.

ECA432 students should note that arts discipline methodology specialisations are available strictly as follows:

- Visual Arts – available Burwood (Melbourne) or Cloud (online)
- Music – available Burwood (Melbourne) or Cloud (online)
- Dance – available Burwood (Melbourne) on-campus only
- Drama – available Burwood (Melbourne) on-campus only
- (Students choosing Media enrol in ECA736)

Note:

- Dance, Drama and Media offered Burwood (Melbourne) only
- Music and Visual Arts offered Burwood (Melbourne) and Cloud (online)

### Assessment

- Assessment 1 – Portfolio: Selection of artefacts (including digital), linked to contemporary theories of teaching and learning, focused on aspects of the selected arts discipline for senior secondary (2000 words or equivalent) – 50%
- Assessment 2 – Curriculum and Assessment Project: Design senior secondary curriculum unit, incorporating school based assessment procedures (2000 words or equivalent) – 50%

## ECA433 – Arts Education Discipline Study 3

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Merinda Kelly*

*Cohort rule: Must be enrolled in D347, E356, E359, E365, E377 or E455*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): This unit shares all resources and weekly material with on campus students. Time engaging in independent study is expected to total an equivalent of 8–10 hours per week. This includes engagement with teaching and learning materials, responding to tasks, activities, posting and responding to others in forums, and participating in online discussions.*

### Content

This unit aims to provide students with opportunities to enhance and enrich knowledge, skills and strategic approaches to learning and teaching in their selected specialist discipline (Dance, Drama, Music or Visual Art). Students undertake individual and collaborative explorations and exercises to navigate areas of high relevance to creative arts education, and the application of the arts for learning.

Digital technologies, methodologies and creative pedagogies are applied and tested within diverse educational, social and cultural contexts. Students have agency in negotiating an assessment project of relevance to their specific learning interests and aspirations. This unit also lays the foundations for future research-based projects of relevance to each student's chosen specialisation.

ECA433 students should note that arts discipline methodology specialisations are available for campus and Cloud (online) study strictly as follows:

- Visual Arts – available at Burwood (Melbourne) or Cloud (online)
- Music – available at Burwood (Melbourne) or Cloud (online)
- Dance – available at Burwood (Melbourne)
- Drama – available at Burwood (Melbourne)

Note:

- Dance and Drama offered Burwood (Melbourne) only
- Music offered Burwood (Melbourne) and Cloud (online)
- Visual Arts offered Burwood (Melbourne), Warrnambool, and Cloud (online)

### Assessment

- Portfolio of curriculum resources (2000 words or equivalent) – 50%
- Negotiated Research Project (2000 words or equivalent) – 50%

## ECA434 – Arts Education Discipline Study 4

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jo Raphael*

*Cohort rule: Must be enrolled in D347, E356, E359, E365, E377 or E455*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): This unit shares all resources and weekly material with on campus students. Time engaging in independent study is expected to total an equivalent of 8–10 hours per week. This includes engagement with teaching and learning materials, responding to tasks, activities, posting and responding to others in forums, and participating in online discussions*

### Content

In this unit participatory studio-based experience informed by aesthetic and critical debate in diverse social and cultural contexts will enable students to further enhance their reflective practice in their arts specialisation. Students undertake research projects in their arts specialisation (Dance, Drama, Music or Visual Art) that may include: a practical arts 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; or a review of literature on a particular issue related to the arts.

Note:

- Dance and Drama offered Burwood (Melbourne) only
- Visual Arts offered Burwood (Melbourne) and Cloud (online)
- Music offered Burwood (Melbourne) and Cloud (online)

### 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.

## ECA435 – Arts Education Discipline Study 5

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dawn Joseph*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit is part of a sequence undertaken by students completing an Arts methodology specialisation for teaching in secondary schools (Dance, Drama, Music, Media Arts or Visual Arts). The focus is on identifying contemporary arts curriculum initiatives in the post primary years 7–10 of compulsory education and within various contexts such as the classroom, the whole school and the broader community. Students will consider and critique a range of influences and initiatives in the curriculum of their arts discipline area, with a focus on the Australian Curriculum. The unit prepares students to research and apply skills required to design, and develop lesson and unit sequences. They will develop assessment strategies, resources for teaching the art form, and engage with selected technologies as both a creative process and a teaching and learning medium. Students will develop critical and creative thinking skills, interpersonal communication and intercultural understanding as they analyse, reflect and build a philosophy of arts education.

Note: Arts discipline methodology specialisations are available for Campus and Cloud (online) study as follows:

- Visual Arts – Burwood (Melbourne) or Cloud (online)
- Music – Burwood (Melbourne) or Cloud (online)
- Dance – Burwood (Melbourne)
- Drama – Burwood (Melbourne)
- Media Arts – Burwood (Melbourne)

### Assessment

- Assessment 1 – Curriculum Development: 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 – 50%
- Assessment 2 – Portfolio: 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 seminar presentations – 50%

## ECA436 – Arts Education Discipline Study 6

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Merinda Kelly*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit is part of a sequence undertaken by students completing an arts methodology specialism for teaching in secondary schools. The focus is on identifying contemporary arts curriculum initiatives in the post primary years 7–10 of compulsory education and within various contexts such as the classroom, the whole school and the broader community. Students will consider and critique a range of influences and initiatives in their selected specialist curriculum, including the National Curriculum: The Arts and AUSVELS: The Arts, contemporary arts education theory, practice and research. They will participate in curriculum planning and development, the scaffolding of teaching methodologies, assessment strategies and engage with selected technologies as both a creative process and a teaching and learning medium. Implementation of arts teaching techniques and strategies in the classroom will be supported by school observations and experiences.

Note:

- Dance, Drama and Media offered Burwood (Melbourne) only
- Music and Visual Arts offered Burwood (Melbourne) and Cloud (online)

## Assessment

- Assessment 1 – Journal Report: 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 – 40%
- Assessment 2 – Curriculum and Assessment Project: 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 – 60%

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.

## ECA731 – Arts Education Curriculum Study 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)\**

*Offering information: \*Dance, and Drama not available in Cloud (online) mode*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dawn Joseph*

*Cohort rule: Must be enrolled in D303, E760, E763, E763T or E765*

*Prerequisite: D303 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## Content

Arts discipline methodology specialisations are available for Campus and Cloud (online) study as follows:

- Visual Arts – available at Burwood (Melbourne) or Cloud (online)
- Music – available at Burwood (Melbourne) or Cloud (online)
- Dance – available at Burwood (Melbourne)
- Drama – available at Burwood (Melbourne)

This unit is part of a sequence undertaken by students completing an Arts methodology specialisation for teaching in secondary schools (Dance, Drama, Music or Visual Arts). The focus is on identifying contemporary arts curriculum initiatives in the post primary years 7–10 of compulsory education and within various contexts such as the classroom, the whole school and the broader community. Students will consider and critique a range of influences and initiatives in the curriculum of their arts discipline area, with a focus on the Australian Curriculum. The unit prepares students to research and apply skills required to design, and develop lesson and unit sequences. They will develop assessment strategies, resources for teaching the art form, and engage with selected technologies as both a creative process and a teaching and learning medium. Students will develop critical and creative thinking skills, interpersonal communication and intercultural understanding as they analyse, reflect and build a philosophy of arts education.

## Assessment

- Assessment 1 – Curriculum Development: 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 (equivalent to 2500 words) – 50%
- Assessment 2 – Portfolio: Appropriate to the specific arts education area, portfolio submissions with ICT based teaching and learning presentations (equivalent to 2500 words) – 50%



## ECA732 – Arts Education Curriculum Study 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Offering information: Dance and Drama not available in Cloud (online) mode*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Merinda Kelly*

*Cohort rule: Must be enrolled in D303, E760, E763, E763T or E765*

*Prerequisite: ECA731 or ECA735. D303 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): This unit shares all resources and weekly material with on campus students. Time engaging in independent study is expected to total an equivalent of 8–10 hours per week. This includes engagement with teaching and learning materials, responding to tasks, activities, posting and responding to others in forums, and participating in online discussions.*

### Content

This unit is the second in a sequence undertaken by students completing an arts methodology specialisation for teaching in secondary schools (Dance, Drama, Music, or Visual Arts). The focus is on identifying contemporary arts curriculum initiatives in the senior years 11–12 of secondary schooling within contexts such as the classroom, the whole school and the broader community. Students will consider and critique a range of influences and initiatives in the Senior Secondary curriculum of their arts discipline area, with a focus on the curriculum of relevance to their proposed teaching context. The unit prepares students to interpret, design and develop practical and theoretical learning experiences and lessons. They will explore resources, pedagogical frameworks and teaching strategies that will enable them to prepare students to meet prescribed coursework and examination requirements.

ECA732 students should note that arts discipline methodology specialisations are available strictly as follows:

- Visual Arts – available Burwood (Melbourne) or Cloud (online)
- Music – available Burwood (Melbourne) or Cloud (online)
- Dance – available Burwood (Melbourne) on-campus only
- Drama – available Burwood (Melbourne) on-campus only
- (Students choosing Media enrol in ECA736 on-campus only)

Students will engage with selected technologies integral to the creative process, learning and teaching in their discipline area. They will develop critical and creative thinking skills, interpersonal communication and intercultural understanding as they continue to analyse, reflect and build a philosophy of arts education.

### Assessment

- Assessment 1 – Portfolio: Selection of artefacts (including digital), linked to contemporary curriculum and theories of teaching and learning, focused on aspects of the selected arts discipline for senior secondary (2500 words or equivalent) – 50%
- Assessment 2 – Curriculum and Assessment Project: Design senior secondary curriculum unit, incorporating school-based assessment procedures (2500 words or equivalent) – 50%

## ECA733 – Arts Education Curriculum Study 3

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Offering information: Dance and Drama not available in Cloud (online) mode*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Merinda Kelly*

*Cohort rule: Must be enrolled in a Master of Teaching course*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): This unit shares all resources and weekly material with on campus students. Time engaging in independent study is expected to total an equivalent of 8–10 hours per week. This includes engagement with teaching and learning materials, responding to tasks, activities, posting and responding to others in forums, and participating in online discussions.*

## Content

This unit aims to provide students with opportunities to enhance and enrich knowledge, skills and strategic approaches to learning and teaching in their selected specialist discipline (Dance, Drama, Music or Visual Art). Students undertake individual and collaborative explorations and exercises to navigate areas of high relevance to creative arts education, and the application of the arts for learning. Digital technologies, methodologies and creative pedagogies are applied and tested within diverse educational, social and cultural contexts. Students have agency in negotiating an assessment project of relevance to their specific learning interests and aspirations. This unit also lays the foundations for future research-based projects of relevance to each student's chosen specialisation. ECA733 students should note that arts discipline methodology specialisations are available for campus and Cloud (online) study strictly as follows:

- Visual Arts – available at Burwood (Melbourne) or Cloud (online)
- Music – available at Burwood (Melbourne) or Cloud (online)
- Dance – available at Burwood (Melbourne)
- Drama – available at Burwood (Melbourne)

## Assessment

- Project appropriate to the specific arts education area (2000 word count equivalent) – 40%
- Negotiated Research Project (3000 word count equivalent) – 60%

# ECA734 – Arts Education Curriculum Study 4

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Offering information: Dance and Drama not available in Cloud (online) mode*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jo Raphael*

*Cohort rule: Must be enrolled in a Master of Teaching course*

*Prerequisite: ECA733*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): This unit shares all resources and weekly material with on campus students. Time engaging in independent study is expected to total an equivalent of 8–10 hours per week. This includes engagement with teaching and learning materials, responding to tasks, activities, posting and responding to others in forums, and participating in online discussions.*

## Content

This unit aims to immerse students in creative practice, aesthetic and critical debate in teaching and learning within their chosen arts discipline area (Dance, Drama, Music or Visual Art). Students research, analyse and apply a range of skill based strategies including digital technologies and pedagogies that inform and underpin teaching and learning within diverse social and cultural contexts. Students negotiate, design and undertake individual projects that may be practical or research-based, and may include independent investigation of their chosen arts specialisation in formal and informal education settings. ECA734 students should note that arts discipline methodology modules are available for campus and Cloud (online) study as follows:

- Dance – Burwood (Melbourne)
- Drama – Burwood (Melbourne)
- Music – Burwood (Melbourne), or Cloud (online)
- Visual arts – Burwood (Melbourne) or Cloud (online)

## Assessment

- Assessment 1 – Portfolio: Essay or portfolio or presentation appropriate to the specific arts education area (2000 words or equivalent) – 40%
- Assessment 2 – A negotiated research project: Focus on a project appropriate to the specific arts education area (4000 words or equivalent) – 60%

## ECA735 – Arts Education Curriculum Study 5

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dawn Joseph*

*Cohort rule: Must be enrolled in D303, E760, E763, E763T or E765*

*Prerequisite: D303 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit is part of a sequence undertaken by students completing an Arts methodology specialisation for teaching in secondary schools (Dance, Drama, Media Arts, Music or Visual Arts). The focus is on identifying contemporary arts curriculum initiatives in the post primary years 7–10 of compulsory education and within various contexts such as the classroom, the whole school and the broader community. Students will consider and critique a range of influences and initiatives in the curriculum of their arts discipline area, with a focus on the Australian Curriculum. The unit prepares students to research and apply skills required to design, and develop lesson and unit sequences. They will develop assessment strategies, resources for teaching the art form, and engage with selected technologies as both a creative process and a teaching and learning medium. Students will develop critical and creative thinking skills, interpersonal communication and intercultural understanding as they analyse, reflect and build a philosophy of arts education.

Arts discipline methodology specialisations are available for Campus and Cloud (online) study as follows:

- Visual Arts – Burwood (Melbourne) or Cloud (online)
- Music – Burwood (Melbourne) or Cloud (online)
- Dance – Burwood (Melbourne)
- Drama – Burwood (Melbourne)
- Media Arts – Burwood (Melbourne)

*Note: Dance, Drama and Media Studies not available in Cloud (online) mode*

### Assessment

- Assessment 1 – Curriculum Development: Essay on Curriculum Development appropriate to the specific arts education area (2500 word count equivalent) – 50%
- Assessment 2 – Portfolio: Portfolio appropriate to the specific arts education area (2500 word count equivalent) – 50%

## ECA736 – Arts Education Curriculum Study 6

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Merinda Kelly*

*Cohort rule: Must be enrolled in D303, E760, E763, E763T or E765*

*Prerequisite: ECA731 or ECA735. D303 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

ECA736 students should note that arts discipline methodology specialisms are available for Campus and Cloud (online) study strictly as follows:

- Dance – available at Burwood (Melbourne)
- Drama – available at Burwood (Melbourne)
- Media- available at Burwood (Melbourne)
- Music – available at Burwood (Melbourne), or Cloud (online)
- Visual Arts – available at Burwood (Melbourne), or Cloud (online)

This unit focuses on the post-compulsory years of schooling, years 11 and 12, and aims to develop students' abilities to research, create, implement and critically evaluate innovative teaching and learning practices in their selected specialism. Students actively participate in blended, located and cloud based (online) teaching and learning environments and with digital technologies.

They engage in critical and analytical discourse to devise and evaluate arts classroom practice and workplace simulations that integrate pedagogy, curriculum and technology.

*Note: Dance, Drama and Media studies not available in Cloud (online) mode*

### Assessment

- Curriculum Development: essay on Curriculum Development appropriate to the specific arts education area (2500 words or equivalent) – 50%
- Portfolio: portfolio appropriate to the specific arts education area (2500 words or equivalent) – 50%

## ECB704 – Commerce and Business Studies Curriculum Study B

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rose Buchanek*

*Prerequisite: EHU701*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 3 hours online independent and collaborative learning per week*

### Content

This unit is designed to equip students to effectively and competently teach Commerce and Business Studies at the senior years/post compulsory level. The main areas of study explored are Accounting, Business Management, Economics and Legal Studies. This unit will examine the structure of senior years/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 senior level. It will also include information on curriculum planning and the uses of various information technologies appropriate for teaching senior years in this field.

### Assessment

- Year 11 Media Analysis Assessment Task, Rubric and Report (2500 words or equivalent) – 50%
- Year 12 Backward Design Revision Sequence (2500 words or equivalent) – 50%

## ECE110 – Child Development 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Robertson*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online): Attendance at 2 Cloud Conferences per trimester, 1 x 1 hour online workshop per week, 3 x 1 hour online class per trimester (recordings provided)*

### Content

Analysis of selected theories of child development relevant to the birth to twelve years of age focusing on the holistic nature of development from conception to birth and the critical nature of early and later development. Domains of development – physical, psychosocial, and cognitive will be examined and how development may be fostered in home and care contexts. Students will critique Piaget's theory of sensory motor development analysing what is currently applicable to the birth – three age group. In addition, the work of the Neo-Piagians will be examined to determine how it has extended the work of Piaget. Students will develop understanding of attachment theory by critiquing the work of Bowlby and Ainsworth. Tools for assessment will be investigated, including observation techniques and appropriate documentation. Brain growth and function will be analysed with reference to influences on development including, nature-nurture debates, attachment theory, temperament and psycho-social well-being in infants, toddlers and children.

### Assessment

- Assessment 1 – Literature Critique Part A (400 words) – 10%
- Assessment 2 – Literature Critique Part B (1200 words) – 30%
- Assessment 3 – Essay (2400 words) – 60%

## ECE111 – Curriculum 1: Pedagogies and Play

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Robertson*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### Content

An understanding of early curriculum theory and its implementation is essential for the early childhood professional. The emergence of Belonging, Being & Becoming: The Early Years Learning Framework of Australia has given a new stimulus for examining early childhood curriculum. There are many different organizational and cultural contexts of early childhood and these differ also according to the age range of service provision. Current models of curriculum exist in early childhood centres in Australia and these will be reviewed critically. Students need to understand and apply the principles of curriculum development. As a reflective and critical practitioner they need to be able to make provision for the children in many diverse cultures of multicultural Australia. In addition, there are many contemporary curriculum issues that are important considerations for curriculum design, including attachment theory, the primary caregiver concept and circle of security, continuity in curriculum design, early childhood pedagogies, and assessing developmental learning outcomes, supporting the culture of the home and establishing supportive, respectful and responsive relationships in work with children, families and communities.

### Assessment

- Assessment 1 – Literature Critique (400 words) – 10%
- Assessment 2 – Curriculum Evaluation (1600 words) – 40%
- Assessment 3 – Curriculum Project (2000 words) – 50%

## ECE112 – Curriculum 2: Planning and Assessment for Teaching and Learning

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Karen Guo*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### Content

This unit will provide students with the ability to critically analyse and synthesise pedagogical principles of assessment and planning to reflect contemporary understandings of teaching and learning for children under two years of age. By critiquing their theoretical knowledge and understandings of assessment and planning, students will develop and broaden their competencies as teachers to incorporate the perspectives and aspirations of children under two and their families. Students will engage in critical reflection on the influences of their own values, beliefs and understandings about teaching and learning. They will develop the abilities to incorporate different understandings from their own world views when assessing and planning for children's learning. This will include the ability to recognise and respond to learning for individual children in a way that is inclusive of the child's own social and cultural understandings.

### Assessment

- Electronic Resource (2000 words) – 50%
- Planning for Learning (2000 words) – 50%



## ECE116 – Promoting Health, Wellbeing and Nutrition

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Llewellyn Wishart*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330 or E420*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### Content

The unit examines health, safety, nutrition and wellbeing of infants, toddlers and children in the early years. The unit examines legislative, regulatory and curriculum provisions as specified in ACECQA NQF, VEYLDF & Victorian Curriculum in relation to health, safety, wellbeing, nutrition, physical activity and physical education and what compliance is required to meet regulations, quality and curriculum standards specified at state and national level. Other content includes the appraisal of nutritional needs of infants and young children, including food allergies, cultural requirements of families and provision for these. The interrelationship between health, safety, nutrition and physical activity requirements in early childhood education and care contexts are considered. The application of licencing, NQF and curriculum standards are investigated including: hygiene practices, preventative health and safety routines, sleep and rest, immunisation, communicable diseases, management of sick children, food safety, physical education and health promotion. The role of the educator and teacher is examined as an agent promoting the health, safety and wellbeing of children.

### Assessment

- Assessment 1 – Literature critique (400 words) – 10%
- Assessment 2 – Regulation and policy design (1600 words) – 40%
- Assessment 3 – Family handbook (2000 words) – 50%

## ECE120 – Contemporary Perspectives of Education

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Guo*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 1 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### Content

Students will undertake a journey of understanding, critically evaluating the ongoing development of Early Childhood and Early Years Education in international and Australian contexts. They will identify and analyse connections between historical and contemporary philosophical and theoretical perspectives and educational practice in early childhood and primary settings. Students will also develop comprehensive knowledge about the principles of practice embedded within legislative, regulatory practices and curriculum documents. Students will be able to critique and discuss these in relation to contemporary contexts of teaching and learning, as part of the ongoing development of their own educational philosophy and capacity for reflective practice.

### Assessment

- Assessment 1 – Early Childhood Contextual Review – 40%
- Assessment 2 – Critical analysis (2400 words) – 60%

## ECE130 – Partnerships with Families and Communities

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kerry Archdall*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### Content

This unit will increase students' understandings about the potential for children's learning when teachers develop partnerships with families and communities. Students will examine theoretical perspectives of partnership and investigate how partnerships can be developed. Models of partnership will be deconstructed and critically analysed to develop students' understandings of the role of the teacher in leading collaborative relationships. The students will develop their own understandings of the communication, cultural competencies and leadership skills they can apply to form partnerships. This will incorporate critical self-reflection to explore their own values and beliefs about teaching and learning.

### Assessment

- Assessment 1 – Review (2000 words) – 50%
- Assessment 2 – Resource (2000 words) – 50%

## ECE140 – Creative Arts 1: Young Children and the Arts

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Fiona Phillips*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: ECE240*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2-hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*In-person attendance requirements: Students must attend and participate in face to face practical learning activities at the Waurin Ponds campus on the scheduled day during the trimester*

### Content

In this unit, engagement with online study materials and participation in practical workshops and seminars will enable students to critically appraise current trends in early year's arts teaching, learning and research. The Arts curriculum framework for the unit is underpinned by the aims and learning outcomes outlined in the current National Curriculum and articulated in the Victorian curriculum: The Arts and the Victorian Early Years Framework (VEYLF). This provides an Arts curriculum focus for beginning teachers, in a unit concerned with concepts of how young children actively engage with arts making and responding, of exploring concepts of creativity, and the use of imagination and thinking skills. The unit focuses on children's continuing arts sequential developmental engagement with Arts learning from the early years through the primary years of schooling. It embraces the concept of the arts as central to children's individual, sensory, cognitive, emotional, physical development located within diverse socio cultural environments.

Students will participate in artistic practice and aesthetic responding processes to inform their professional understanding of theoretical frameworks central to the creative arts processes in visual art, media arts, music and the performing arts. They will apply this knowledge in planning teaching and learning programs that support young children's engagement in and through the arts. They will devise ways to foster learning in and through the arts enabling young children to develop thinking skills and to participate in creative processes, using both traditional arts materials and techniques and selected multimedia and digital technologies to express ideas about themselves and their worlds.

Students will build on the concept that children's exploration and development of personal interwoven narratives and visual, aural, oral and kinaesthetic symbols enable them to express their ideas and feelings and give artistic form to thought and imagination.

Throughout the unit, students will identify and apply teaching approaches and learning strategies including play based and intentional learning relevant to both formal and informal early years' educational settings. Students will design and develop a Creative Arts program that supports the intellectual, social and cultural development of the whole child.

### Assessment

- Assessment 1 – E-Portfolio: Arts Advocacy (2000 words or equivalent) – 50%
- Assessment 2 – Web based Creative Arts Program (2000 words or equivalent) – 50%

## ECE211 – Mathematical Learning in the Early Years

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Virginia Kinnear*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 3 x 1 hour online class per trimester (recordings provided)*

### Content

This unit supports students in building young children's mathematical concepts and thinking by developing students' own understanding of the concepts underpinning mathematics. Students will be introduced to relevant educational theorists such as Montessori and Vygotskii. It will explore teaching and assessment strategies for developing mathematical concepts, understanding and skills such as numbers, measurement, patterns, two and three dimensional objects, and locations. Students will participate in practical work to enable them to create engaging and effective mathematical learning environments for all children in prior-to -school settings and Foundation to Year 2. Technology skills for educators including programmable toys and robotics such as Bee-Bot with pre-school children will be investigated through playful explorations.

### Assessment

- Assessment 1 – (1200 words) – 30%
- Assessment 2 – (1200 words) – 30%
- Assessment 3 – (1600 words) – 40%

## ECE212 – Curriculum 3: Planning and Assessment for Teaching and Learning

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Guo*

*Prerequisite: Must have passed 5 credit points at level 1 including ECE111 and ECE112*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit provides a context for the student to explore the relationship between documentation, planning and assessment for learning with children aged 3–12 years. It builds on the students' existing experience and knowledge of young children to support the development of responsive and respectful pedagogies that respect the child as an individual and support children as confident and involved learners. The unit will critique contemporary theoretical perspectives and curriculum approaches influencing early childhood pedagogy and practice both in Australia and globally, with a focus on child-centred practice as a context for learning. Students will continue to construct understandings about developing effective relationships and successful teaching interactions with children. They will also continue to develop teaching practices that promote children's inquiry, thinking and problem-solving skills to become confident and competent learners within their own cultural contexts, and develop their capacity to design and assess dynamic and challenging learning environments for both individual and groups to achieve optimum learning outcomes.

## Assessment

- Assessment 1 – (2000 words) – 50%
- Assessment 2 – (2000 words) – 50%

## ECE216 – Children's Health, Wellbeing and Physical Education

*Enrolment modes: This unit will not be offered in Trimester 1 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Llewellyn Wishart*

*Prerequisite: Must have passed 5 credit points at level 1 including ECE116*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour Practical per week, 1 x 2 hour Seminar per week. Learning experiences are also delivered by CloudDeakin*

*Warrnambool and Deakin Learning Centres:*

*Students are required to attend compulsory 3 x 3 hour intensives. Learning experiences are also via CloudDeakin*

## Content

The unit provides an overview of the theories of development in early childhood (birth to 8 years), with an emphasis on physical activity, physical development and the significant influences on development, health and wellbeing at this stage of the life span. The unit also discusses all the practical measure that early childhood and primary schools need to take in ensuring children's health and wellbeing in various contexts.

## Assessment

- Assessment 1 – Research Journal (600 words) – 15%
- Assessment 2 – Problem Based Learning Task (1400 words) – 35%
- Assessment 3 – Project/Program Development Task (2000 words) – 50%

## ECE220 – Science 1: Science and Environmental Awareness for Young Children

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: George Aranda*

*Prerequisite: Must have passed 5 credit points at level 1*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Students are required to attend 2 cloud conferences per trimester. 1 x 2 hour online workshops per week*

## Content

The content is organised around key science concepts cognitively appropriate for babies, toddlers and pre-school children. 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 through play.

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 applied through play, how young children develop their scientific and environmental understandings.

### Assessment

- Assessment 1 – Portfolio activities (equivalent 800 words) – 20%
- Assessment 2 – Probing children's understandings (1200 words) – 30%
- Assessment 3 – Research activity and report (2000 words) – 50%

## ECE230 – Language and Literacy Development in Early Childhood

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sarah Ohi*

*Prerequisite: Must have passed 5 credit points at level 1*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend 3 x 3-hour on-campus Seminars per trimester. Weekly learning experiences are also via Cloud Deakin.*

*Scheduled learning activities – cloud (online): Attendance at 2 Cloud Conferences per trimester, 3 x 3-hour online Seminars per trimester. Weekly learning experiences are also via Cloud Deakin.*

### Content

This unit aims to provide students with an in depth understanding of how language and emergent literacy develop in infants and young children. Students investigate theories and approaches to supporting early language and literacy development in children from birth to 8 years and consider their implications for practice. They also learn to assess, monitor and plan for children's language and literacy development.

Topics covered include definitions of language and literacy, the components of spoken language, language development, the role of adult-child interaction in children's language learning, the importance of home literacy practices, accessing quality children's literature and digital texts, storytelling, concepts about print, knowledge of the alphabet, phonemic and phonological awareness and mastering control of writing implements. Students become familiar with how to plan engaging learning experiences and provide supportive environments as a means of nurturing children's development in these areas, with the ultimate goal being that children will become effective communicators.

### Assessment

- Assessment 1 – Oral language development (2000 words) – 50%
- Assessment 2 – Early Literacy development (2000 words) – 50%

## ECE241 – Creative Arts 2: Music and Visual Arts

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Fiona Phillips*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: ECE440*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Scheduled learning activities – cloud (online): Attendance at 2 On campus Cloud Conferences per trimester, 1 x 1 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### Content

This unit is designed to introduce students to the theory and practice of learning and teaching in and through the visual arts and music. This occurs initially through the development of personal skills in arts practice, exploring and responding to the arts and secondly, in the construction of curricula materials for teaching in and through the visual art and music. Throughout the unit students participate in arts based learning experiences in order to develop personal professional skills and knowledge.



Students will also develop practical skills in the use of e technologies and digital media both for creative expression and for the development of digital e-learning artefacts.

This work is informed by a study of current state, national and international arts education initiatives and research. Throughout the unit, links are made between relevant theories of teaching and learning and their application in contemporary places of learning and teaching both in, and through, the Arts with a focus on music and visual art. Students are encouraged to consider the importance of the arts in interdisciplinary education and are made more aware of where the arts can overlap and combine with other learning areas to support outcomes, in particular the cross curriculum priority of Australian and Torres Strait Islander culture, history, knowledge and perspectives.

### Assessment

- Assessment 1 – Visual art Portfolio (equivalent to 2000 words) – 50%
- Assessment 2 – Music Portfolio (equivalent to 2000 words) – 50%

## ECE312 – Lifespan Development

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicole Downes*

*Trimester 3 Unit Chair: Nicole Downes*

*Prerequisite: Must have passed 5 credit points at level 1 including ECE110*

*Corequisite: Must be enrolled in E330*

*Incompatible with: ECE210*

*Scheduled learning activities – campus:*

*Trimester 2: Burwood: 1 x 2 hour seminar per week.*

*Students will also engage in a 1 hour online workshop per week*

*Trimester 3: Burwood: 3 x 6 hour intensive. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Trimester 2: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### Content

This unit will investigate the similarities and differences in 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.

The unit will also examine learning theories and their application to teaching context birth – 12 years. Approaches to catering for children with different developmental needs will be provided for critical reflection and discussion. Major theoretical perspectives and current debates related to development will be examined.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment 1 – Developmental Autobiography (2000 words) – 50%
- Assessment 2 – Focus Report (2000 words) – 50%

## ECE320 – Science 2: Science and Design Technology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wendy Jobling*

*Prerequisite: ECE220*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour class, 1 x 2 hour seminar per week*

*Deakin Learning Centres: 2 x 2 hour intensives, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### Content

This unit provides students with key pedagogical and theoretical knowledge related to the teaching of science to children in primary school settings. Students will critically engage with relevant curriculum documents and develop teaching strategies appropriate to the teaching of science.

## Assessment

- Assessment 1 – Portfolio – science activities (800 words) – 20%
- Assessment 2 – Teaching for quality learning in science (2000 words) – 50%
- Assessment 3 – Integrated science and technology design task (1200–2000 words) – 30%

## ECE330 – Multiliterate Learners in Early Years and School Environments

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrew Eyers*

*Campus contact: Andrew Eyers (Burwood (Melbourne))  
Maria Nicholas (Waurin Ponds (Geelong), Warrnambool,  
Deakin Learning Centres)*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: T1: 1 x 2 hour seminars per week. Students will also engage in a 1 hour online workshop per week  
Deakin Learning Centres: 2 x 2 hour face to face intensive per trimester, 1 x 1 hour online workshop per week, 6 x 1 hour online class per trimester (recordings provided)*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 1-hour online workshop per week, 6 x 1-hour online class per trimester (recordings provided)*

## Content

This unit is designed to prepare teachers of literacy and English in the information age. Students will examine the development of listening, speaking, reading and writing/creating print, digital and multimodal texts in the early and later years of schooling. Students will research the needs of diverse young literacy learners and contemporary literacy and English teaching practice and will 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

- Assessment 1 – Engagement with a literacy teaching program (2000 words) – 50%
- Assessment 2 – Engagement with a literacy learner (2000 words) – 50%

## ECE340 – Creative Learning Through the Arts

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Fiona Phillips*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 1 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit introduces students to teaching and learning in, about and through the arts in early childhood. Students engage with creative theories and pedagogies by being immersed in music visual arts, and media arts. A focus of the unit is on students developing their competencies as teachers, artists and researchers in the arts. By exploring both discipline-specific concepts and knowledge and integrated curriculum approaches, students gain an understanding of how to plan and implement creative arts experiences in educational programs. Students will extend practical skills in the use of e technologies and digital media both for creative expression and for the development of digital e-learning artefacts. Their work is informed by current national and international debate on creativity and arts education initiatives and research including, but not limited to, STEM to STEAM, Creativity and Innovation and Cultural identity.

## Assessment

- Report (1800 words or equivalent) – 40%
- Resource and Curriculum Package (2200 words or equivalent) – 60%

## ECE345 – Integrated Science and Technology Education

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Coral Campbell*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour Class per week, 1 x 2 hour*

*Seminar per week*

*Deakin Learning Centres: Learning experiences are via CloudDeakin. Students are also required to attend 3 x 3 hour intensives at the Waurn Ponds campus or Deakin Learning centres*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are also required to attend 3 x 3 hour intensives at the Waurn Ponds campus or Deakin Learning centres*

### Content

This unit is designed to develop an informed and critical perspective on the ways in which science & technology (DCT & ICT) might relate to real world problems. The key ideas underpinning this unit are the integration of exemplars of digital and design resources within the key ideas of science and/or mathematics, using critical engagement with relevant research literature to determine the most effective use of these resources. The unit provides participants with the challenge to improve their personal digital/ICT skills whilst giving them ideas which can be incorporated into most integrated science/technology areas. Participants will be introduced to range of digital tools, devices and the Australian Maker movement.

### Assessment

- Assessment 1 – Readings responses (1200 words) – 30%
- Assessment 2 – Essay (1600 words) – 40%
- Assessment 3 – Presentation (10 minutes) – 30%

## ECE360 – Protective Education and Child Well-Being

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicole Downes*

*Trimester 3 Unit Chair: Nicole Downes*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: Burwood: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Deakin Learning Centres: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Burwood: 3 x 6 hour intensive. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

### 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, e.g. trauma and learning;
- Professional and legal responsibilities for notification and support;
- Types of child maltreatment, their dynamics, and availability of community resources;

- Indicators of the various types of child abuse; supportive handling of disclosures of abuse, responding appropriately via child abuse prevention; policy, protocols and personal safety teaching.

## Assessment

- Development of a Child Safe Policy (1600 words) – 40%
- Response to case study scenario (1600 words) – 40%
- Online/in class participation (800 words) – 20%

## ECE370 – Guiding Engaged, Resilient Learners

*Enrolment modes:*

*Trimester 1: Burwood, Cloud (online), Deakin Learning Centres (online)*

*Trimester 3: Burwood, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kerry Archdall*

*Trimester 3 Unit Chair: Kerry Archdall*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: Burwood: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Deakin Learning Centre: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Burwood: 3 x 6 hour intensive. 1 x 1 hour online workshop per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit aims to introduce developmentally responsive approaches to the promotion of prosocial behaviours in early childhood and primary 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 (e.g. 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 in early childhood and school settings.

## Assessment

- Assessment 1 – Evaluating the learning environment (2000 words) – 50%
- Assessment 2 – Individualised Learning Plan (2000 words) – 50%

## ECE404 – Inclusive Education for Young Children

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Trimester 3: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicole Downes*

*Trimester 3 Unit Chair: Nicole Downes*

*Cohort rule: Student must be enrolled in course E330*

*Prerequisite: Students must have completed 10 credit points*

*Corequisite: Nil*

*Incompatible with: ECE350, ECE465*

*Scheduled learning activities – campus:*

*Trimester 2: Burwood: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Deakin Learning Centres: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Burwood: 3 x 6 hour intensive. 1 x 1 hour online workshop per week*

*Deakin Learning Centres: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Scheduled learning activities – cloud (online):*

*Trimester 2: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*



*Trimester 3: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit informs students' practice in the promotion of inclusion and equity of children and their families who experience or may be at risk of vulnerability. Through critical inquiry into contemporary theories, policies and practices on inclusive education and diversity, this unit develops students' understanding of a range of differences that can influence children's engagement and learning outcomes in early childhood and school contexts (e.g., individual ability, disability, family structure, social, socioeconomic, cultural and religious). The unit also aims to develop students' awareness, knowledge and skills of why and how inclusive education can be created. Rights-based pedagogical approaches which position teachers as change agents frame the unit. Topics include conceptualizing inclusivity, social justice, policies and discourses on the rights of children, indigenous community, people with disabilities, working with children who are gifted, and children's social, cultural and linguistic diversity. PSTs will engage with legislation, the ECA Code of Ethics and the VIT Code of Conduct to examine the challenges, contexts and issues that inform inclusive practice.

## Assessment

- Assessment 1 – Literature review (1500 words) – 40%
- Assessment 2 – Report (1500 words) – 40%
- Assessment 3 – Online peer discussion (1000 words) – 20%

# ECE420 – Supporting Children Making Transitions

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online), Deakin Learning Centres (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online), Deakin Learning Centres (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Carole Lanting*

*Trimester 3 Unit Chair: Carole Lanting*

*Cohort rule: Must be enrolled in E330*

*Prerequisite: Students must have completed 10 credit points before they can enrol in this unit.*

*Corequisite: Nil*

*Incompatible with: ECE350*

*Scheduled learning activities – campus:*

*Trimester 2: Burwood: 1 x 2 hour seminar per week.*

*Students will also engage in a 1 hour online workshop per week*

*Deakin Learning Centres: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Burwood: 3 x 6 hour intensive. 1 x 1 hour online workshop per week*

*Deakin Learning Centres: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Scheduled learning activities – cloud (online):*

*Trimester 2: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Attendance at Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit focuses on knowledge and skills teachers require to be able to support children making transitions, whether the transition is from home to early childhood education and care (ECEC) settings, moving from one age group in ECEC settings to another, from ECEC settings to school, participating in before or after school programs, or from home to school. The unit will examine the teacher's role in supporting children's transition, including preparing children for transition, planning transition activities that maintain children's sense of agency and adhering to relevant curriculum and policy guidelines. It will focus on how to develop positive relationships with families, local community members and other professionals to ensure transition practices are inclusive and equitable. As part of this unit PSTs will critique key stakeholder perspectives, analyse transition policies and develop a transition plan.

## Assessment

- Assessment 1: (Individual) – Policy Critique (2000 words) – 50%
- Assessment 2: (Individual) – Transition Plan (2000 words) – 50%



## ECE430 – Teacher as Researcher

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Robertson*

*Trimester 3 Unit Chair: Natalie Robertson*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: ESE499*

*Scheduled learning activities – cloud (online): 1 x 1 hour Online Collaboration session per month, learning experiences are also via CloudDeakin*

*Professional Experience: Students will be required to attend 35 hours of industry experience*

### Content

This unit involves students undertaking supervised individual or small group projects relevant to their specialist early years teaching course and profession. The specific topic must be negotiated with and approved by the staff member appointed to supervise the project. The project involves posing important questions, implementing their specialised knowledge in 35 hours of practice, conducting a relevant literature review, investigating and reporting findings. It is expected that students will develop a deeper understanding of their specialised early years' discipline area, and will research and apply established theories to a body of knowledge or practice. Also they will critically analyse and communicate research findings in their chosen area. The format of the final presentation is a matter for joint discussion and agreement between the student and the supervisor.

### Assessment

- Assessment 1 – Research plan (800 words) – 20%
- Assessment 2 – Literature Critique (1600 words) – 40%
- Assessment 3 – Final presentation (1600 words) – 40%

## ECE455 – Effective Primary Mathematics Learning

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Virginia Kinnear*

*Prerequisite: For students commencing from 2017 – ECE211. For students commencing prior to 2017 – ECE113.*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood: 1 x 3 hour seminar per week  
Deakin Learning Centres: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 3 x 1 hour online class per trimester (recordings provided)*

*Scheduled learning activities – cloud (online): Attendance at 2 Cloud Conferences per trimester, 1 x 2-hour online workshop per week, 3 x 1-hour online class per trimester (recordings provided)*

### 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 role of play in mathematical development;
- the development of children's early mathematical concepts;
- the four operations for whole numbers;
- fundamental concepts of vulgar fractions;
- the development of concepts for the measurement of length, area, mass, time, and volume/capacity;
- choosing and using effective resources for learning primary mathematics;
- the use of calculators in primary mathematics;
- involving parents in children's learning of mathematics;
- appropriate ways of incorporating the use of a range of learning technologies in the teaching of primary mathematics;
- assessing and reporting children's mathematical development; and
- state, national and international policies, programmes, and resources for developing and assessing children's mathematical development.

### Assessment

- Assessment 1 – (equivalent to 800 words) – 20%
- Assessment 2 – (equivalent to 1200 words) – 30%
- Assessment 3 – (equivalent to 2000 words) – 50%

## ECE491 – Perspectives of Management and Leadership

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Naomi David*

*Trimester 3 Unit Chair: Naomi David*

*Cohort rule: Must be enrolled in course E330*

*Prerequisite: Students must have completed 10 credit points before enrolling in this unit*

*Corequisite: Nil*

*Incompatible with: ECE390*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including scheduled online seminars once a month. In addition to this there are 3 additional online sessions to support assessment development.*

### Content

This unit will give students knowledge about educational leadership. Students will find and review appropriate literature about leadership in educational settings and apply this to contexts of their choosing. They will review and critique scholarly literature and will synthesise their findings identify strategies that leaders in a specific role in educational leadership might apply to problem-solving and consider the knowledge's and skills they would need to fulfil such a role. Unit content will include student's research into legislative areas in both the early childhood and primary sectors. Furthermore, students will discuss leadership as a means to increase their professional learning through their own and others teaching performance, as well as children's learning. Student's will engage in professional learning through the development of a collaborative ePortfolio will provide opportunities for self and professional critique by the means of networking and research. Students will engage with the ECA Code of Ethics and the VIT Code of Conduct to review ethical dilemmas and seek to understand professional responsibilities and the implications of ethical decision-making in leadership.

### Assessment

- Assessment 1 – Literature Review (2400 words) – 60%
- Assessment 2 – Portfolio, group task (1600 words equivalent per student) – 40%

## ECE761 – Early Childhood Pedagogy, Curricula and Programmes

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anne-Marie Morrissey*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E760, E761 or E764*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. Time engaging in learning activities is expected to total a combined equivalent of 8–10 hours per week. This includes engagement with materials, responses to tasks, regular forum posting and responding to others, scheduled synchronous online discussions and independent study. Your expected participation in scheduled synchronous discussions is a minimum of 3 hours per trimester.*

### 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

- Assessment 1 – Critical reflection on a curriculum model – 50%
- Assessment 2 – Planning and evaluation of a learning environment – 50%

## ECE762 – Language and Literacy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sarah Ohi*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E760, E761 or E764*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 3 hour Seminar per week over 3 weeks*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including 3 x 3 hour scheduled Collaborate sessions and weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – Short answer or multiple-choice quiz on key concepts – 10%
- Assessment 2 – Portfolio of inquiry based tasks – 60%
- Assessment 3 – Small group oral presentation based on research on a negotiated issue – 30%

## ECE763 – Science and Environmental Awareness

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wendy Jobling*

*Campus contact: Lihua Xu (Cloud (online))*

*Wendy Jobling (Burwood (Melbourne))*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E760, E761 or E764*

*Incompatible with: ECE402*

*Scheduled learning activities – campus:*

*Burwood: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – Probing Children's understandings (1800 words) – 30%
- Assessment 2 – Teaching for Quality Learning in Science and other disciplines – Research Reports (3000 words) – 50%
- Assessment 3 – Four seminar/On-line responses (1200 words) – 20%

## ECE764 – Young Children's Mathematics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Virginia Kinnear*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E760, E761 or E764*

*Incompatible with: ECE302*

*Scheduled learning activities – campus:*

*Burwood: 1 x 3 hour Seminar per week, learning experiences are also via CloudDeakin*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit develops specialist knowledge and understanding of current theories, curricula and practice in early year's mathematics learning and teaching, and examines how mathematics relates to all aspects of children's lives.

Particular foci are young children's mathematical competencies and potential and the development of foundational mathematical concepts, skills and dispositions early mathematical thinking and reasoning, and language.

Students will participate in practical work in professional settings to enable them to design, plan for and assess inclusive, engaging and effective mathematical learning environments for children in prior-to-school settings.

## Assessment

- Foundation knowledge for practice: Written paper that identifies and evaluates mathematical beliefs, knowledge and practices for planning effective mathematical learning experiences with young children (1600 words) – 40%
- Planning for the implementation and assessment of a mathematics learning sequence: Building on AT1, students plan for a sequence of mathematics learning experiences, and critically reflect on the mathematical learning purpose and its assessment (2400 words) – 60%

## Pre-reading

A Good Start to Numeracy, which is available from:  
[http://research.acer.edu.au/learning\\_processes/3/](http://research.acer.edu.au/learning_processes/3/)

And from the Deakin University library: Hughes, A. (2010). *Developing play for the under 3s* (2nd Ed). Routledge, London. Hughes, A. (2009). *Problem solving, reasoning and numeracy in the Early Years Foundation Stage*. Routledge, London.

## Essential

Montessori mathematics resources Sample Treasure Basket

## ECI226 – Professional Teaching Practice and Child Study (Birth to 3 Years)

*Enrolment modes:*

*Trimester 1: Off Shore*

*Trimester 2: Off Shore*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Bonnie Yim*

*Trimester 2 Unit Chair: Bonnie Yim*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E331*

*Incompatible with: ECP226, ECP410, IND201*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 2 hour scheduled intensive Collaborate sessions and weekly engagement with materials and responses in discussion forums.*

## Content

This unit will provide students with opportunities to engage with the education and care of children from birth to two years of age. Students will engage with infants and very young children, teachers and families and will be able to critically analyse and reflect on the components of quality environments and programmes for infants and very young children. Students will be able to make critical connections between theory and practice, and incorporate their understandings about the local/national/international legislative and regulatory requirements, including the accreditation requirements, and curriculum documents in the context of teaching, learning and care for children from birth to three years of age.

## Assessment

- Assessment 1 – Online Contribution (equivalent to 1600 words) – 20%
- Assessment 2 – Reflective Journal (2400 words) – 30%
- Assessment 3 – Critical self-review (equivalent to 4000 words) – 50%

## ECI305 – Professional Experience (3–6 Years)

*Enrolment modes: Trimester 2: Off Shore*

*Final year of offer 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Karen Guo*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E331*

*Incompatible with: ECP305*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including some scheduled Collaborate sessions throughout the trimester and weekly engagement with materials and responses in discussion forums.*

## Content

This unit will provide students with opportunities to teach and observe interactions between teachers and children from three to six years of age. Students will engage with children and teachers and will be able to critically analyse and reflect on the components of quality environments and curriculum. Students will be able to make critical connections between theory and practice, and incorporate their understandings about the local/national curriculum and the teachers' standards in the context of their own competencies.

## Assessment

- Assessment 1 – Reflective Journal (1600 words) – 40%
- Assessment 2 – Assessment and planning for learning (2000 words) – 50%
- Assessment 3 – Online discussion (400 words) – 10%

## ECI320 – Science and Design Technology

*Enrolment modes: Trimester 1: Off Shore*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wendy Jobling*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E331*

*Incompatible with: ECE320*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are also required to attend 4 hours a day for 5 days.*

## Content

This unit provides students with key pedagogical and theoretical knowledge related to the teaching of science to children in primary school settings. Students will critically engage with relevant curriculum documents and develop teaching strategies appropriate to the teaching of science.

## Assessment

- Assessment 1 – Portfolio – science activities (800 words) – 20%
- Assessment 2 – Teaching for quality learning in science (2000 words) – 50%
- Assessment 3 – Integrated science and technology design task (1200 words) – 30%

## ECI330 – Multiliterate Learners in Early Years and School Environments

*Enrolment modes: Trimester 1: Off Shore*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Angela Mcniven*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E331*

*Incompatible with: ECE330*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are also required to attend 5 x 4 hour intensives.*

## Content

This unit is designed to prepare teachers of literacy and English in the information age. Students will examine the development of listening, speaking, reading and writing/creating print, digital and multimodal texts in the early and later years of schooling. Students will research the needs of diverse young literacy learners and contemporary literacy and English teaching practice and will 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

- Assessment 1 – Engagement with a literacy learner (2000 words) – 50%
- Assessment 2 – Engagement with a literacy teaching program (2000 words) – 50%

## ECI350 – Transition Case Study

*Enrolment modes: Trimester 2: Off Shore*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Anna Kilderry*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E331*

*Incompatible with: ECE350*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are also required to attend 4 hours per day for 5 days.*



## Content

This unit explores research-based and experience-based issues of transition in early childhood education. Reading, discussions, and different sources of data will be used to identify key elements for individual case studies. Ethical considerations and methods of data collection are also undertaken. Students will contribute to a bibliography and present a case study proposal.

## Assessment

- Assessment 1 – Critique of Stakeholder perspectives (2500 words) – 30%
- Assessment 2 – Literature review (2500 words) – 30%
- Assessment 3 – Case study final report (3000 words) – 40%

## ECI390 – Management and Leadership

*Enrolment modes: Trimester 1\*: Off Shore*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Bonnie Yim*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E331*

*Incompatible with: ECE390*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 2 hour scheduled intensive Collaborate sessions and weekly engagement with materials and responses in discussion forums.*

## Content

This unit will give students industry experience related to the early childhood profession. Students will find appropriate placements in settings where they can learn more about and/or practice of professional advocacy, leadership and management. These include local, 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; vocational training institute and other registered training 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 and experience of leadership and management.

*Note: \*Final year of offer 2019*

## Assessment

Assessment 1 – Situated learning (35 hours) – 100%

## ECL210 – Multiliterate Learners in Early Years Environments

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Maria Nicholas*

*Previously: Language and Literacy: The Early Years*

*Cohort rule: Must be enrolled in E359 or E200*

*Campus contact: Andrew Evers (Burwood (Melbourne))*

*Maria Nicholas (Waurin Ponds (Geelong))*

*Terri Redpath (Warrnambool)*

*Prerequisite: For E359 students: Must have passed 5 credit points at level 1. For E200 students: Must have passed at least three units from EAD110, EAD111, EAD112, EAD113*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week. Learning experiences are also via CloudDeakin.*

## Content

This is the second in a four-unit sequence within the Bachelor of Education (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

- Engagement with an Early Years learner – 40%
- Engagement with an Early Years teaching program – 40%
- Assessment 3 (Group) – Group Multimodal Presentation – 20%

## ECL306 – Teaching and Learning Languages in Primary Contexts

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Michiko Weinmann*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in A225, A221, A222, A223 or A224 including enrolment in one unit from A221, A222, A223 or A224*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Learning experiences are also via CloudDeakin*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit provides an extensive overview of contemporary languages teaching methodology, in particular how it relates to primary contexts. It considers the ways that languages are learnt by diverse students in different contexts. This unit aims to develop a comprehensive understanding of the context of languages education with a view to critically evaluating and reflecting on the history of the discipline, the contemporary policy context the implementation of current approaches to pedagogy provision, in particular integrated approaches such as CLIL. In this unit students explore languages acquisition theory and its implications for languages teaching and a wide range of languages teaching methodologies. Students will apply different strategies for teaching assessment and evaluation and implement these in their assessments.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Evaluative report (2000 words) – 50%
- Assessment 2 – Lesson plans with introduction and rationale (equivalent to 2000 words) – 50%

## ECL307 – Introduction to the International Baccalaureate Primary Years Programme (IBPYP)

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Charles*

*Prerequisite: Nil*

*Corequisite: ETP300*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week.*

### Content

This unit will introduce students to key philosophy, principles and theories relating to the International Baccalaureate Primary Years Programme. Its position as an international curriculum will be analysed and concepts such as international mindedness will be considered. Students will develop an understanding of transdisciplinary inquiry and learn how to develop an inquiry unit. They will consider the way the IBPYP aims to develop the whole child through the Learner Profile and reflect on this curriculum model of holistic learning. The relationship between curriculum planning, assessment and learning in the IBPYP will be examined.

### Assessment

- Assessment 1 – Folio of PYP Elements (Individual) (2000 words equivalent) – 50%
- Assessment 2 – Transdisciplinary Inquiry Unit (Group) (2000 words equivalent) – 50%

## ECL310 – Multiliterate Learners in Middle Years Environments

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Joanne Quick*

*Previously: Developing Language and Literacy: The Middle Years*

*Campus contact: Andrew Evers (Burwood (Melbourne))*

*Jo Quick (Warrnambool (Geelong))*

*Terri Redpath (Warrnambool)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Learning experiences are also via CloudDeakin*

### Content

This is the third in a four-unit sequence within the Bachelor of Education (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 year's 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 year's 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 year's learners. Reflection on personal learning and performance is a core aspect of the unit

### Assessment

- Assessment 1 – Literacy Learning Profile (2000 words) – 50%
- Assessment 2 – Literature-based Plan (2000 words) – 50%

## ECL350 – Teaching EAL/D Students

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rod Neilson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

The aim of this unit is to provide knowledge and skills to help deal effectively with learners for whom the mainstream medium of instruction is a second or additional language. Given the importance of English both locally and internationally and the increasing flow of people in the globalised economy, every teacher is engaged to a greater or lesser extent in bilingual education or second or additional language teaching. This elective looks at how teaching in English-medium schools can be structured to meet the language needs of learners for whom it is a second or additional language and to enhance the cross-cultural understanding and skills of all.

*Note: Commences 2019*

### Assessment

- Assessment 1 – Research Essay (2000 words) – 50%
- Assessment 2 – Case Study report (2000 words) – 50%

## ECL351 – Diversity, Language and Literacy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anne Cloonan*

*Prerequisites: For E330 BEd (EYs) students: ECE230 and ECE330. For E359 BEd (Prim) students: ECL210 and one of ALM101 or ALL230*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Learning experiences are via CloudDeakin*

### Content

This unit aims to develop an understanding of the impact of cultures, cultural identities and diversity on language and literacy teaching and learning. Participants explore diverse texts including digital and print Aboriginal and Torres Strait Islander, migration and other cultural narratives, poems, songs, films, websites, etc. Participants will become familiar with a range of curriculum documents and policy documents related to diversity, language and literacy and will use these to inform teaching practice. Pedagogical approaches that support language and literacy learning and development of intercultural understanding in diverse primary classrooms will be explored.

Specifically this unit includes:

- the building of knowledge of contemporary literacy learner identities and diverse contexts for learning
- the development of intercultural understanding through language, literature and literacy
- the development of knowledge about and curation of print and digital resources for language and literacy teaching
- analysis of National and State curriculum policy including general capabilities and cross curriculum priorities
- exploration of literacy pedagogies for students with diverse learning needs in print and multimodal environments.

### Assessment

- Assessment 1 – Interview with a primary school teacher and textual audit of resources for a literacy unit (2000 words) – 50%
- Assessment 2 – Planning and teaching for diversity (2000 words) – 50%

## ECL410 – Literacy Teacher – Researchers in New Times

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kirsten Hutchison*

*Campus contact: Kirsten Hutchison (Burwood (Melbourne))*

*Louise Paatsch (Waurin Ponds (Geelong))*

*Terri Redpath (Warrnambool)*

*Prerequisite: ECL210 and ECL310*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 hour weekly Workshop, located in schools (6 weeks) and on campus (5 weeks)*

*Learning experiences are also via CloudDeakin*

### Content

This is the fourth in a four-unit sequence within the Bachelor of Education (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 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

- Assessment 1 – Critical Reflection (2000 word essay) – 50%
- Assessment 2 – Group Investigation and Presentation (2000 word research report and presentation) – 50%

## ECL461 – English Education A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jo O'Mara*

*Cohort rule: Must be enrolled in D347, E359, E360, E365, E377 or E455*

*Literature studies sub-major or equivalent is strongly recommended. In addition, at least two credit points in language/linguistics studies are also strongly recommended for D347 students*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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.

*Note: Waurin Ponds (Geelong) course enrolled students are advised to enrol in the Cloud (online) mode of this unit*

### Assessment

- Assessment 1 – A group oral presentation (approximately half hour duration) – 50%
- Assessment 2 – A major assignment linking theories of English teaching to classroom practice in the English area – 50%

Assessment will total 4000 words or equivalent.

## ECL462 – English Education B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lucinda McKnight*

*Cohort rule: Must be enrolled in D347, E365, E377, or E455*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including completing seminar work (1 x 2hrs per week) and participating in discussion forums (1 x 1hr per week).*

### 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.

*Note: Students enrolled at Waurin Ponds (Geelong) are advised to enrol in the Cloud (online) version of this unit*

### Assessment

Assessment will be two assignments linking theory and practice:

- Assessment 1 – Planning for and Teaching Writing (2000 words or equivalent) – 50%
- Assessment 2 – Assessing and Responding to Students' Writing (2000 words or equivalent) – 50%



## ECL761 – English Education A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jo O'Mara*

*Cohort rule: Must be enrolled in D303, E760, E763, E763T, E764 or E765*

*Prerequisite: Literature studies sub-major or equivalent.*

*D303 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar per week (readings and recordings provided)*

### Content

This unit focuses on the practices of being a secondary English teacher, approaches to teaching different elements of the English curriculum and issues in the teaching of language/ English curriculum. The course focuses on how to develop students' skills in speaking, listening, reading, viewing and writing in the middle years of compulsory education, looking forward to the teaching of English at senior levels. Attention will also be given to lesson planning, English curricular models, teaching literature/cultural studies in both print and non-print forms and the analysis of language development theories.

### Assessment

- Written assignment (2500 words) – 50%
- Assessment 2 (Group) – Oral Presentation (duration approximately 30 minutes) – 50%

## ECL762 – English Education B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lucinda McKnight*

*Cohort rule: Must be enrolled in D303, E760, E763, E763T, E764 or E765*

*Prerequisite: ECL761. D303 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including completing seminar work (1 x 2hrs per week) and participating in discussion forums (1 x 1hr per week).*

### 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.

### Assessment

- Assessment 1 – Planning for and Teaching Writing (2500 words or equivalent) – 50%
- Assessment 2 – Assessing and Responding to Students' Writing (2500 words or equivalent) – 50%

## ECM710 – An Inquiry Based Approach to Leading with Data and Evidence

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun Rawolle*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences including one optional scheduled weekend intensive each year.*

### Content

Alongside the growth of public accountability, education institutions have available to them a wide and growing range of data sources that provide evidence of student learning and help pinpoint trends across schools and education institutions. The growth of data and evidence in education poses great opportunities for education leaders, and increasing demands on leaders to draw on data and evidence judiciously to navigate institutions and make informed decisions about strategy and direction. Successful leaders of education institutions do this in challenging times and in anticipation of future circumstances. This unit considers the broader context in which the call for data and evidence sits, including greater public scrutiny of education institutions for trends in learning outcomes, and expectations of the broader community for schools to lead communities. This unit considers the link between data sources and evidence which support an inquiry-based approach to leadership, to support the identification of strengths and weaknesses of education institutions, and to support specific changes. The first half of the unit considers the growth of evidence based and data informed leadership, highlighting the centrality of leadership in crafting narratives which make sense of trends and identifying challenges and opportunities for education institutions. The second half of the unit considers the role of the leadership in decision making drawing on data and evidence informed change processes.

### Assessment

- Assessment 1 – Report outlining a leadership plan for an education institution informed by data and evidence (2500 words or equivalent) – 50%
- Assessment 2 – Presentation and report proposing and supporting changes in an education institution (2500 words or equivalent) – 50%

## ECM711 – Education Governance and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Julie Rowlands*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences including one optional scheduled weekend intensive each year.*

### Content

This unit has two key components. The first component focuses on education policy at global, national and local levels. Considered through the lens of new policy sociology and theories of policy enactment in particular, students reflect critically on theory, practice and current public sector and education policy environments. There is a particular focus on the equity implications of policy and policy work.

The second component of the unit aims to develop understandings of the specific legal, regulatory and policy issues relating to the governance and leadership of Australian education organisations. It highlights issues relating to performance measurement, accountability, risk management and the way these affect both contemporary education work and the roles and responsibilities of education leaders. It presents a comparative account of approaches and issues within different education sectors, with an aim to develop knowledge and dispositions necessary to adapt to changes in expectations about education institutions by governments, education communities and the community more generally.

At its conclusion, the unit situates education governance within the broader policy context.

### Assessment

- Assessment 1 – A report that takes the form of a draft submission to a potential review of current and/or future education policy as it pertains to the education sector in which you are currently working (2500 words or equivalent) – 50%
- Assessment 2 – An essay that critically analyses one example of education governance failure reported in the media (2500 words or equivalent) – 50%

## ECM712 – Education Leadership in Changing Times

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrea Gallant*

*Trimester 3 Unit Chair: Julie Rowlands*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences including one optional scheduled weekend intensive each year*

### Content

This unit focuses on the enactment of education leadership in the present context where there are technological advances, mass communications, increasingly diverse student populations, growth of knowledge-based societies, globalisation of the economy and cultures, and a further added pressure, rising consumer expectations. These forces impact on the demands facing leaders and require more than an adjectival leadership perspective. 21st Century leaders need to be able to critique leadership approaches as regards their effectiveness and the contexts in which they might be more appropriate. Education leadership is truly facing changing times.

Four key areas are presented in this unit. First, students are introduced to education leadership approaches (e.g. instructional, distributed, transformational leadership etc.) and published empirical data and other evidence evaluating their effectiveness. Second, students examine literature and discourses around leading education institutions, particularly in the digital era. Third, the unit critically examines the literature and data around leading change in education institutions with a particular focus on rapid and significant change. Fourth, students consider the notion of leadership impact and what this might look like in contemporary education institutions.

### Assessment

- Assessment Task 1 – Interview report (2500 words) – 50%. Interview a principal/leader asking them to identify the changing context of their workplace (e.g. schools) and how they interpret and enact leadership. Compare their answers to leadership theories and present the comparative findings.

- Assessment Task 2 – leadership conference paper or staff professional learning presentation (2500 words) – 50%:
  - Choice A paper title: Effective leadership tends to be indirect as they work through their staff *OR*
  - Choice B paper title: How do leaders influence others and quality teaching? *OR*
  - Choice C paper title: Leadership as a wicked problem.

## ECM713 – Education Leadership Development and Capacity Building

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Julie Rowlands*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences including one optional scheduled weekend intensive each year*

### Content

This unit addresses multiple dimensions associated with leading strategy and change, and workforce planning and development, within an education context. It undertakes a critical review of approaches to education leadership in the areas of strategic leadership and change management; building leadership teams; staff recruitment, selection and appointment; teacher attrition and retention; and workforce development and capacity building. The unit highlights the sometimes disparate relationship between theory and practice in each of these areas and the ways this might impact on the work of education leaders. Students are encouraged to draw on unit resources to develop practical approaches to addressing matters relating to change management and workforce development in their current and potential future workplaces. There is an emphasis on the equity implications of staff employment and development.

## Assessment

- Assessment Task 1 – A research paper that takes the form of critical review of strategic planning and change management as it pertains to your current education sector. The essay should include reference to research findings on the relationship between theory and practice within this field and the potential implications for education leaders (2500 words) – 50%
- Assessment Task 2 – A report that takes the form of a draft submission to a school council meeting (or university or VET council as applicable) proposing a strategy developed in response to a key issue in contemporary education workforce planning and development. Justify your choice of the key issue to be addressed by drawing on a de-identified example from the education sector in which you are currently employed, and relevant literature (2500 words) – 50%

## ECN704 – Applied Learning: Theories and Practice

*Enrolment modes:*

*Trimester 1: Cloud (online)/intensive for E730 students only*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gayle Jenkins*

*Trimester 2 Unit Chair: Gayle Jenkins*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*Trimester 1: Learning experiences are via Cloud Deakin. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*Trimester 2: Online independent and collaborative learning activities equivalent of 2 hours per week.*

*In-person attendance requirements:*

*Trimester 1: The unit also includes a required intensive block of 4 days (4 x 6 hours) with site-based workshops that are based in Waurn Ponds campus.*

## 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 examines contemporary understandings about applied learning in a variety of national and international contexts, including schools, TAFEs, Universities, Polytechnics and Adult and Community Education (ACE) contexts.

## Assessment

- Assessment 1 – Critical Analysis (2500 words) – 50%
- Assessment 2 – Applied Learning Program Proposal (2500 words) – 50%

## ECN720 – Youth Cultures and Learning Pathways

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cheryl Ryan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via Cloud Deakin. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*In-person attendance requirements: The unit also includes a required intensive block of 4 days (4 x 6 hours) with site-based workshops that are based in Waurn Ponds campus.*

## Content

The unit is designed to provide students with a critically informed understanding of youth cultures, and the implications for teachers in responding to the wellbeing needs of young people. It will examine identity formation including the identities of young people as learners, workers and members of peer groups and families. The unit analyses discourses of 'risk' in post-compulsory education and training, adulthood transitions; national and international approaches to 'the youth issue'; and critique of transition and pathway logics and the expression of these in contemporary youth policies.

## Assessment

- Assessment 1 – Report (3000 words) – 60%
- Assessment 2 (Group of 3–4 students) – Presentation and Report (2000 words) – 40%

## ECN721 – Introduction to Teaching: Middle Years

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kellie Tobin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECJ721*

*Scheduled learning activities – cloud (online): Learning experiences are via Cloud Deakin. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*Students will also be required to attend a 15 day professional experience placement.*

*In-person attendance requirements: The unit also includes a required intensive block of 4 days (4 x 6 hours) with site-based workshops that are based in Waurn Ponds campus.*

### Content

The unit will introduce essential knowledge and skills required for commencing teaching, including an overview of the physical, social and intellectual development of students and how these impact students' learning. Students are introduced to current research into how young people learn, their diversity as learners and the implications for teaching. The program of study will include recent developments pertaining to Australian schooling systems, relevant legislation impacting education, teachers and young people, and the Australian Curriculum and its implementation in Australian schools.

The unit will adopt a particular focus on the middle years of schooling and examine in detail the knowledge and skills required to plan for teaching and learning activities in middle years of the Australian curriculum. It will prepare students to commence a school-based professional experience placement relevant to their specialist teaching areas and address the essential professional knowledge to undertake this activity safely and productively, including an introduction to the Australian Standards for Teachers, the legal and ethical requirements of Australian teachers, and an understanding of schools as institutional work sites.

### Assessment

- Assessment 1 – Critical Analysis (1500 words) – 30%
- Assessment 2 – Learning Activity Plan (2500 words) – 50%
- Assessment 3 – Critical Self-Reflection (1000 words) – 20%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ECN722 – Assessment Frameworks and Equity in the Workplace

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gayle Jenkins*

*Cohort rule: Must be enrolled in E592, E730, E732, E737, E740, E770, E771 or E792*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – Essay based on theories examined in the unit readings (3000 words) – 50%
- Assessment 2 – Essay based on theories examined in the unit readings and related to a particular context (3000 words) – 50%



## ECN723 – Middle Years Teaching Strategies (Years 5–9)

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adam Usher*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECJ722*

*Scheduled learning activities – cloud (online): Learning experiences are via Cloud Deakin. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*Students will also be required to attend a 15 day professional experience placement.*

*In-person attendance requirements: The unit also includes a required intensive block of 4 days (4 x 6 hours) with site-based workshops that are based in Waurn Ponds campus.*

### Content

This unit examines in detail the foundational theories of learning, motivation, cognitive and physical development essential for teachers to know and understand in the 21st Century. It investigates the advanced application of these theories in developing effective planning, teaching and assessment strategies relevant to individual subject specialist areas in the middle years of schooling (Years 5 to 9) within the Australian Curriculum framework.

The unit applies key curriculum organising principles informing specialist teaching in the middle years and the practical implications for content selection and organisation when adopting an applied learning approach. Particular attention is given to developing formative and summative assessment strategies within middle year's specialist subjects, and the purpose of providing timely and appropriate feedback to students. Questions of equity in assessment are investigated, with regard to the diversity of student groups and abilities within the middle years of schooling.

The unit also addresses practical strategies for creating and maintaining a supportive and safe learning environment. Analysis of evidence-based evaluation strategies and approaches to critical self-assessment and peer feedback are examined.

### Assessment

- Assessment 1 – Prepare a suitably sequenced middle year's curriculum program (3000 words) – 60%
- Assessment 2 – Evaluation of Program Effectiveness (2000 words) – 40%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ECN724 – Later Years Teaching Strategies (Years 10–12)

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adam Usher*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): It is expected that students will engage weekly with online materials for a minimum of two hours. This may include but is not limited to the following: Black Board Collaborate, discussion boards, online readings and online modules.*

*A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*In-person attendance requirements: The unit also includes a required intensive block of 4 days (4 x 6 hours) with site-based workshops that are based in Waurn Ponds campus.*

*This intensive is designed to meet the needs of students undertaking an initial teacher qualification.*

### Content

This unit will enable students to develop advanced knowledge and skills relevant to the planning, facilitation and assessment of their specialist subject areas in the later years of schooling. Students undertake a detailed and critical analysis of an authentic VCE curriculum program in their specialist teaching area which is currently being delivered to a cohort of students in schools. Particular attention is given to the use of applied learning approaches, examining effective strategies for personalising students' learning experiences, and the safe and effective use of ICT to support later year's students' learning.

Students apply their knowledge of effective learning principles and later year's curriculum design to prepare an engaging and safe curriculum program which meets the specific learning outcomes of their own specialist VCE curriculum subject areas and demonstrates application of effective assessment principles. The unit requires students to prepare an overview of professional associations and relevant professional resources supporting their specialist teaching areas in the middle years.

Students are required to work closely with their school-based Later Years specialist teaching subject mentors and Site Directors in the Deakin University Alliance schools where professional experience will be undertaken.

### Assessment

- Assessment 1 – Prepare a later years curriculum program (3000 words) – 60%
- Assessment 2 – Evaluation of Program Effectiveness (2000 words) – 40%

## ECN725 – Teaching Strategies for Vocational Pathways

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Gayle Jenkins*

*Cohort rule: Must be enrolled in E530 or E730*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECJ723*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

*It is expected that students will engage weekly with online materials for a minimum of two hours. This may include but is not limited to the following: Black Board Collaborate, discussion boards, online readings and online modules.*

*Students will also be required to attend a 15 day professional experience placement.*

*In-person attendance requirements: This unit includes an intensive block of 4 days (4 x 6 hours) with site-based workshop.*

### Content

The focus of this unit is the curriculum, learning environments, pedagogy and assessment approaches that are responsive to the student learning needs within the VCAL, VET and other relevant programs preparing young people for vocational pathways beyond school. The unit includes advanced knowledge and skills of the VCAL curriculum framework, including its levels and strands, and effective strategies for designing, teaching and assessing VCAL programs that are responsive to individual cohorts of students. Particular consideration is given to the quality assurance strategies required of teachers preparing students for vocational pathways, with a particular emphasis on the VCAL Quality Assurance assessment processes. Pre-service teachers (PSTs) will also explore the vocational pathways and support systems available to young people as they negotiate their way from school through to their future education training and employment. PSTs will identify how their own skills, knowledge and experience can be utilised in the development of engaging, safe, vocationally oriented applied learning programs which incorporate community participation and personal development. PSTs are particularly encouraged in this unit to recognise potential links between their own specialised teaching methods and opportunities to be involved in later years vocational learning programs.

### Assessment

- Assessment 1 – Plan and Implement a VCAL Learning Activity (3000 words) – 60%
- Assessment 2 – Case Study (2000 words) – 40%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ECN726 – Teaching Literacy and Numeracy

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Adam Usher*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

*It is expected that students will engage weekly with online materials for a minimum of two hours. This may include but is not limited to the following: Black Board Collaborate, discussion boards, online readings and online modules.*

*In-person attendance requirements: This unit includes an intensive block of 4 days (4 x 6 hours). These intensives are designed to meet the needs of students undertaking an initial teacher qualification.*

## Content

This unit will enable students to understand contemporary research informing the improvement of young peoples' literacy and numeracy engagement, including the methods of research and approaches to data collection.

The unit will examine how relevant data are analysed and subsequently used to inform policy development and the creation of effective approaches to teaching literacy and numeracy. Students will analyse authentic examples of literacy and numeracy data to identify students' learning needs and apply a range of applied learning strategies to support and develop the literacy and numeracy skills of their students across the middle and later year's curriculum.

There will also be an emphasis on recognising and catering for specific literacy and numeracy learning needs of individual students within specialist subject areas, including an audit of teaching strategies supporting literacy and numeracy development across the curriculum.

## Assessment

- Assessment 1 – Case Study (2000 words) – 40%
- Assessment 2 – Evaluation of Literacy and Numeracy Strategies (1500 words) – 30%
- Assessment 3 – Critical Review (1500 words) – 30%

## ECN727 – Working with Data for School Improvement

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gayle Jenkins*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via Cloud Deakin. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*In-person attendance requirements: The unit also includes a required intensive block of 4 days (4 x 6 hours) with site-based workshops that are based in Waurin Ponds campus.*

## Content

This unit will enable participants to identify, interpret and apply the key sources of data which are available to teachers and school leaders to inform school improvement, innovation and the individual practice of teachers. Participants investigate authentic case studies of school improvement and examine how data has been collected, analysed and applied to generate effective improvement in practice and a broader culture of evidence-informed learning. Participants apply this knowledge to analyse individual student assessment data available to them and use the information to design learning strategies aimed at improving student learning outcomes and teaching practice, including communication with parents and other stakeholders. Participants draw on the research literature, current legislation and relevant policies to debate the ethical and professional issues that impact on the collection, use and reporting of data informing school performance and student learning.

## Assessment

- Assessment 1 – Case Study of School Improvement (2500 words) – 50%
- Assessment 2 – Critical Examination of Assessment Practice (2500 words) – 50%

## ECN728 – Indigenous Students and Cultural Diversity

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Kellie Tobin*

*Cohort rule: Must be enrolled in an Education course*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via Cloud Deakin. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*In-person attendance requirements: The unit also includes a required intensive block of 2 days (2 x 6 hours) with site-based workshops that are based in Waurin Ponds campus.*

## Content

This unit takes a ‘shared history’ approach to understanding diverse cultural practices in education. Focus is given to developing the cultural competence of teachers in creating and developing an inclusive classroom for learning. Particular emphasis is given to the experiences of Aboriginal & Torres Strait Islander students, the migrant and refugee experience of education, teaching refugees and people from cultural and linguistically diverse backgrounds with limited experience of formal schooling.

The unit takes an historical inquiry approach into the impact of the stolen generation and colonisation of Australian Aboriginal & Torres Strait Islander people and the subsequent policy implications for education. An understanding of global migration patterns, immigration, Australian multiculturalism and its impact on education policy is uncovered. Deliberation will be given to understanding how cultural discourses and concepts of “whiteness” can impact on people’s rights. Knowledge, relevant skills and tools will be developed to help education practitioners recognise and respond to this kind of cultural dominance and discrimination.

Students are encouraged to develop a critically reflexive practice about their own developing culturally inclusive practice as future teachers and how they can apply this practice in schools, sites of education and education policy.

## Assessment

- Literature Review (2500 words) – 50%
- Critical Reflection (2500 words) – 50%

# ECN729 – Teaching Aboriginal and Torres Strait Islander Students

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Kellie Tobin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

*In-person attendance requirements: This unit also includes intensive/s held at Geelong Waurin Ponds campus, date/s to be advised*

## Content

This unit equips students to think reflexively about Indigenous peoples, cultures and human rights in a contemporary Indigenous landscape, and develops an understanding of and respect for indigenous knowledge systems as a starting point for developing effective strategies for teaching. Opportunity is provided to explore and understand the theoretical concepts of race and racism and its impact on Indigenous peoples in Australia.

The unit not only involves a focus on histories, cultures and political contexts facing Indigenous peoples, but also an understanding and sensitivity to what is essentially required to engage and work with young Indigenous learners and communities in ways that are culturally responsive and respectful.

## Assessment

- Assessment 1 – Literature Evaluation (2000 words) – 40%
- Assessment 2 – Creation of a Learning Experience and Report (3000 words) – 60%

## ECN730 – Introduction to Teaching: Later Years

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gayle Jenkins*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via Cloud Deakin. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*Students will also be required to attend a 15 day professional experience placement.*

*In-person attendance requirements: The unit also includes a required intensive block of 4 days (4 x 6 hours) with site-based workshops that are based in Waurn Ponds campus.*

### Content

This unit will enable students to develop an overview of the range of curriculum documents and programs relevant to a broad range of later year's settings, including VCE, VCAL, VET, IB and CGEA. Students examine how curriculum documents are applied in their specialist teaching areas and will develop the knowledge and skills required to prepare learning activities meeting the curriculum and assessment requirements.

The unit introduces students to the role of teachers and specialist subjects in supporting later year's decision making in regard to further education, training and employment. Students will develop an understanding of the range of learning needs encountered among later year's students and of strategies to assist their learning. Students compare and contrast the similarities and differences that exist within the different later years curricula.

Finally the unit will enable students to develop safe, creative and productive learning environments in the later years to sustain engagement across the diverse range of students they may encounter, using all of the resources that are available including ICT, networks and partnerships. Students work closely with their school-based Later Years specialist teaching subject mentors and Site Directors in the Deakin University Alliance schools where professional experience will be undertaken.

### Assessment

- Planning and Implementing an Extended Learning Activity (2500 words or equivalent) – 50%
- Case Study (2500 words or equivalent) – 50%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ECN731 – Becoming a Teacher in the 21st Century: From Novice to Graduate

*Enrolment modes: Trimester 1\*: Cloud (online)/intensive for E730 students only*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Trace Ollis*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via Cloud Deakin. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester.*

*Students will also be required to attend a 20 day professional experience placement.*

*In-person attendance requirements: The unit also includes a required intensive block of 4 days (4 x 6 hours) with site-based workshops that are based in Waurn Ponds campus.*

### Content

This teacher performance assessment unit aims to challenge and deepen your understanding of teaching as a profession, through studying the dimensions of teachers' professional lives, including professional relationships within schools and other community education settings. As teachers-in-training you will be assisted to identify the historical, cultural and political forces that have shaped, and are reshaping, the roles and expectations of teachers working for education institutions in the middle and the post-compulsory years of education and training. You will be introduced to new ways of conceptualising your professional practice as educators and trainers of young people in contemporary settings, with a particular focus your developing professional practice and moving from novice teacher to graduate.



You will be introduced to current theories of professional development and lifelong learning which will explore the potential of individuals to influence organisational change processes. Finally, you will be made aware of approaches and methods for analysing professional practice within the context of your own work environments and career pathways.

*Note: \*Commencing 2020*

## Assessment

- Auto ethnographic Critical Reflection of Teacher Practice (2000 words or equivalent) – 40%
- Assessment 2 (Individual and Group) – Professional Portfolio and Professional Development Plan (4000 words or equivalent) – 60%

## ECP128 – Professional Knowledge (0–2 Years)

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Karen Guo*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: ECP127*

*Scheduled learning activities – campus: Burwood: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Scheduled learning activities – cloud (online): Attendance at 2 Cloud Conferences per trimester, 1 x 1 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit will provide students with opportunities to engage with the education and care of children from birth to two years of age. In a professional experience placement, students will engage with infants and very young children, teachers and families and will be able to critically analyse and reflect on the components of quality environments and programmes for infants and very young children. Students will be able to make critical connections between theory and practice, and incorporate their understandings about the National Quality Framework legislative and regulatory requirements, including the child care accreditation requirements and National and Victorian Curriculum documents in the context of teaching, learning and care for children from birth to two years of age.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment 1 – Reflective Journal (1600 words) – 40%
- Assessment 2 – Critical Analysis of Quality Teaching and Learning (2400 words) – 60%

## Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ECP227 – Professional Practice 1 (3–5 Years)

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kerry Archdall*

*Prerequisite: Must have passed 5 credit points at level 1*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Scheduled learning activities – cloud (online): Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit will provide students with opportunities to engage with the education and care of children from 3–5 years of age. In a professional experience placement, students will engage young children, teachers and families and will be able to critically analyse and reflect on the components of quality environments and programmes for young children.

Students will be able to make critical connections between theory and practice, and incorporate their understandings about the National Quality Framework legislative and regulatory requirements (including the child care accreditation requirements), and National and Victorian Curriculum documents in the context of teaching, learning and care for children from 3–5 years of age.

## Assessment

- Assessment 1 – Setting professional goals (equivalent to 1000 words) – 25%
- Assessment 2 – Critically reflective journal (equivalent to 1000 words) – 25 %
- Assessment 3 – Investigation of professional knowledge and practice (equivalent to 2000 words) – 50%

## ECP228 – Professional Practice 2 (3–5 Years)

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kerry Archdall*

*Prerequisite: Must have passed 5 credit points at level 1 & ECP227*

*Corequisite: Must be enrolled in E330*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood: 1 x 2 hour seminar per week. Students will also engage in a 1 hour online workshop per week*

*Scheduled learning activities – cloud (online): Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit will provide students with opportunities to engage with the education and care of children from 3–5 years of age and apply theories of child development in practical contexts. In a professional experience placement, students will observe and engage with young children, teachers and families and will be able to critically analyse and reflect on the components of quality environments and programmes for young children.

Students will be able to make critical connections between theory and practice, and incorporate their understandings about the National Quality Framework legislative and regulatory requirements (including the child care accreditation requirements), and National and Victorian Curriculum documents in the context of teaching, learning and care for children from 3–5 years of age.

## Assessment

- Assessment 1 – Professional objectives (equivalent to 1000 words) – 25%
- Assessment 2 – Critically reflective journal (equivalent to 1000 words) – 25%
- Assessment 3 – Investigation of professional knowledge and practice (equivalent to 2000 words) – 50%

## ECP303 – Child Protection

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicole Downes*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECP703*

*Scheduled learning activities – campus: 1 x 1 hour class per week. 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including some scheduled Collaborate sessions throughout the trimester and weekly engagement with materials and responses in discussion forums.*

## 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.

*Note: Student enrolment quotas apply to this unit*

## Assessment

- Assessment 1 – A report about policy and practice of child protection at their school (or alternative community setting) (1600 words) – 40%
- Assessment 2 – A case study about child abuse identification, disclosure and notification (2000 words) – 50%
- Assessment 3 – 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 by campus mode or via CloudDeakin (400 words or equivalent) – 10%

## ECP327 – Professional Engagement 1 (Primary School 1)

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online), Warrnambool, Deakin Learning Centres*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jo Zampatti*

*Prerequisite: ECP228*

*Corequisite: Must be enrolled in E330.*

*E330.3 students must be enrolled in ALL153 or ECE345*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2-hour seminar per week. Students will also engage in a 1-hour online workshop per week*  
*Deakin Learning Centres: 2 x 2-hour face to face intensive per trimester, 1 x 2-hour online workshop per week, 2 x 1-hour online class per trimester (recordings provided)*

*Scheduled learning activities – cloud (online):*

*Attendance at 2-cloud conferences per trimester, 1 x 2-hour online workshop per week, 2 x 1-hour online class per trimester (recordings provided)*

### Content

This unit will provide students with opportunities to observe interactions between teachers and children during the primary school years and to teach in these settings. It will give students the opportunity to apply the child development theories in Life Span Development compare development across a wider age range than previously experienced.

In a professional experience placement, students will observe, assess and engage with children, and will engage with teachers. Students will be able to critically analyse and reflect on the components of quality environments and programmes. Students will be able to make critical connections between theory and practice, and incorporate their understandings about the school's Curriculum and the Graduate Standards for Teachers in the context of their own competencies. The unit will provide opportunities to manage behaviour and plan for the teaching and learning of children in school contexts. Students will also be provided with opportunities to reflect on the differences and similarities between the primary school context and working with children under the age of five in child care and preschool.

### Assessment

- Curriculum and application: critique and reflection (1600 words) – 40%
- Planning for and reflecting on learning (2400 words) – 60%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ECP400 – Building Leadership Capacity in the School and Wider Community

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Wauran Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: To be advised*

*Prerequisite: One of ESM303, EES300, ECL351, EEO301, ECA304, EEI301, EEH302 or ECL306*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week*

### Content

This unit is designed to help students become active leaders in their discipline specialisation area. The aim is to create the conditions in which students can confidently lead education projects based on their discipline specialisation within their school or wider community. This unit will allow students to demonstrate and apply their knowledge and skills by designing projects that are suitable for specific school or wider community contexts.

Students will work individually and in groups, establishing relationships with their peers, the school and/or the wider community. Students will design, develop, implement and critically evaluate an education project, making connections to, and drawing on, different theories of leadership within education.

*Note: Commencing 2020*

## Assessment

- Assessment 1 – In small groups, students design and develop an education project proposal involving the school or wider community. Based on specific disciplinary knowledge and drawing on theories of leadership, the project proposal will reflect research on the educational value, goals and warrant for the project as well as an outline of the physical and human resources in the school or wider community that will be utilised in the implementation of the project (1700 words) – 45%
- Assessment 2 – In the same small groups, lead a CloudDeakin discussion about one of the unit readings on theories of leadership within education (equivalent to 600 words) – 10%
- Assessment 3 – Individually, to implement the project proposal in a specific school or wider community context and then to critically evaluate the implementation process (equivalent to 1700 words) – 45%

## ECP410 – Professional Teaching Practice and Child Study (0–3 Years)

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Trimester 3: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Carole Lanting*

*Trimester 3 Unit Chair: Natalie Robertson*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E330*

*Incompatible with: ECP226*

*Scheduled learning activities – campus:*

*Trimester 1: Burwood: 1 x 2 hour seminar per week.*

*Students will also engage in a 1 hour online workshop per week*

*Deakin Learning Centre: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Burwood: 3 x 6 hour intensive. 1 x 1 hour online workshop per week*

*Deakin Learning Centre: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Scheduled learning activities – cloud (online):*

*Trimester 1: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Trimester 3: Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit will provide students with opportunities to engage with the education and care of children from birth to two years of age. In a professional experience placement, students will engage with infants and very young children, teachers and families and will be able to critically analyse and reflect on the components of quality environments and programmes for infants and very young children. Students will be able to make critical connections between theory and practice, and incorporate their understandings about the National Quality Framework legislative and regulatory requirements, including the child care accreditation requirements, and National and Victorian Curriculum documents in the context of teaching, learning and care for children from birth to two years of age.

## Assessment

- Assessment 1 – Report and child study (2000 words) – 50%
- Assessment 2 – Journal (2000 words) – 50%

## ECP427 – Professional Engagement 2 (Primary School 2)

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online), Deakin Learning Centres*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Edwina El Hachem*

*Prerequisite: ECP327*

*Corequisite: Must be enrolled in E330*

*E330.3 students must be enrolled in SLE209 or ECL351*

*Incompatible with: Nil*

*Scheduled learning activities – campus: All students will be required to attend a 25 day professional experience placement, which is a hurdle task.*

*Burwood: 1 x 3 hour seminar per week.*

*Deakin Learning Centres: 2 x 2 hour face to face intensive per trimester, 1 x 2 hour online workshop per week (recordings provided)*

*Scheduled learning activities – cloud (online): All students will be required to attend a 25 day professional experience placement, which is a hurdle task. Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week (recordings provided)*

## Content

This unit will provide students with opportunities to teach and observe interactions between teachers and children during the primary school years. In a professional experience placement, students will engage with children and teachers and will be able to critically analyse and reflect on the components of quality learning environments and programmes.

Students will be able to make critical connections between theory and practice, and incorporate their understandings about school Curriculum and the Graduate Standards for Teachers in the context of their own competencies.

## Assessment

- Curriculum and application: critique and reflection (1600 words) – 40%
- Assessment and planning for learning (2400 words) – 60%

## Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

# ECP703 – Child Protection

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Spicer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECP303*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## Content

This unit prepares teachers (and allied professionals) for their statutory obligations in preventing, identifying, responding to and notifying suspected child abuse. The unit seeks to develop teachers' (and other professionals') 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 research and analysis 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 against relevant policy/legislative frameworks.

Topics to be addressed in this unit include: Mandatory reporting/notification of child abuse, researching and analysing child maltreatment (causes and effects), appropriately responding to disclosures of abuse, curriculum in prevention education, child protection resources, community services and policy (school/departmental/system), diversity and heightened vulnerability (e.g. children with disability, children in out-of-home care and cultural factors).

## Assessment

- Assessment 1 – Report: Research and analysis of the child protection literature to facilitate the appropriate identification, response and reporting of suspected child abuse, together with a justification of the expanded contribution of schools and teachers to community work (3000 words) – 40%
- Assessment 2 – Application: Designing a program/policy to respond to contextual needs in schools (or other settings) based on an evaluation of current practice. For example, the design of either a personal safety curriculum component, a staff professional development program or an evaluation of child protection policy (3000 words) – 50%
- Assessment 3 – CloudDeakin Participation: Contributions, based on unit readings and activities as a team member/individual to online discussions via CloudDeakin – 10%

## Hurdle requirement

Hurdle requirements for E734 and E744SP students only:

1. Completion and documentation of 2 days of professional development relating to child protection practice.
2. Knowledge of relevant child and family support services within the community.

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements.



# ECP711 – Creativity and the Arts in Childhood

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jo Raphael*

*Trimester 3 Unit Chair: Jo Raphael*

*Prerequisite: Nil*

*Corequisite: Nil*

*or E764 course students ECE761*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood:*

*Trimester 1: 1 x 2 hour Seminar and 1 x 3 hour Practical per week x 6 weeks plus engagement with online unit topics, materials and activities.*

*Trimester 3: 1 x 2 hour Seminar and 1 x 3 hour Practical per week x 4 weeks with Cloud (online) independent engagement with online unit topics, materials, responses to tasks, activities, regular forum posting and responding to others, scheduled synchronous online discussions and independent study expected to be an additional 3 hours per week x 11 weeks.*

*Scheduled learning activities – cloud (online): This unit shares all resources and weekly material with on campus students. Time engaging in independent study is expected to total an equivalent of 8–10 hours per week. This includes engagement with on-line unit topics, teaching and learning materials, responding to tasks, activities, posting and responding to others in forums, and participating in online discussions.*

## Content

This unit engages students in practical and theoretical studies based on learning about and through the Arts: visual arts, drama, music, dance and media arts, in early childhood and the primary years of schooling. Students engage in their own arts processes and reflect critically and creatively on a selected methodologies, pedagogies and philosophies as a basis for professional practice. Using a range of technologies students extend their knowledge of creative media, techniques and processes appropriate for young children. Practice-led seminars focus on knowledge of current educational practices and curriculum in arts education and provide opportunities for students to engage, guide, scaffold and assess children's creative expression in an arts-centred curriculum and in diverse social and cultural settings.

*Note: Trimester 3 is offered as a combination of compulsory campus based intensives at Burwood (Melbourne) and Cloud based (online) learning*

## Assessment

- Arts Education position paper (2000 words) – 40%
- Arts Education Curriculum Resource E-portfolio or Website (3000 words or equivalent) – 60%

## Hurdle requirement

Hurdle requirements for MEd(SEN) and E744SP students only:

1. Completion and documentation of 2 days of professional development relating to the Practicum Case Study.
2. Knowledge of relevant support services related to the field Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements.

# ECP712 – Social, Physical and Emotional Health and Wellbeing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Llewellyn Wishart*

*Trimester 2 Unit Chair: Llewellyn Wishart*

*Trimester 3 Unit Chair: Llewellyn Wishart*

*Prerequisite: Nil*

*Corequisite: Nil*

*or E764 course students ECE761*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood:*

*Trimester 1: 1 x 2 hour Practical and 1 x 3 hour Seminar per week x 8 weeks*

*Trimester 3: 1 x 2 hour Practical and 1 x 3 hour Seminar per week x 4 weeks and Cloud (online) learning*

*Scheduled learning activities – cloud (online):*

*Trimester 1: 1 x 3 hour scheduled Cloud Seminar per week x 8 weeks*

*Trimester 2: 1 x 3 hour scheduled Cloud Seminar per week x 8 weeks*

## Content

This unit explores the theories and related issues in the promotion of well-being through health, movement and physical education 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 critically examine theory, practice and relevant curriculum and regulatory frameworks and apply these to programs that enhance the social, physical and emotional health and well-being of children in the early years. For early childhood education students this also includes an emphasis upon the principles and practices of inclusive education and early intervention.

In evaluating and designing programs students will critically explore the context for learning in early childhood and primary health education, including an examination of the roles of the learner, family, community and teacher.

*Note: Trimester 3 is offered as a combination of compulsory campus based intensives at Burwood (Melbourne) and Cloud based (online) learning*

## Assessment

- Assessment 1 – 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 (one local and one international) 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 – 40%
- Assessment 2 – Resource Development Project: 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 – 60%

## ECS471 – History and Humanities: Curriculum Study A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kerri Garrard*

*Cohort rule: Must be enrolled in D342, D344, D347, D389, E377, E359, E360, E365 or E455*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week and 1 x 1 hour self-directed engagement with Cloud seminar Resources*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning the equivalent of 3 hours per week*

## Content

This unit aims to prepare students to teach confidently across the Humanities disciplines including History, Geography and Economics and interdisciplinary areas including Civics and Citizenship offered in Years 7–10 in schools. The unit will develop students' understanding of various elements of the national and Victorian curricula including Cross-curriculum Priorities and General Capabilities relevant to the Humanities. The unit aims to develop students' knowledge of practical aspects; engage with a range of effective pedagogical approaches and design teaching and learning sequences and assessment tools informed by literature. This unit demonstrates and utilises a range of contemporary teaching and learning resources and technologies to illustrate practical strategies in Humanities.

## Assessment

- History Teaching and Learning Report (2000 words or equivalent) – 50%
- Assessment 2 (Partners) – Collaborative Humanities Unit Outline (2000 words each or equivalent) – 50%

## ECS472 – History and Humanities: Curriculum Study B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kerri Garrard*

*Prerequisite: ECS471*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week, 1 x 1 hour self-directed engagement with Cloud Seminar Resources*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning the equivalent of 3 hours per week*

### Content

This unit is designed to equip students to effectively and competently teach Humanities education at the senior secondary/post compulsory level. The national/VCE studies are History, Geography, Economics, Sociology, Philosophy and International Politics. This unit will examine the structure of national senior secondary / VCE/post compulsory curriculum 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, curriculum design, assessment practices and requirements and regulations of teaching Humanities at the senior secondary level. 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

- Preparation of a Unit 1 or 2 VCE School-assessed Coursework (SAC) task with Rubric and Report (2400 words or equivalent) – 60%
- Design of a Unit 3–4 Revision Sequence using Backward Design approach and Report (1600 words or equivalent) – 40%

## EDE798 – Cloud and Online Learning Practice

*Enrolment modes: Trimester 3: Cloud (online)\* – No longer offered Trimester 3 2019 – Commences in Trimester 1 2020*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Fran Bussey*

*Prerequisite: EEE726*

*Corequisite: Must be enrolled in E598 or E798*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit will enable students to consolidate and demonstrate their capacity to apply their knowledge and skills relevant to their digital learning and assessment contexts. It provides the opportunity to reflect critically on teaching and learning goals informed by principles of effective learning and assessment in digitally-enabled learning environments, and draw on evidence to develop and implement strategies supporting continuous improvement.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through Future Learn.*

*Commencing 2019*

### Assessment

- Assessment 1 (Group) – Audit/analysis – 2500 words – 40%
- Project Plan – 2500 words – 40%
- Teaching and learning development plan – 20%

## EDU101 – Education, Knowledge and Society

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Piper Rodd*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 1 hour class, 1 x 2 hour seminar across 9 weeks*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities*

### Content

This unit investigates how educational experiences may be understood in terms of formal and informal human activities and compares the different principles underpinning these educational experiences. It considers the development of professional knowledge in Education and the development of a range of educational institutions that serve an educational purpose in modern society, including those institutions serving different stages of human development such as: early childhood Education, schooling, training, higher Education and adult and community Education. The unit considers key theories informing the sociology of Education and how these theories can be applied to analyse the relationship between the human activity of Education, the individual and society.

### Assessment

- Assessment 1 – Multimedia presentation (1600 words equivalent) – 40%
- Assessment 2 – Analytic Essay (2400 words) – 60%

## EDU102 – From Aristotle to ATARS: the History, Philosophy and Future of Education

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Piper Rodd*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood:*

*1 x 1 hour Class per week 1–9:*

- Week 1–4: Burwood students are expected to attend in person for 1 x 1 hour Class per week
  - Week 5–9: CloudDeakin Content
- 1 x 2 hour Seminar week 1–9*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including weekly online seminars and weekly engagement with materials and responses in discussion forums.*

### Content

This unit investigates how key ideas about Education have developed throughout human history and analyses how these ideas have been influenced by significant historical events. It considers the changing role that Education has played in the development of human civilisation since the early days of the ancient Greeks, and considers the development of different philosophical perspectives informing educational activity. The unit develops an understanding of what can be considered to be the threshold principles in the contemporary discipline of Education.

### Assessment

- Assessment 1 – Multimedia presentation (2000 words) – 50%
- Assessment 2 – Analytic Essay (2000 words) – 50%

## EDU201 – Educational Psychology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Edwina El Hachem*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, and 1 x 2 hour seminar per week held in weeks 1–6 and 8–10*

*Scheduled learning activities – cloud (online): 1 x 1 hour class (recordings provided), and 1 x 2 hour online scheduled seminar per week held in weeks 1–6 and 8–10*

### Content

This unit investigates how the field of psychology is applied to the work of educators to better understand how people learn and become motivated to engage in educational activities. It considers key theories of educational psychology and examines how these theories have informed our understanding of learning and teaching in a range of educational contexts. The unit compares different approaches to educational psychology research as case studies, and applies examples of these approaches to analyse educational problems of practice.

### Assessment

- Assessment 1 – Essay (2000 words) – 50%
- Assessment 2 – Report (2000 words) – 50%

## EDU202 – Educators and Learners

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shelley Hannigan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 2 hour seminar across 9 weeks*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit examines how educators' work can be understood in terms of curriculum design, developing and conducting teaching/learning activities, and assessing evidence of students' learning. It considers contemporary theories informing these dimensions of Education and considers how educators form productive learning relationships. These elements of educators' work are considered in their applications to a range of educational contexts, including working with children, adolescents, and adult learners. The unit considers how this knowledge can be applied to designing educational programs that are responsive to the needs of different learners and their local contexts.

### Assessment

- Assessment 1 – Case Study (2000 words) – 50%
- Assessment 2 – Program design (2000 words equivalent) – 50%

## EDU203 – Literacy, Numeracy and Education

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Joanne Quick*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood: 1 x 1 hour class, 1 x 2 hour seminar across 9 weeks*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit investigates the concepts of literacy and numeracy and how these impact the educational outcomes of learners in a broad range of educational settings. It considers government policy developments in relation to literacy and numeracy in a range of communities, and the subsequent implications for people working in Education-related environments. The unit includes different approaches to teaching literacy and numeracy that can be used to improve the educational outcomes for learners in schooling and adult learning contexts.



It explores the challenges faced by educators working with communities whose literacy and numeracy skills are relatively low compared to the broader population.

### Assessment

- Assessment 1 – Essay (1600 words equivalent) – 40%
- Assessment 2 – Case Study (2400 words) – 60%

## EDU301 – Culture, Diversity and Participation in Education

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lucinda McKnight*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood: 1 x 1 hour class, 1 x 2 hour seminar across 9 weeks*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit explores how, in work, play and our everyday lives, we teach each other about inclusivity, about who belongs. In an Australia already inhabited, before British colonisation, by diverse Indigenous language groups, we are of different races, genders, sexualities, abilities, ages and socioeconomic backgrounds. We may align ourselves with different religions and politics. Online we encounter and identify with further diversity. We all learn in many different ways, and through multiple pedagogical interactions. Using the arts and popular culture, as well as critical theory, research and policy, the unit thinks about how these diversities might affect participation in both formal and informal educational spaces. The unit proposes that design principles for learning (linked to students' interests) can respect and welcome in diversity, enable empathy and create belonging. Above all, the unit aims to increase students' capacity to make a social justice impact through developing engaging and inclusive resources in their planned professional practice. Whether students are aspiring to work in, for example, advertising, media, creative arts, museums and galleries, administration or education, or any other field, this unit will support the development of cultural insights. It will also provide the skills to think critically, creatively and in interdisciplinary ways, about audience needs and the politics of who we include and exclude.

### Assessment

- Assessment 1 – Resource design (2600 words equivalent) – 60%
- Assessment 2 – Reflective essay (1400 words) – 40%

## EDU302 – Education and Humanitarian Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kate Harvie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood: 1 x 1 hour class, 1 x 2 hour seminar across 9 weeks*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit examines the critical role of Education in the provision of humanitarian assistance in a range of developing nations and natural disaster circumstances, and investigates global organisations and their policies and strategies targeting educational assistance in these circumstances. It explores the broad approaches to educational provision in humanitarian circumstances and considers case studies detailing how educators work with a range of non-government organisations and local communities to facilitate capacity building through Education. The unit critically examines issues faced by educators working in humanitarian contexts and seeks to develop knowledge and skills required of educators contributing to educational humanitarian assistance.

### Assessment

- Assessment 1 – Reflective essay (1600 words) – 40%
- Assessment 2 – Resource design (2400 words equivalent) – 60%

## EDU303 – Education, Communication and Technology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: George Aranda*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood:  
1 x 1 hour class, 1 x 2 hour seminar across 9 weeks*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit examines contemporary developments in information and communication technology (ICT) and considers how these have impacted the broad field of Education. It investigates new affordances and issues for learning that have been created by global developments in ICT and looks at how educators have responded to create effective learning environments for a range of educational settings. The unit provides an opportunity to synthesise knowledge about effective teaching and learning with contemporary developments in ICT. Students will develop understandings and skills in the design and appraisal of digital learning resources to meet the requirements of contemporary learning contexts.

### Assessment

- Essay (2000 words) – 50%
- Digital resource design (2000 words equivalent) – 50%

## EDX478 – Theory in Education Research

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bonnie Yim*

*Cohort rule: Must be enrolled in E421 or E430*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EXR478*

### Content

This unit investigates key social theories and their application to the field of contemporary educational research. It draws on a range of research case studies to profile these theories and then undertakes an in-depth analysis of the theories and conceptual frameworks being used by the researchers. Students undertake a detailed examination of how these theories and ideas frame research problems and are assimilated into the conduct of research.

### Assessment

- Written report 1, 40%, 1600 words
- Written report 2, 60%, 2400 words

## EDX479 – Independent Reading Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bonnie Yim*

*Cohort rule: Must be enrolled in E421 or E430*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EXR479*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit is investigates the advanced knowledge and skills required of a researcher to generate a substantive literature review. Students negotiate to undertake a critical review of the literature informing their specific field of inquiry for their honours research.

### Assessment

- Written report 1, 40%, 1600 words
- Written report 2, 60%, 2400 words

## EDX701 – Research Design Development and Method

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bonnie Yim*

*Trimester 2 Unit Chair: Lihua Xu*

*Trimester 3 Unit Chair: Matt Thomas*

*Prerequisite: Prerequisite: Students enrolled in E760E, E760P, E760S, E760T, E761, E762, E763, E763T need to have completed:*

- *8 credit points, including;*
- *two (2) units EEE751 & EEE752, plus;*
- *two (2) units from EPR701, EPR702, EPR711, EPR712, EPR721, EPR722, EPR731, EPR732, and;*
- *have a WAM of 70.*

*Corequisite: Nil*

*Incompatible with: EXR782*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly online seminars and weekly engagement with materials and responses in discussion forums.*

### Content

Research Design, Development and Method is a research training unit that introduces students to the research process including designing research in education, the development of specific research questions, selection of appropriate research methods to address these questions, examples of quantitative and qualitative approaches and the gathering, analysis and interpretation of data, ethical issues and research integrity.

### Assessment

- *Assessment 1 – Literature Review (2000 words) – 40%*
- *Assessment 2 – Research Plan (3000 words) – 60%*

### Hurdle requirement

Satisfactory completion of the Human Research Ethics online training and quiz is required in order to pass this unit.

## EDX703 – Research Paper A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun Rawolle*

*Trimester 2 Unit Chair: Julianne Lynch*

*Trimester 3 Unit Chair: Matt Thomas*

*Prerequisite: Two units from EXR781, EXR791, AIX708, EDX701, EDX702, EDX712. Note: prerequisites cannot be waived*

*Corequisite: Nil*

*Incompatible with: EDX705, EDX706, EXR783, EXR796, EXR798, EXR799*

*Scheduled learning activities – campus: Interactions with your supervisor may involve meeting in person (face-to-face), telephone meetings, video meetings, the online exchange of documents, or other suitable channels.*

*The mode of contact and frequency of meetings should be negotiated with your supervisor in the first week of Trimester. General unit resources are provided on the Cloud site.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

In this unit you commence the research project for your Research Paper (which will be completed in EDX704). This is a supervised unit where you work closely with an allocated research supervisor via regular meetings and document exchange.

*Note: On successful completion of EDX704 Research Paper Part B students will be awarded 2 credit points.*

Research Paper Part A and Part B are usually undertaken in sequential trimesters. Concurrent enrolment in Research Paper A and B may be considered after consultation with the Research Pathways Coordinator.

*\* Trimester 3 subject to the availability of appropriate supervisors and in consultation with the Unit Chair*

### Assessment

There are no formal assessment requirements for this unit. Assessment for the overall research piece, comprising units Research Paper A and B, is a research paper of 12,000 words (100%) due at completion of EDX704 Research Paper B.

## EDX704 – Research Paper B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (Online)*

*Trimester 2: Burwood (Melbourne), Cloud (Online)*

*Trimester 3: Burwood (Melbourne), Cloud (Online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun Rawolle*

*Trimester 2 Unit Chair: Julianne Lynch*

*Trimester 3 Unit Chair: Matthew Thomas*

*Prerequisite: Two units from EXR781, EXR791, AIX708, EDX701, EDX702, EDX712*

*Corequisite: Nil*

*Incompatible with: EDX705, EDX706, EXR783, EXR797, EXR798, EXR799*

*Scheduled learning activities – campus: Interactions with your supervisor may involve meeting in person (face-to-face), telephone meetings, video meetings, the online exchange of documents, or other suitable channels. The mode of contact and frequency of meetings should be negotiated with your supervisor, continuing the work done in EDX703. General unit resources are provided on the Cloud site.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

In this unit you finish the research project that was started in EDX703 (Research Paper Part A). This is a supervised unit where you work closely with an allocated research supervisor via regular meetings and document exchange.

*Note: On successful completion of EDX704 Research Paper Part B students will be awarded 2 credit points.*

Research Paper Part A and Part B are usually undertaken in sequential trimesters. Concurrent enrolment in Research Paper A and B may be considered after consultation with the Research Pathways Coordinator.

*\* Trimester 3 subject to the availability of appropriate supervisors and in consultation with the Unit Chair*

### Assessment

Research Paper (12,000 words), reporting work done in EDX703 and EDX704, and due at completion of EDX704 – 100%.

## EDX705 – Minor Thesis A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)\**

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Shaun Rawolle*

*Trimester 2 Unit Chair: Julianne Lynch*

*Trimester 3 Unit Chair: Matthew Thomas*

*Prerequisite: Two units from EXR781, EXR791, AIX708, EDX701, EDX702, EDX712*

*Corequisite: Nil*

*Incompatible with: EDX703, EDX704, EXR783, EXR798, EXR796, EXR797*

*Scheduled learning activities – campus: Interactions with your supervisor may involve meeting in person (face-to-face), telephone meetings, video meetings, the online exchange of documents, or other suitable channels. The mode of contact and frequency of meetings should be negotiated with your supervisor in the first week of Trimester. General unit resources are provided on the Cloud site.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

In this unit you commence the research project for your Minor Thesis (which will be completed in EDX706 Minor Thesis B). EDX705 and EDX706 are supervised units where you work closely with an allocated research supervisor via regular meetings and document exchange.

*Note: On successful completion of EDX706 Minor Thesis Part B students will be awarded 4 credit points.*

Minor Thesis Part A and Part B are usually undertaken in sequential trimesters. Concurrent enrolment in Minor Thesis A and B may be considered after consultation with the Research Pathways Coordinator.

*\* Trimester 3 subject to the availability of appropriate supervisors and in consultation with the Unit Chair*

### Assessment

There are no formal assessment requirements in this unit. Assessment for the overall research piece, comprising units Minor Thesis A and B, is a research paper of 20,000 words (100%) due at completion of EDX706 Minor Thesis Part B.

## EDX706 – Minor Thesis B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)\**

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Shaun Rawolle*

*Trimester 2 Unit Chair: Julianne Lynch*

*Trimester 3 Unit Chair: Matthew Thomas*

*Prerequisite: Two units from EXR781, EXR791, AIX708, EDX701, EDX702, EDX712*

*Corequisite: Nil*

*Incompatible with: EDX703, EDX704, EXR783, EXR799, EXR796, EXR797*

*Scheduled learning activities – campus: Interactions with your supervisor may involve meeting in person (face-to-face), telephone meetings, video meetings, the online exchange of documents, or other suitable channels.*

*The mode of contact and frequency of meetings should be negotiated with your supervisor in the first week of Trimester. General unit resources are provided on the Cloud site.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

In this unit, students continue the tasks commenced in EDX705 Minor Thesis Part A.

Assessment for the overall research piece, comprising units Minor Thesis A and B, is a minor thesis of 20,000 words (100%) due at completion of EDX706 Minor Thesis Part B.

*Note: On successful completion of this unit students are awarded 4 credit points.*

Minor Thesis Part A and Part B are usually undertaken in sequential trimesters. Concurrent enrolment in Minor Thesis A and B may be considered after consultation with the Research Pathways Coordinator.

*\* Trimester 3 subject to the availability of appropriate supervisors and in consultation with the Unit Chair*

### Assessment

A 20,000 word Minor Thesis – 100%, reporting research completed across EDX705 Minor Thesis A and EDX706 Minor Thesis B, due at completion of this unit.

## EDX707 – Independent Research Project for Professional Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Trace Ollis*

*Trimester 2 Unit Chair: Zosia Golebiowski*

*Trimester 3 Unit Chair: Trace Ollis*

*Prerequisite: EXR782 or EDX701*

*Corequisite: Nil*

*Incompatible with: EXR783*

*Scheduled learning activities – campus:*

*Trimester 1 and 2: Students meet regularly with a supervisor while carrying out an independent research project*

*Trimester 3: 1 x 4 hour Seminar for 6 weeks*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities*

### Content

This unit provides students with the opportunity to apply knowledge of research design and method by undertaking an independent research project relevant to professional practice in education. Students will work closely with an appointed research supervisor to carry out an independent research project contributing new knowledge in the field of education.

*Note: This unit is ordinarily taken in the final trimester of study*

Trimester 3 offering is subject to the availability of appropriate supervisors and in consultation with the Unit Chair.

### Assessment

(Individual) – Research Essay (6000 words) – 100%.



## EDX712 – Theory and Methodology in Education Research

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun Rawolle*

*Trimester 2 Unit Chair: Mary Dixon*

*Trimester 3 Unit Chair: Amanda Keddle*

*Prerequisite: EDX701. It is strongly recommended that EDX701 be completed prior to EDX712, however the two units may be taken concurrently on approval of the Course Director due to the highly pressurised nature of this option.*

*Corequisite: Nil*

*Incompatible with: AIX708, EDX702*

*Scheduled learning activities – campus: Trimester 1: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Weekly independent and collaborative learning activities. A minimum of two Blackboard Collaborate sessions will be conducted during the trimester. Time engaging in learning activities is expected to total a combined equivalent of 8–10 hours per week.*

### Content

This unit is designed to assist students to develop their understanding and skills in applying contemporary theories and methodologies in education research, including qualitative, quantitative, blended and mixed methodologies. Students' knowledge and skills are developed through an engagement with different theoretical, analytic and conceptual frameworks, and considerations of research ethics when applied to research problems. The benefits and limitations of various research design elements, including theories, methodologies, methods and analytic instruments will be examined from multiple research perspectives or contexts. A research proposal is developed.

### Assessment

- Assessment 1 – Group Methodology Website (2000 words) – 40%
- Assessment 2 – Research Proposal (3000 words) – 60%

## EEA211 – Navigating the Visual World

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shelley Hannigan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood (Melbourne): 8 x 3 hour studio during trimester*

*Warrnambool (Geelong): 8 x 3 hour studio during trimester*

### Content

This unit navigates the visual world with a focus on visual art and design. Topics include: light, perception, optical illusions and ways in which cultural and social conditions determine the production and consumption of visual culture.

The unit explores how we use images to express ourselves, reflect society and culture, communicate, have aesthetic experiences experience and learn. It also looks at the important role of the audience, viewer or other participants, in art.

Through studio practice and seminars or cloud learning experiences, 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

- PowerPoint Presentation of Annotated Activities (2000 word count equivalence) – 50%
- Thematic Suite of Artworks (2000 word count equivalence) – 50%

## EEA311 – Primary Arts Education: Focussed Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Burwood: Dance, Drama, Visual Arts/Media, Music  
Waurin Ponds: Dance/Drama, Music, Visual Arts/Media  
Warrnambool: Music, Visual Arts/Media*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jo Raphael*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E359*

*Incompatible with: ECA410, EEA410, EEA411*

*Scheduled learning activities – campus: 1 x 3 hour  
Seminar per week*

### Content

In their selected specialism, students will engage in the theoretical and practical application of a range of arts discipline forms within various social and cultural contexts. The emphasis will be on ways of implementing these in arts discipline specific lessons that also incorporate assessment and record keeping strategies. Within a studio and computer lab environment, students will have practical experience with a range of techniques, technologies and processes relevant to their chosen arts discipline. The outcomes of these practical explorations will provide students with teaching and learning support materials that may be incorporated into the development of arts curricula, for teaching within the Arts and in the broader curriculum. Students develop experiential knowledge and understandings that will assist them in designing and implementing arts programs within current State/National curricula guidelines and informed by selected international arts education best practice.

*Note: Commencing 2019*

### 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 art strand.

## EEA411 – Primary Arts Education: Focussed Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jo Raphael*

*Campus contact: Fiona Phillips (Warrnambool)*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E359*

*Incompatible with: ECA410, EEA311, EEA410*

*Scheduled learning activities – campus: 1 x 3 hour  
Seminar per week*

### Content

In their selected specialism, students will engage in the theoretical and practical application of a range of arts discipline forms within various social and cultural contexts. The emphasis will be on ways of implementing these in arts discipline specific lessons that also incorporate assessment and record keeping strategies. Within a studio and computer lab environment, students will have practical experience with a range of techniques, technologies and processes relevant to their chosen arts discipline. The outcomes of these practical explorations will provide students with teaching and learning support materials that may be incorporated into the development of arts curricula, for teaching within the Arts and in the broader curriculum. Students develop experiential knowledge and understandings that will assist them in designing and implementing arts programs within current State/National curricula guidelines and informed by selected international arts education best practice.

*Note: Final year of offer, please select alternate unit EEA311 from 2020*

### Assessment

Assessment for each arts discipline area will total 4000 words (or equivalent):

- Written and practical work (2000 words) – 50%
- Written and practical work (2000 words) – 50%

## EEC381 – Classroom and Behaviour Management

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wendy Kortman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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 – Analysis of behaviour management theories and application of strategies. Student's will analyse, in essay form, a chosen theory of behaviour management and evaluate the theory's effectiveness by applying the theory to a behaviour management strategy or intervention. Essay (2000 words 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) – 50%

## EEE308 – Curriculum, Assessment and Reporting: Primary

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): .75*

*EFTSL value: 0.094*

*Trimester 2 Unit Chair: Claire Charles*

*Prerequisite: Nil*

*Corequisite: EEP302*

*Incompatible with: EXE202, EEE202*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### 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.

*Note: Pipelining from 2014 – for continuing students only*

### Assessment

- Assessment 1 – Reflective Report: Students are to articulate their reflective responses to the readings and unit materials (1000 words) – 25%
- Assessment 2 – Seminar Presentation: Students will work in small groups (4 members) to present a 20 minute presentation on Assessment for Learning (1000 words) – 25%
- Assessment 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

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): .75*

*EFTSL value: 0.094*

*Trimester 1 Unit Chair: Josephine Lang*

*Cohort rule: Must be enrolled in E359.3*

*Campus contact: Josephine Lang (Burwood (Melbourne))*

*Edwina El Hachem (Waurin Ponds (Geelong))*

*Vivienne Stevens (Warrnambool)*

*Prerequisite: Nil*

*Corequisite: EEP401 or EEE401*

*Incompatible with: EXE505, EEE505, EXE401*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit will focus on the functions and roles of assessment in the process of learning and how it may be used to positively support learning. The unit will examine the complexity of assessment from multiple contexts such as international and national testing as well as the practices within the classroom. Preservice teachers will review, refine and develop their knowledge and skills associated with being an assessment literate teacher, which will include, for example, to: critically reflect on the purposes and roles of diverse assessment strategies and their impacts on student learning processes as well as their influence on curriculum and pedagogical practices; understand how to record and represent students' assessment data; analyse and interpret diverse assessment data and how it informs learning and teaching; provide and analyse feedback on student learning; examine how to engage in classroom assessment practices in order to make consistent and comparable judgements of students' assessment tasks and the place of reporting on student learning.

This unit relies upon the Professional Experience Placements that are associated with the fourth year program.

### Assessment

- Assessment 1 – Diversity in Assessment: Analysing Functions & Roles (equivalent to 1600 words) – 40%
- Assessment 2 – Designing Assessment for Learning (equivalent to 2400 words) – 60%

## EEE402 – Transition to Beginning Teaching

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): .75*

*EFTSL value: 0.094*

*Trimester 2 Unit Chair: Edwina El Hachem*

*Campus contact: Peter O'Keefe (Burwood (Melbourne))*

*Dianne Toe (Waurin Ponds (Geelong))*

*Gaelene Hope-Rowe (Warrnambool)*

*Prerequisite: Nil*

*Corequisite: EEP402 or EEE402*

*Incompatible with: EXE505, EEE505, EXE402*

*Scheduled learning activities – campus: 3 x 3 hour Classes (Week 3, 6 & 9), 1 x 2 hour Seminar per week, Whole day conference (Final assessment in Week 11)*

*Professional experience: Students will be required to complete a 20 day professional experience placement*

### 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.

*Note: Pipelining from 2014 – for continuing students only*

### Assessment

- Assessment 1 – Review of Past Learning, Oral Presentation and Showcase Portfolio (equivalent to 2400 words) – 60%
- Assessment 2 – Professional Development Project (equivalent to 1600 words) – 40%

## EEE726 – Digital Learning, Design and Assessment

*Enrolment modes:*

*Trimester 1: Cloud (online)\**

*Trimester 2: Cloud (online)\**

*Trimester 3: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Chie Adachi*

*Trimester 2 Unit Chair: Lisa Milne*

*Trimester 3 Unit Chair: Lisa Milne*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in course E575, E598 or E798*

*Incompatible with: EEE731*

*Scheduled learning activities – cloud (online):*

*Collaborative and interactive learning activities will be undertaken via FutureLearn each week throughout the unit.*

### Content

This unit examines principles and theories of digital learning, including the role of digital technologies in contemporary educational contexts. A broad range of digital learning strategies are presented through case studies to analyse how these approaches are aligned with learning outcomes, assessment and learning activities. Specific attention is given to the use of digital learning strategies that promote active, equitable and personally engaging learning experiences for learners from diverse backgrounds. Participants are asked to design and reflect on a digital learning intervention for their own professional context which demonstrates their understanding of relevant educational theories. Participants reflect on their own practice and also provide peer feedback to other participants enrolled in the unit, in order to develop critical thinking and evaluative judgement skills.

*Note: \*This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

### Assessment

- Digital Learning intervention plan (2500 words or equivalent) – 50%
- Assessment 2 (Individual, with Group Component) – Professional practice action plan (2500 words or equivalent) – 50%

## EEE730 – Contextualising Learning and Teaching in Higher Education

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cheryl Ryan*

*Trimester 3 Unit Chair: Cheryl Ryan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EEE710*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

In this unit students will investigate major policy drivers in Higher Education and how these translate into their teaching practice. Students will investigate key learning theories and contemporary assessment practices through Cloud-based resources and case studies and critically apply this knowledge to reflect on their own teaching and to the identification of relevant problem/s of practice and suggest solutions to these.

### Assessment

- Assessment 1 – Critical analysis and reflection (equivalent to 2500 words) – 50%
- Assessment 2 – Investigation and presentation (equivalent to 2500 words) – 50%

## EEE731 – Designing, Teaching and Assessing Higher Education Programs

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Damian Blake*

*Trimester 2 Unit Chair: Damian Blake*

*Incompatible with: EEE726*



*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## Content

This unit examines important principles of curriculum design in higher education, including the development of discipline-specific learning outcomes that are appropriate for the level of the course, intended audience and relevant professional standards. A broad range of teaching, learning and assessment strategies are presented through contemporary case studies which also examine how these approaches are aligned with the intended curriculum. Participants are asked to design a curriculum for their own higher education context which demonstrates appropriate alignment between intended learning outcomes and the teaching, learning and assessment program. Specific attention is given to the use of technology-mediated and located teaching strategies that promote active, equitable and personally engaging learning experiences for students from diverse backgrounds. Participants critique their own programs and also provide peer feedback to colleagues enrolled in the unit.

## Assessment

- Assessment 1 – Curriculum Design (equivalent to 2500 words) – 50%
- Assessment 2 – Rubric Design (equivalent to 2500 words) – 50%

## EEE732 – HDR Supervision

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Chris Hickey*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including two (2) scheduled online workshops*

## Content

This unit is designed to provide an introduction to a variety of issues connected with Higher Degree by Research (HDR) supervision. It is aimed at those who are new, or relatively new, to the process of supervising research students (Doctoral, Masters, and Honours). Underpinning the Unit is a recognition of the distinctive pedagogic (teaching and learning) nature of HDR supervision as a research training pathway for academe and/or industry. The unit provides an overview of contemporary HDR pedagogy, recognising different discipline areas and their different research cultures, practices and challenges.

The unit aims to develop participants' awareness of requirements and regulations for doctoral degrees, identify issues and research cultures in their particular discipline areas, and support their understanding of the guidance and monitoring process required in an effective supervisory relationship. The unit is formally recognised as a part of the 'fast track' process to gaining eligibility to undertake Principal Supervision.

## Assessment

- Assessment 1 – Research reflection (2500 words) – 50%
- Assessment 2 – Research document folio (equivalent to 2500 words) – 50%

## EEE733 – The Scholarship of Learning and Teaching

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rosalyn Black*

*Trimester 2 Unit Chair: Rosalyn Black*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Cloud learning will be supported by a rich range of resources including discussions, links to useful readings, case studies of the scholarship of teaching and learning in practice and examples of previous students' inquiries.*

## Content

This unit aims to have participants further their knowledge about the scholarship of teaching, and to orient them towards inquiry-based reflection and improvement of teaching as a scholarly pursuit. Topics include critical reflection on, and inquiry 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

- Assessment 1 – Inquiry proposal (2000 words) – 40%
- Assessment 2 – Written report and oral presentation (3000 words equivalent) – 60%

## EEE751 – Teaching: Promoting Successful Learning

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3 D303/D304 only: Burwood Intensives, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mary Dixon*

*Trimester 3 Unit Chair: Jill Loughlin*

*Cohort rule: Must be enrolled in D303, D304, E760, E761, E762, E763, E764, or E765*

*Prerequisite: D303 and D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: This unit is based on a Blended Learning delivery approach. This will include 1 x 3 hour seminar per non-placement week plus associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.*

### 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, Aboriginal and Torres Strait Islander people, 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.

### Assessment

- Assessment 1 – Professional learning/ teaching identities (2000 words or equivalent) – 40%
- Assessment 2 – Ethnographic portrait (3000 words or equivalent) – 60%

## EEE752 – Planning and Assessment with Diverse Learners

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bernadette Walker-Gibbs*

*Trimester 2 Unit Chair: Kate Johnstone*

*Cohort rule: Must be enrolled in D303, D304, E760, E761, E762, E763, E764, or E765*

*Prerequisite: D303, D304, E760E, E760S, E760T, E761, E763 and E763T students: Completion of 4 Master of Teaching core units including EEE751.*

*E760P, E760PE, E760PS, E762, E764 and E765 students: Completion of 4 core units including EEE751 and EPL746*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. Time engaging in learning activities is expected to total a combined equivalent of 8–10 hours per week. This includes engagement with materials, responses to tasks, regular forum posting and responding to others, scheduled synchronous online discussions and independent study. Your expected participation in scheduled synchronous discussions is a minimum of 3 hours per trimester.*

### Content

Students will investigate contemporary issues in teaching, assessment and curriculum development. They will consider and develop pedagogical approaches and curriculum perspectives to address the learning needs of a diverse range of students with particular attention to culturally diverse learners including Aboriginal and Torres Strait Islander (ATSI) learners.

## Assessment

- Assessment 1 – Articulation of Practice: Text Analysis (2500 words equivalent) – 50%
- Assessment 2 – Designing, Planning and Assessment in a Learning Sequence (2500 words) – 50%

## EEE753 – Becoming a Professional Educator

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrew Skourdoumbis*

*Trimester 2 Unit Chair: Jill Loughlin*

*Trimester 3 Unit Chair: Sue Bennett*

*Cohort rule: Must be enrolled in D303, D304, E760, E761, E762, E763, E764 or E765*

*Prerequisite: Completion of 8 Master of Teaching Core*

*Units including:*

- EEE751 and EEE752,
- one of EPR711, EPR721, EPR731 or EPR741, and;
- one of EPR712, EPR722 or EPR732

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 6 x 3 hour Seminar (seminars do not run during placement)*

*Scheduled learning activities – cloud (online):*

*Engagement with on-line activities and discussion forums equivalent to 6 x 3 hours*

## Content

This unit aims to deepen students' understandings and develop the skills needed to be a member of the teaching profession. It has four foci. The first will address the key dimensions of the professional relationship. These include parent/carer partnerships and relationships with professional teaching networks and broader communities. The second focus of the unit is an introduction to research methods, specifically action research. The third focus of the unit will address professional ethics and responsibilities. It focuses on developing students' understandings and ability to apply the key principles described in codes of ethics and conduct for the teaching profession. The final focus will address essential legislative and administrative knowledge for the beginning teacher.

It aims to enhance students' understanding of the relevant legislative, and administrative policies and processes required for teachers in early childhood settings and schools.

## Assessment

- Essay: Analysis of an ethical dilemma (1250 words or equivalent) – 25%
- Issue Based Investigation in Schools: Action Research Proposal (2500 words) – 50%
- Test: legal responsibilities (1250 words or equivalent) – 25%

## EEG302 – Place, Culture and Teaching in a Global Context

*Enrolment modes: Trimester 3: Cloud (online)*

*See below for enrolment details*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Emma Rowe*

*Prerequisite: This unit requires students to apply for, and be accepted into, a Global Education Program. For more information on the application process go to: [www.deakin.edu.au/gep](http://www.deakin.edu.au/gep). Students cannot enrol in the unit without written approval*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): The student contact hours are flexible and are based on student engagement and output. This unit is a trimester 3 unit, but it will require students to be engaged with the learning resources throughout the year, as dependent upon the Global Education Program which they are completing. Please contact the Unit Chair for further advice.*

*Teaching Placement: Students will be required to complete a minimum of 100 hours (maximum 120 hours) within a school and/or relevant education organisation/experience.*

*Learning resources are available via CloudDeakin*

## Content

This unit aims to support a place-based learning experience such as the Global Education Program to develop an in-depth understanding of place, culture and how context influences curriculum and teaching practices. Students are challenged to critically reflect on their emerging teacher identity, positionality in the world and preconceptions of places and people.

This reflection is in conversation with broader notions of social (and spatial) justice, equity, values, and power. An aim is to develop the reflective teaching practices and competences required for respectful intercultural understandings, engagement and dialogue. Students design, implement and evaluate teaching strategies, resources and educational programs that are responsive to the learning needs of diverse learners from different cultures, communities and/or contexts.

### Assessment

- Assessment 1 – A Handbook for Teaching, multimedia group task (2000 words equivalent) – 50%
- Assessment 2 – Individual reflection report (2000 words) – 50%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## EEG402 – Teaching in a Global World

*Enrolment modes: Trimester 3: Waurn Ponds (Geelong) and Burwood (Melbourne) offered in intensive mode*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Heather Wallace*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This unit is taught in on-campus, intensive face-to-face mode and students are expected to actively participate all intensive days. This will include 4 x 6 hour intensive learning sessions and ½ day presentation (on campus).*

### Content

This unit explores the implications for teaching in an increasingly globalised world through issues such as internationalisation, interdependence, social justice and human rights, identity and cultural diversity, peace building and conflict resolution, and sustainable futures. Students review the literature on a selected issue, and critically evaluate a resource designed to address the concept and relevant curriculum. Students also research and develop resources and teaching approaches that respond to the diverse learning needs of a selected a classroom context and for a particular cohort, for example, refugee, EAL, or ATSI students.

An aim is to develop reflective practitioners who understanding of the complexities and considerations for teaching in a diverse range of educational contexts.

This unit will assist with developing practical knowledge of how the International Baccalaureate programmes are designed, interpreted and implemented.

*Note: You are able to undertake this study as part of the IB PYP pathway or as an elective in your program.*

### Assessment

- Assessment 1 – Resource Evaluation Report (equivalent to 2000 words) – 50%
- Assessment 2 – Presentation at a Teaching in a Global World Conference (2000 words) – 50%

## EEG701 – Contemporary Issues in International Education

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kirsten Hutchison*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit seeks to further the understanding of developments in international education inclusive of the broader social, cultural and educational contexts leading to the development of new institutional formations in global education. Students will explore specific sectors in education inclusive of schools, post-secondary, higher education and international education such as the International Baccalaureate (IB).

The unit will expect students to critically explore concepts such as globalization, transnationalism and mobility that shape the development of education in international contexts. It also seeks to familiarise students with the various issues that influence international education and have impact on shaping and transforming the development of professional standards, assessment, accreditation, certification, etc.

These issues will be placed within the context of various explanations of the processes of cosmopolitanism, globalisation and the emergence of global capital, global society, global citizenship, and international schooling.

## Assessment

- Assessment 1 – Individual presentation: What are the issues relevant to international education? You may refer to a specific sector in education such as school based, post-secondary, higher education or IB. (20 minute presentation and a 1000 word report (2500 words or equivalent)) – 50%
- Assessment 2 – Research task: Conduct research into international education referring specifically to your chosen sector – school based, post-secondary, higher education or IB. Your task is to critically explore concepts such as globalization, transnationalism and mobility that shape the development of education in international contexts and how these are shaping the internationalisation of education. (2500 words) – 50%

## EEG702 – Professional Learning Theory and Practice in International Education

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kirsten Hutchison*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## Content

The internationalisation of education necessitates that professional educators rethink their approaches to professional learning. Professional learning takes place within contexts of cultural and educational diversity in which educators negotiate their work and pedagogical practices.

This unit will critically explore the changing nature of professionalism in a range of international educational contexts. Students will critically reflect on their own knowledge and practices in the light of current learning theories and contemporary practices in international

educational classrooms and contexts. The unit will require students to investigate the implications of the rising expectations on teachers that require them to be learners, researchers and networkers, implementing research based policy and practice within international education contexts and teacher labour markets.

The unit draws on comparative sociology to theorise professionalization and educational practices that are emerging from global educational markets, for example IBO. It will require students to analyse and theorize about teachers' professional learning needs in international contexts, apply these learnings to their own practices and relate these to student learning outcomes.

## Assessment

- Assessment 1 – Essay: A critical analysis of theory and practice in contemporary international education contexts (2500 words) – 50%. Students will critically analyse how contemporary practices in international educational classrooms and contexts are informed by current learning theories. They will demonstrate a critical understanding of the changing nature of professionalism in the international context.
- Assessment 2 – Essay: A theorised philosophy and plan for effective teaching in the international context (2500 words) – 50%. Students will develop and present a professional philosophy and teaching plan that are appropriately analysed and theorised for the international context. They will link theory and practice and provide a well-researched argument that shows how the plan will improve student learning outcomes.

## EEG703 – Governance and Capacity Building in International Education

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kirsten Hutchison*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*



## 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

- Assessment 1 – 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' (3000 words) – 50%
- Assessment 2 – 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 (3000 words) – 50%

## EEG704 – Internationalising Curriculum in Education

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kirsten Hutchison*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## 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

- Assessment 1 – Case study (3000 words) – 50%
- Assessment 2 – Action plan (3000 words) – 50%

## EEH101 – Health and Physical Education Studies

*Enrolment modes: Enrolments close early March 2018.*

*Student enrolment quotas apply to this unit.*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Leanne Coll*

*Cohort rule: Must be enrolled in E377*

*Students from other courses may take the unit with permission of the course director*

*Campus contact: Jacqui Peters (Burwood (Melbourne))*

*Leanne Coll (Waurn Ponds (Geelong))*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ESH101*

*Scheduled learning activities – campus: 1 x 1.5 hour*

*Class per week, 1 x 1.5 hour Practical per week*

## Content

This unit begins by investigating the history of physical education, health and sport within an education context and noting the shift towards a more integrated model of HPE. The areas of congruence, tensions and challenges for PE identities are explored. A focus on physical activity and the relationship to children's health status and present day health and physical education programs are examined. This is achieved through teacher modelling, student observation and teaching physical education lessons in a school setting.

Students will also analyse the benefits, role and history of health in education and explore the risks to students and identity within a health context, school and broader community.

Students will also explore the work of the teacher in relation to the key principles described in the code of ethics and conduct for the teaching profession and the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Students participate in practical classes to enhance their knowledge and skills in traditional and student-centred approaches to learning through a variety of sports (including SEPEP and game-centred approaches) and reflect on the shift from participant to teacher.

### Assessment

- Exploring biographies in Health and Physical Education (1200 words or equivalent) – 30%
- Assessment 2 (Group) – Risk Management and Unit Preparation (1200 words or equivalent) – 30%
- Lesson planning and Reflective practice report (1600 words or equivalent) – 40%

## EEH102 – The Art and Science of Movement

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Naomi Symington*

*Cohort rule: Must be enrolled in E377*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ESH102*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Learning experiences are also via CloudDeakin*

### 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 seminars 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 seminars.

*Note: Student enrolment quotas apply to this unit*

### Assessment

- Assessment 1 – Gymnastics review (1000 words) – 25%
- Assessment 2 – Task cards (1000 words) – 25%
- Assessment 3 – Research journal and Dance and Gymnastics Collaborative Performance (x 3) (2000 words) – 50%

## EEH103 – Foundations of Sport and Exercise Pedagogy and Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sacha Bosman*

*Cohort rule: This unit is only available to students enrolled in E377 – Bachelor of Health and Physical Education, E377 – Bachelor of Physical Education*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HBS109*

*Scheduled learning activities – campus: 1 x 1.5 hour Class per week and in alternate weeks a practical or Seminar session 1.5 hours in duration*

## Content

This unit in sport, exercise and movement pedagogy and practice provides foundational content and interdisciplinary perspectives about the ways in which core discipline knowledge in anatomy and physiology applies to teaching about and for movement experiences in various contexts. As core content that underpins Human Movement, the unit will provide disciplinary studies in anatomy and physiology with a focus on building knowledge, skills and expertise drawn on in the teaching about, and instructional approaches relevant to, human movement. It develops knowledge in anatomical and physiological language, cell and tissue structure and function and a focused exploration of body systems relevant to human movement (e.g., cardiovascular, respiratory, musculo-skeletal and nervous systems). Further, the unit provides opportunity to develop key pedagogical skills in setting achievable learning goals that are developmentally appropriate and contextually relevant for learners, and to identify practices in organising effective teaching and learning sequences for human movement.

## Assessment

- Assessment 1 – Mid-trimester online test – 20%
- Assessment 2 – Sport and Exercise Pedagogy:  
Online instructional presentation – 30%
- Assessment 3 – Examination – 50%

## EEH116 – Primary Physical Education

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Trimester 3: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shannon Cunningham*

*Trimester 3 Unit Chair: Naomi Symington*

*Prerequisite: E200 students: Must have passed at least three units from EAD110, EAD111, EAD112, EAD113*

*Corequisite: Nil*

*Incompatible with: EEH216*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour class and 1 x 2 hour practical per week*

*In-person attendance requirements:*

*Trimester 3: Intensives held at Melbourne Burwood and Geelong Warrnambool*

*Burwood: Monday 11th November, Tuesday 12th*

*November, Wednesday 13th November, Monday 18th*

*November and Tuesday 19th November 2019*

*Warrnambool: Monday 13th January to Friday 17th*

*January, 2020*

## 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 the primary physical education component of the Australian Curriculum: Health and Physical Education.

This unit aims to:

- Engage pre-service primary teachers with the Australian primary school physical education curriculum,
- Discuss a rationale for the importance of physical education in Victorian and Australian primary schools.
- Familiarise pre-service teachers with various components of a quality primary physical education program.
- Implement age-appropriate / primary school physical education classes through effective yearly, term and lesson planning using current curriculum documents.
- Equip pre-service teachers with the skills, knowledge and confidence to provide successful physical education experiences for their primary school aged students

*Note: Trimester 3 offering – student enrolment quotas apply.*

*Trimester 3: Warrnambool students to attend intensive at Geelong (Warrnambool) or Burwood (Melbourne).*

## Assessment

- Assessment 1 (Group) – Presentation: small group video task demonstrating understanding of curriculum and pedagogy in PE (equivalent to 1000 words per group member) – 40%
- Reflective journal compiled across this unit. The journal will be a weekly response to prompt questions and collection of notes, answers, ideas, artefacts and reflections drawn from lectures, practical classes & readings (approximately 3000 words) – 60%

## EEH202 – Youth Health and Student Wellbeing

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Stonehouse*

*Cohort rule: Must be enrolled in E377*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### Content

This unit allows pre-service teachers to explore a range of youth health and wellbeing issues that can impact on young people's ability to take advantage of educational opportunities, and to reflect upon and explore their own values and attitudes to a range of issues that can be personally confronting, such as alcohol and other drugs, mental health, and wellbeing and safety.

This unit develops teamwork skills that mimic a school curriculum planning environment. Through the use of specific case studies of a range of youth, including those from diverse linguistic, cultural, religious and socioeconomic backgrounds, emphasis is placed on understanding the ways in which diversity shapes learning in the school context, particularly in terms of health and wellbeing.

The unit also provides the opportunity to engage with a number of approaches to working with young people and other stakeholders in the schools, and exposure to a variety of current policy and practice, curriculum, initiatives and programs that are currently being utilised in schools and other agencies around health and wellbeing issues.

### Assessment

- Assessment 1: (Group) – Report on a current Student Wellbeing issue (800 words per student or equivalent) – 20%
- Assessment 2: (Group) – Team meetings (1000 words per student or equivalent) – 25%
- Assessment 3: (Individual) – Reflection (2200 words per student or equivalent) – 55%

## EEH203 – Sport and Exercise Practice

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sacha Bosman*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E359*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour Workshop per week, 1 x 1.5 hour Class per week*

### Content

This unit focuses on sport, exercise and movement. The unit will provide an overview of basic anatomical and physiological language and terminology, organisation of the human body, cell and tissue functioning and will introduce various structure and functions associated with body systems pertinent to movement contexts (e.g. cardiovascular, respiratory, musculo-skeletal and nervous systems).

Practical classes will provide skills in instruction across various movement contexts including fitness education, aquatics and water safety, sport and games. The practical classes will specifically seek to develop skills in setting achievable learning goals that are developmentally appropriate and contextually relevant and to identify practices in organising effective teaching and learning sequences for physical skills in these various contexts.

*Note: Student enrolment quotas apply to this unit*

### Assessment

- Assessment 1 – In class Progress Test – 20%
- Assessment 2 – Online presentation (15 minutes in duration) – 30%
- Assessment 3 – Final written examination (90 minutes in duration) – 50%

## EEH217 – Student Health and Wellbeing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Stonehouse*

*Prerequisite: For E200 students: Must have passed at least three units from EAD110, EAD111, EAD112, EAD113*

*Corequisite: Must be enrolled in E359 or E200*

*Incompatible with: EEH316*

*Scheduled learning activities – campus: 1 x 3 hour Seminar*

### Content

This unit prepares students to teach Health Education in the primary school setting and addresses the mandatory requirements a teacher has for Student Wellbeing.

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. The unit will prepare students to teach Health Education in the Victorian Curriculum. It addresses cross-curricular approaches to Health Education, in an increasingly crowded curriculum.

### Assessment

- Assessment 1 (Group) – Essay (800 words per student or equivalent) – 20%
- Assessment 2 (Group) – Team Meetings Report (1000 words per student or equivalent) – 25%
- Reflection Essay (2200 words or equivalent) – 55%

## EEH301 – Nutrition, Growth and Development for Health Educators

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Hendry*

*Prerequisite: EEH202 OR EEH217*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit will explore a range of issues related to nutrition, growth and development relevant to health and physical educators. Central to the unit will be the discipline study of nutrition, including the classification of nutrients; food intake and its relationship to activity; lifespan nutrition; nutrition and lifestyles; growth and development; Recommended Dietary Intakes (RDI); health implications of nutrient deficiencies and diet-related disease; sociocultural factors that shape food choices; public health promotion related to nutrition; sport and exercise nutrition requirements; supplement analysis; and hydration techniques.

In preparing educators for the work of this discipline in schools, this unit will focus on the important work of developing functional, interactive and critical health literacies in keeping with the tenets of the Victorian Curriculum. Students will also have the opportunity to engage in the numeracy demands of the mathematics of nutrition. A strengths-based approach to teaching health will be explored, equipping the students with the discipline knowledge, skills and understandings required to teach health in a contemporary classroom.

### Assessment

- Assessment 1 – Presentation (10 minutes) – 20%
- Assessment 2 – Report (1200 words) – 30%
- Assessment 3 – Dietary analysis (2000 words equivalent) – 50%



## EEH302 – Health and Physical Education in the Curriculum

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jacqui Peters*

*Prerequisite: One of EEH217, EEH203 or HBS110*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class per week for 9 weeks, 1 x 1.5 hour practical per week for 9 weeks*

### Content

This unit will consist of online, theory and practical components. The unit will focus on the understanding of the theoretical foundation of pedagogy as well as curriculum and assessment issues in Years P-6 HPE, including the various ways in which curriculum is organized, in order to help develop understanding of the concepts, substance and structure of the content and teaching strategies of HPE. Students will have the opportunity to discuss and critique the work in schools in engaging in the prac-theory nexus. Specifically, policies and frameworks that guide planning, teaching and assessment of HPE that organise content into an effective learning and teaching sequence to be applied in a real learning context in a primary school will be explored. The unit will also focus on the challenges of classroom management and teaching within a diverse classroom and catering for individuals' needs, in both the physical education environment and in the health classroom.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Contemporary issues in HPE – Journal task (2000 words equivalent) – 50%
- Assessment 2 – Risk Management and Lesson Preparation (Group task) (1000 words equivalent) – 25%
- Assessment 3 – Reflective practice report (1000 words) – 20%

## EEH315 – Teaching Sexuality and Relationship Education

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Debbie Ollis*

*Trimester 3 Unit Chair: Debbie Ollis*

*Cohort rule: Students must to be enrolled in an initial teacher education course*

*Prerequisite: 16 credit points of study. Students with Recognition of Prior Learning as part of their 16 credit points must seek approval from the Unit Chair*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements:*

*Trimester 2: intensive offering for 6 weeks – weeks 1–3 and 7–9. 6 hours per week for E377 only students at Burwood (Melbourne) and Geelong (Waurin Ponds) unless negotiated with unit chair.*

*Trimester 3: intensive offering for 6 days – 13–15, 18–20 November 2019 (6 hours per day)*

*Assessment day – week of 4 December 2019 for E359 and E377 students.*

### 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 the Victorian Curriculum 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;
- Physiological aspects of sex and sexual health;
- Frameworks and policies;
- Gender and sexuality;
- Gender and sexual diversity;
- Cultural and religious diversity;
- Developing age appropriate approaches;
- Dealing with sensitive issues;
- Whole school approaches to sexuality education.

*Note: Student enrolment quotas apply to the Trimester 3 Burwood (Melbourne) offering of this unit*

### Assessment

- Assessment 1 – Resource Development (2000 words) – 50%
- Assessment 2 – Micro-teaching presentation (2000 words equivalent) – 50%

## EEH401 – Professional Issues in Health and Physical Education

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong)*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cassandra Iannucci*

*Cohort rule: Must be enrolled in E377*

*Campus contact: Burwood (Melbourne): Natalie Lander  
Warrnambool (Geelong): Leanne Coll*

*Prerequisite: EPP203 and EPP303 OR EEH201*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour  
Class per week for 7 weeks, 1 x 1.5 hour Seminar for 7 weeks*

*Learning experiences are also via CloudDeakin*

### Content

This unit focuses on professional issues critical to students' future as health and physical educators. In this unit, students will identify evidence-seeking questions related to the field of HPE and consider how these have influenced, or are likely to influence, pedagogical approaches to HPE in schools. Opportunities will then be provided for students to explore the important role that theory and evidence-based practice plays in reflecting on, debating and responding to their selected professional issue. Students will also engage in learning experiences and assignment tasks aimed towards preparation for future careers through understanding the role of the Australian Professional Teacher Standards; responsible engagement with technology; access to and ethical and social justice issues; policies and practices in schools; working in diverse religious, linguistic, cultural and socioeconomic contexts; and the role of the DET, community and parents in their work as teachers.

### Assessment

- Assessment 1 (Group of 4 – 5 students) – Professional Issues Debate (2500 words or equivalent) – 50%
- Assessment 2 Individual – Professional Portfolio (2500 or equivalent) – 50%

## EEH403 – Inclusivity and Diversity in HPE Movement Contexts

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cassandra Iannucci*

*Prerequisite: EEH455*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*1 x 3 hour Seminar per week (Week 1 and 11)*

*1 x 1.5 hour Seminar and 1 x 1.5 hour prac per week (Weeks 2–5).*

### Content

This unit will consist of theory and practical components designed to challenge students to consider their work in health and physical education in relation to students with diverse educational needs.

Students will undertake a voluntary experience within a school for students with special educational needs to bring to life the challenges of catering for diverse groups. They will also undertake a site visit and theoretical studies in Aboriginal and Torres Strait Islander education with a view to better understanding the health and education challenges for this group. Practical and theoretical activities will be driven by a strengths-based approach, in keeping with the underlying principles of the Australian Curriculum.

Students will undertake a range of practical activities that challenge them to think about health and physical education in light of lifelong physical activities. These include challenge, adventure and open-water aquatic activities, suitable for a diverse range of participants and contexts.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Literature Review (2000 words or equivalent) – 50%
- Assessment 2 – Learning plan (2000 words or equivalent) – 50%

## EEH404 – Health: a Family and Community Focus

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Stonehouse*

*Prerequisite: EEH202*

*Corequisite: Must be enrolled in E377*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week for 7 weeks*

### Content

This unit offers an approach to health education that focuses on the role of families and communities. Building both can have a positive impact on the school community.

Students will define family in the 21st Century and be taken through a life span approach to family and community health. Considerations such as health promotion, Government initiatives, policies and practices, health status and health priorities will help guide this unit. This issues will take a local community to international approach.

The unit will address key health issues across the lifespan (drug use, mental health, Respectful Relationships, heart diseases, motor vehicle accidents gambling, etc.) and discuss relationships between class, gender, sexuality, location, age, ability, indigeneity, ethnicity, etc.

### Assessment

- Assessment 1 (Group) – ATSI Resource (1200 word count or equivalent) – 30%
- Assessment 2 (Group) – Presentation (1200 words or equivalent) – 30%
- Essay (1600 or equivalent) – 40%

## EEH405 – Senior Physical Education: Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kate Moncrieff*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ESH405*

*Scheduled learning activities – campus: 1 x 2-hour seminar per week, 1 x 1-hour practical per week*

### 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

- Assessment 1 – Seminar presentation (1600 words) – 40%
- Assessment 2 – VCE Physical Education Unit of Work (2400 words) – 60%

## EEH406 – Home Economics: Curriculum Study A

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Stonehouse*

*Cohort rule: Must be enrolled in E377*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

This unit introduces students to the Years 7–10 home economics curriculum. Historical perspectives of home economics in the curriculum will be explored in order to understand the various forms in which the learning area has and does appear in contemporary school programs. Food preparation and science, nutrition, family and health and human development will be brought to life through practical and theoretical experiences. Students will have the opportunity to practise a range of Home Economics skills, whilst also examining the knowledge and understandings required of this learning area. Literacy and numeracy skills and notions of sustainability will be embedded in this unit as a means of demonstrating the cross-curricular priorities and general capabilities that need to be considered by the practising teacher.

### Assessment

- Assessment 1 – Report (1600 words) – 40%
- Assessment 2 – Unit of work (2400 words equivalent) – 60%

## EEH407 – Home Economics: Curriculum Study B

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Leanne Compton*

*Cohort rule: Must be enrolled in E377*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

This unit explores a range of issues relating to food from both theoretical and practical perspectives and the ways in which curriculum, teaching, learning and assessment in this method area is mobilised in school contexts. Curriculum areas examined include food safety, properties of foods, planning and preparation of foods, food processing, food controls, product development and emerging trends in food growth and management. Home Economics is explored as it is represented in the senior curriculum within the broader framework of Food and Technology. Teaching, learning and assessment within the senior school Food and Technology curriculum are examined in line with the requirements of VCE.

### Assessment

- Assessment 1 – Presentation – 40%
- Assessment 2 – Curriculum design (2400 words equivalent) – 60%

## EEH455 – Approaches to Teaching Health and Physical Education

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kate Moncrieff*

*Cohort rule: Must be enrolled in E377*

*Prerequisite: EEH201 and EPP203 for students who commenced E377 course from 2011*

*Corequisite: Nil*

*Incompatible with: ESH355, ESH455*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Students are required to participate as a mentor which requires a two hour mentoring/professional development session as required during five weeks of trimester*

### Content

This unit will address topics including:

- learner attitudes, needs and motivations for engaging in school based health and physical education (HPE).
- Further examination of the three learning domains as they apply to HPE
- components of effective teaching of HPE from Years 5-12 including planning and Assessment
- critical reflection upon past and present notions of effective teaching and the comparison of these to a models based approach
- the thorough investigation of several approaches to teaching HPE through participation in practical seminars and engaging with new HPE Content
- an examination of the role of reflective practice and personal evaluation to their own teaching and recognition of their own development through the mentoring of junior colleagues
- the opportunity to experience designing and implementing a unit of work based upon a selected pedagogical approach to teaching.

### Assessment

- Assessment 1 – Journal (800 words) – 20%
- Assessment 2 – Part A – Instructional models (1600 words) – 40%
- Assessment 3 – Part B – Instructional models (1600 words) – 40%



## EEH531 – Promoting Student Wellbeing

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jacqui Peters*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EEH530, EXC530*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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

- Assessment 1 – Case Study: Written case study of a student wellbeing issue, developed from a review of literature and student research – 50%
- Assessment 2 – Group Presentation: Group presentation of student wellbeing promotion strategies – 50%

## EEH730 – Promoting Student Wellbeing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Hendry*

*Trimester 2 Unit Chair: Natalie Hendry*

*Trimester 3 Unit Chair: Leanne Coll*

*Cohort rule: Must be enrolled in D303, D304, E760 or E763*

*Prerequisite: D303 and D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: EPR702 or EPR732*

*Incompatible with: EXC530, EXC730*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 3 hour seminar per week (no seminars during placements)*

*Trimester 3: Online independent and collaborative learning activities. Students must attend and participate in 5 x full day seminars at the Burwood (Melbourne) campus on the scheduled days during the trimester*

*Scheduled learning activities – cloud (online):*

*Trimester 2: Online independent and collaborative learning activities including 1 x scheduled 1 hour online seminar per fortnight (no online seminar during placements)*

*Trimester 3: Online independent and collaborative learning activities. Students must attend and participate in 5 x full day seminars at the Burwood (Melbourne) campus on the scheduled days during the trimester*

### Content

Promoting Student Wellbeing is a compulsory unit designed to assist pre-service teachers to critically explore the relationship between health, wellbeing and education. In particular, students will engage in critical analysis about the social, political and curricular frameworks related to wellbeing and health. This unit is designed to engage students in teaching and learning experiences that not only build knowledge and understanding of health and wellbeing issues but also require students to reflect and explore their own values, experiences and attitudes to a range of issues that can be personally confronting. Students will consider how they influence teaching and learning, and how schools may protect, support and affirm the wellbeing of young people, teachers and their broader school communities.

The unit has important and critical direct links to teaching practice both inside and outside the classroom.

## Assessment

- Critical literature review (2500 words) – 50%
- Assessment 2 (Group of 2–4 students) – Digital object toolbox and podcast (2500 words or equivalent) – 50%

## EEI202 – Communication and Diverse Learners

*Enrolment modes: Trimester 1: Warrnambool, Waurn Ponds (Geelong), Burwood*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Edwina El Hachem*

*Cohort rule: This unit is only available to students enrolled in E359 – Bachelor of Education (Primary) course version commencing 2017*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 3 hour Classes (Week 4, 6 & 8), 1 x 2 hour Seminar per week during weeks 1-8 and 11.*

## Content

This unit aims to broaden students' knowledge and understanding of the various aspects of language and communication, and how they impact on learning and social and emotional development in diverse learners. It will evaluate the range of communication practices required to build strong relationships with parents, professional learning teams, allied professionals and the wider community in order to foster an inclusive environment for learning. Specifically, students will adopt an analytical approach to understanding the relationship between communication, language and literacy and learners with additional needs.

Students will engage with the theories of language and communication acquisition and apply these to individuals of different ages, language, social and cultural backgrounds, and language and communication abilities. Children with communication challenges will be highlighted, including those with ASD, language delays, hearing impairment, Acquired Brain Injuries and Mutism. The role of teachers in supporting children's language and communication skills through assessment and planning will be investigated.

*Note: Student enrolment quotas apply to this unit*

## Assessment

- Report (2000 words or equivalent) – 50%
- Critique (2000 words or equivalent) – 50%

## EEI301 – Personalising Learning: a Transdisciplinary Approach

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurn Ponds (Geelong)*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Spicer*

*Prerequisite: One of EEI202 or HDS106*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3h seminar per week*

## Content

This unit consolidates understandings relating to the concept of personalised learning and how it relates to the curriculum, assessment and program planning for students with additional learning needs. It is designed to engage students in discussions about ideas of conformity, diversity, labelling, exclusion and inclusion. This unit will introduce students to the wide network of community supports and a transdisciplinary approach to supporting learners including the child mental health care system, the Department of Human Services, allied health workers and Child Protection.

Students will learn how to use a variety of assessment tools and employ teaching and support strategies and support networks to assess and plan for learners with additional needs. They will develop skills in collaborating with families and communicating clearly with parents providing evidence for meeting the APST 5 and 7.

*Note: Commencing 2019*

## Assessment

- Assessment 1 – Analysis of transdisciplinary reports for communication with parents (1600 words) – 40%
- Assessment 2 – Construction of an individual learning plan (2400 words) – 60%

## EEI302 – Role of Multimodal Therapies in Special Education

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shelley Hannigan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

### Content

The role of mixed and multimodal therapies that assist and support children with additional needs is essential in enhancing a child's learning, social skills, emotional regulation and behavioural skills. This unit will introduce students to a range of therapies, including, but not limited to, equine, sand-tray, visual and tactile arts, drama, dance and music.

Therapeutic and education approaches will be explored and applied in workshops, during student fieldwork, placements or other educational contexts (working with a friend's child, relative or in an out of school activity) to support the role of therapies as pedagogical approaches to education.

Students will complete a reflective journal to keep track of their personal and pedagogical growth. They will develop skills in collaborating with peers by exploring therapeutic interventions and the impact on a child's learning, socialisation, emotional and behavioural development.

*Note: Commencing 2019*

### Assessment

- Assessment 1 – Therapeutic intervention and reflective journal (1600 words) – 40%
- Assessment 2 – Case study report and presentation (2400 words) – 60%

## EEI322 – Teaching the Learner with Special Needs in the General Education Classroom

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Spicer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

### 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

- Assessment 1 – An analysis of one category of difference (1200 words) – 30%
- Assessment 2 – A report of a student with special needs observed in a general primary classroom (1600 words) – 40%
- Assessment 3 – A seminar presentation and plan (1200 words) – 30%

## EEI700 – Practicum Case Study

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kim Davies*

*Cohort rule: Must be enrolled in E734 (commenced prior to 2018) or E744SP*

*Prerequisite: An approved teaching qualification*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## 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 placement 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

- Assessment 1 – Submission of an initial IEP plan – 40%
  - Part A: Research, preliminary planning and analysis of data for the development of an IEP case study for a student that will be implemented in part B
  - Part B: The plan to be endorsed by the school supervisor
- Assessment 2 – Implementation: School evaluation of the implementation of the case study – 60%

## Hurdle requirement

Hurdle requirements for E734 and E744SP students only:

1. Completion and documentation of 2 days of professional development relating to the Field.
2. Knowledge of relevant support services related to the field.

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements

# EEI703 – Personalised Program Planning

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Spicer*

*Cohort rule: Students enrolled in E734 must have commenced after 2018*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online learning experiences are via CloudDeakin*

*Students will participate in regular BlackBoard Collaborate sessions throughout the trimester and participate in 15 days field experience across the trimester in an inclusive education context*

## Content

Personalised Program Planning emphasises the provision of high quality educational opportunities for all learners. The unit materials will support students to apply their developing theoretical knowledge and professional understandings to design, implement and evaluate inclusive Individual Learning Plans (ILP's), drawing upon learner's strengths, interests and abilities, to promote the learning success of diverse populations of students.

The unit will demonstrate how ILP's can be implemented as part of larger pedagogical and curricula processes that promote positive learning experiences and inclusive learning contexts. Students will consider the importance of involving key stakeholders (like learners and their families/carers) as partners in personalised learning programs like ILP's. Students in EEI703 will also complete a 15 day placement where, with support and supervision, they will develop, implement and review an ILP as part of a school-based program in an inclusive learning context. This initial inclusive educational placement lays the foundations for subsequent field work undertaken in EEI704 and EEI705 and contributes to the 45 days of practicum undertaken throughout the Master of Specialist Inclusive Education.

Students will upload a selection of course outputs into their curated E-Portfolio.

## Assessment

- Assessment 1 (Individual task) – Draft ILP (3000 words or equivalent) – 40%
- Assessment 2 (Individual task) – Placement implementation of ILP including daily planning and reflection (3000 words or equivalent) – 60%

## EEI704 – Advanced Inclusive Practice

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Genee Marks*

*Cohort rule: Students enrolled in E734 must have commenced after 2018*

*Prerequisite: EIE702, EEI703*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online learning experiences are via Cloud Deakin.*

*Students will participate in regular BlackBoard Collaborate sessions throughout the trimester and participate in 15 days field experience across the trimester in an inclusive education context.*

### Content

Advanced Inclusive Practice is the second unit in the major unit sequence of the Master of Specialist Inclusive Education. In this unit we extend the work commenced in 'EIE702 Teaching and Learning in the Inclusive Classroom' to continue to develop a deep theoretical and research-informed knowledge base of the principles and practice of inclusive education across a variety of educational contexts. Students will enhance their developing repertoire of inclusive pedagogies, augmenting their existing practice with an advanced range of analytic skills, curriculum design and assessment tools and individual, group and community strategies.

This unit also incorporates 15 days of field work undertaken in an inclusive educational context.

Students will upload a selection of course outputs into their E-Portfolio.

### Assessment

- Inclusivity Audit (equivalent to 1300 words) – 40%
- Action Plan (equivalent to 1300 words) – 40%
- Assessment 3 (Group) – Cloud Deakin collaboration, peer support and feedback (equivalent to 400 words) – 20%

## EEI705 – Practicum: Specialist Inclusive Education

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wendy Kortman*

*Cohort rule: Students enrolled in E734 must have commenced after 2018*

*Prerequisite: EEI703, EEI704*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

Practicum: Specialist Inclusive Education is the capstone unit in the Master of Specialist Inclusive Education, drawing together and providing the opportunity to apply, enhance and refine the theoretical understandings and professional inclusive practice expertise of students through a 15 day placement in a specialist education setting, with the support and supervision of the unit lecturer and the professional placement mentor. Students will facilitate inclusive learning experiences and educational success for particular students and groups of students with diverse learning needs, strengths and abilities in both whole school and classroom contexts.

This capstone unit provides students with an opportunity to demonstrate through a curated E-Portfolio their deep understanding of the theory, principles of inclusive education as they are realised in specialist inclusive practices.

*Note: Trimester 1 enrolments for this unit close on 15th February*

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

### Assessment

- Teaching practicum in specialist education setting assessed by supervising mentor in consultation with unit lecturer – 50%
- E-Portfolio curated to include evidence of critical reflections upon practicum experiences and developments in professional practice, professional identity and understanding of the principles and practice of inclusive education – 50%



## EEI714 – Individualised Program Planning

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Spicer*

*Cohort rule: Must be enrolled in E734 (commenced prior to 2018), E544, E700 or E744SP*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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 diverse 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 pedagogy and related curriculum implementation. Subsequently, assessment for learning and strategies for teaching diverse student populations will be critically analysed.

Students will also consider the value of key stakeholders including families and students as partners in developing individual and personalised learning processes. 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. Emphasis is also placed on the contribution of new knowledge promoting change that drives practice and the work of educators in the field through engaging in preliminary research and on-line discussion reflecting this research.

### Assessment

- Assessment 1 – On-line discussion and literature review (3000 words) – 50%
- Assessment 2 – PowerPoint presentation: The development of one IEP with a PowerPoint presentation targeted to colleagues and/or parents (3000 words or equivalent) – 50%

### Hurdle requirements for E734 and E744SP students only:

Completion and documentation of 2 days of professional development relating to the Field

- Professional development related to IEP planning and implementation
- Researching and documenting key networks in this field, e.g. AASE

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements.

## EEI715 – Effective Classroom Management: Positive Learning Environments

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wendy Kortman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit investigates contemporary issues relating to effective classroom management and develops advanced knowledge and skills to understand the variables that influence learning, including school based barriers to social inclusion. It encourages students to conduct a full ecological analysis of all factors that influence effective behaviour management. It concentrates on building teacher skill rather than focusing on student deficits. Drawing on theoretical and practical understandings that underpin the notions of social behaviour within classrooms, participants will examine and compare a variety of models and consider pedagogy, 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

- Assessment 1 – Group work providing an analysis of a chosen model (2000 words) – 40%
- Assessment 2 – Case Study (2500 words) – 60%

## Hurdle requirement

Completion and documentation of 2 days of professional development relating to effective classroom management.

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements.

# EEI716 – Practicum: Special Educational Needs

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wendy Kortman*

*Cohort rule: Must be enrolled in E734 (commenced prior to 2018) or E744SP*

*Prerequisite: An approved teaching qualification*

*Scheduled learning activities – cloud (online):*

*Professional experience: Students will be required to complete a 15 day professional experience placement. Students who are currently teaching may complete 15 days in their own setting if supervised by a specialist educator. However, Deakin encourages students to complete a maximum of 5 days in an alternative setting to their normal workplace if possible.*

*Learning experiences are also via CloudDeakin*

## Content

The content of this unit centres on the ability of students to facilitate an optimum learning environment for individual students with diverse learning needs within both whole school and classroom contexts. Students need to demonstrate an understanding of key educational and social goals for individual learners and plan accordingly utilising existing skills and strengths of individual learners.

This will include:

- Planning and implementation of the required educational program that will ensure access and success;
- Provision of a positive learning environment for all students that is strength based and inclusive;
- Demonstrate forward-thinking ability to increase the participation of students in the educational programs and social life of the school;
- Demonstrate advanced knowledge of teaching models and strategies that will contribute to quality teaching and learning;
- Utilise skills to evaluate the student programs and outcomes.

Students must complete a minimum of 15 days of supervised professional experience placement.

## Assessment

- Assessment 1 – Professional experience placement: A 15 day special education placement assessed by the supervising teacher that incorporates: skilled planning and preparation relating to curriculum knowledge, strategies and evaluation for ongoing planning; effective classroom management and communication skills; the development of a positive learning environment meeting individual student needs within an inclusive environment and professional interaction within the school community – 50%
- Assessment 2 – Reflective Journal: Submission of a reflective journal outlining participants own role and an evaluation of their own practice demonstrating: knowledge of the educational and social goals for each student; ability to facilitate an optimum learning environment for each individual student through the identification and analysis of existing skills and strengths for ongoing planning; skill to determine appropriate curriculum and strength based strategies for individual learners that will promote success and positive, inclusive learning environments; demonstrate ability to increase the participation of students in the educational and social life of the school; skills to evaluate programs and student outcomes by reflecting on their own professional practice and planning and liaison with all key stakeholders in support teachers – 50%

## Hurdle requirements for E734 and E744SP students only:

Completion and documentation of 2 days of professional development relating to the Practicum Case Study.

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements.

## EEL201 – Literacy Across the Curriculum

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrew Eysers*

*Cohort rule: For students commencing in course D347 from 2011*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL302, EEL302*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar in Schools 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.

*Note: \*2019 will be the final year of offer for this unit.*

### Assessment

- Assessment 1 – A reflection on classroom practice with a focus on how literacy is integrated across discipline areas (1600 words) – 40%
- Assessment 2 – A case study that presents original qualitative research or that presents original curriculum that integrates literacy across discipline areas (2400 words) – 60%

## EEL702 – New and Traditional Literacies and Diverse Student Needs

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anne Cloonan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit draws on contemporary knowledge of diversity of student learning needs and the teaching and learning of new and traditional literacies. In contemporary classrooms, diversity is increasingly appreciated in terms of the funds of knowledge students bring to learning and the desirability of student voice. 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, this unit involves participants in investigating ways in which teachers can engage the diverse students they work with in developing new and traditional literacies. Core materials engage participants with current debates, issues in the field, teaching strategies and resources and emphasise the importance of drawing on students' strengths and funds of knowledge, empowering them through a range of literate practices.

Through engagement with elective materials, participants select an area of specialisation and employ research skills to self-source materials related to their selected area. They may focus on developing ways of engaging and teaching literacies to students with particular educational needs or choose to investigate a literacies related issue. Within the selected specialisation, participants research, develop, implement and reflect on a school-based application of their learning.

## Assessment

- Assessment 1 – Critical reflection essay on research readings on a negotiated topic (2500 words) – 50%
- Assessment 2 – Application of learning (series of lessons OR presentation): Application of learning based on research (design, implementation and reflection on a series of literacy sessions or a digital resource to support personalised student learning) (2500 words or equivalent) – 50%

### Hurdle requirements for Master of Education (Special Education Needs) students only:

Completion and documentation of 2 days of professional development relating to the Practicum Case Study. Knowledge of relevant support services related to the field.

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements.

## EEM401 – Numeracy Across the Curriculum

*Offering information: Please note 2019 is the final year this unit will be offered*

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Zara Ersozlu*

*Cohort rule: For students commencing in courses D347 from 2011*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ESM300, EEM301*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including structured online tasks and interactions and weekly engagement with materials and responses in discussion forums.*

## 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.

*Note: Final year of offer 2019, students to contact Student Services [artsed@deakin.edu.au](mailto:artsed@deakin.edu.au)*

## Assessment

- Assessment 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%
- Assessment 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%
- Assessment 3 – An online learning task portfolio consisting of a number of short written pieces in response to tasks detailed on the CloudDeakin site (equivalent to 1200 words) – 30%

## EEO211 – Humanities Education in the 3–6 Primary Levels

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Heather Wallace*

*Campus contact: Kate Harvie (Burwood (Melbourne))*

*Heather Wallace (Waurin Ponds (Geelong))*

*Terri Redpath (Warrnambool)*

*Prerequisite: Must have passed 8 credit points.*

*Additionally, for E200 only: Must have completed at least three of EAD110, EAD111, EAD112, EAD113.*

*Corequisite: Must be enrolled in E359.5 – course version commencing from 2017*

*Incompatible with: ECS310, EEO310, EEO210, EEO311, ECS501*

*Scheduled learning activities – campus: 1 x 1-hour Class and 1 x 2-hour Seminar per teaching weeks. In addition students are expected to attend a 3-hour excursion/fieldtrip, dates to be advised.*

## Content

This is the first of two Humanities units within your course. In this unit, we focus on the ways in which curriculum in the 3–6 primary levels in Geography, History, Economics and Business, and Civics and citizenship can be taught in creative and innovative ways. Humanities learning areas, cross-curriculum priorities and capabilities will be explored through inquiry pedagogies for rich learning.

## Assessment

- Humanities Journal: Prompts and provocations (2400 words or equivalent) – 60%
- Assessment 2 (Paired) – Curriculum map and sequence of lessons (1600 words or equivalent) – 40%

# EEO301 – Sustainability, Inquiry and Action – a Humanities Perspective

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)(Intensives)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rebecca Cairns*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E359*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood: 1 x 3 hours seminar per week*

*In-person attendance requirements:*

*Warrnambool: 4 days x 6 hours (intensives)*

## Content

This is the third unit in the Humanities, Arts, and Social Sciences (HASS) specialisation sequence. The unit models an interdisciplinary approach to curriculum design and inquiry (action-oriented) pedagogy. The unit draws on the HASS disciplines – Geography, History, Economics and Business, and Civics and Citizenship – to understand and analyse the social, cultural, political, economic and environmental elements of sustainability.

Through a project-based investigation of a sustainability issue locally relevant to a primary school context, students critically engage with, and apply their understanding of, contemporary theories and different perspectives on sustainability education to design and implement a proposal for action. A focus will be on expanding students' understanding, and critical appraisal, of resources, curriculum, and teaching and learning strategies that will assist them in teaching for sustainable futures through HASS.

*Note: Commencing 2019*

## Assessment

- Assessment 1 – Group project proposal (1600 words) – 40%
- Assessment 2 – Individual evaluation report (2400 words) – 60%

# EEO311 – Learners Living in Their World: Humanities Perspectives

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kate Harvie*

*Campus contact: Kate Harvie (Burwood (Melbourne))*

*Chris Speldewinde (Warrnambool (Geelong))*

*Terri Redpath (Warrnambool)*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E359.4 – course version commencing prior to 2017*

*Incompatible with: ECS310, EEO310, EEO210, ECS501, EEO211*

*Scheduled learning activities – campus:*

*Burwood, Warrnambool & Warrnambool: 1 x 1 hour Class per week (weeks 1–3) and 1 x hour Online per week (weeks 6–11) and 1 x 2 hour Seminar per week for 9 weeks*

## Content

This unit is the first of two Humanities and Social Sciences (HASS) units which focus on expanding students' understandings of HASS resources, curriculum development and teaching within a primary classroom, where learners and teachers are positioned as inquirers in the world. Building upon the discipline unit undertaken in the first year of studies (AIA105), 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-views are developed.



To this end, critical civics and citizenship understandings are constructed through experiences of Indigenous, Local, National, Asian, and Global and Sustainability perspectives. This unit focuses with special interest on children in the lower primary grades.

## Assessment

- Assessment 1 – Unit Planning, group task (1600 words equivalent per student) – 40%
- Assessment 2 – Learning Resource Collection (2400 words equivalent) – 60%

## EEO320 – Humanities Education Across the Primary Levels

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Heather Wallace*

*Prerequisite: ECE212*

*Corequisite: Must be enrolled in E330*

*Incompatible with: ECE465, ECS310, ELE501, EEO310, EEO210, ECS501, EEO311*

*Scheduled learning activities – campus:*

*Burwood: 1 x 2 hour seminar per week, 1 x 1 hour online workshop per week*

*Deakin Learning Centres: 2 x 2 hour intensives, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

*Scheduled learning activities – cloud (online):*

*Attendance at 2 Cloud Conferences per trimester, 1 x 2 hour online workshop per week, 2 x 1 hour online class per trimester (recordings provided)*

## Content

This unit explores Humanities and Social Sciences (HASS) and has the aim of expanding students' understandings of humanities resources, curriculum development and teaching within a primary classroom, where learners and teachers are positioned as inquirers in the world. 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-views are developed. To this end, critical civics and citizenship understandings are constructed through experiences of Indigenous, Local, National, Asian, and Global and Sustainability perspectives. This unit focuses with special interest on children in the primary grades.

## Assessment

- Assessment 1 – Learning Resource Collection (2400 words equivalent) – 60%
- Assessment 2 – Inquiry unit planning (small group) (1600 words equivalent per student) – 40%

## EEO410 – Learners Inquiring in and About Their World: Human Disciplines

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Warrnambool*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kate Harvie*

*Campus contact: Kate Harvie (Burwood (Melbourne))*

*Heather Wallace (Waurin Ponds (Geelong))*

*Kate Harvie (Warrnambool)*

*Prerequisite: EEO311 or EEO211*

*Corequisite: ETP400 or ETP401*

*Incompatible with: EEO210, EEO310*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week. 1 x 1 hour online lecture/s per week.*

## Content

This unit focuses on the curriculum development and knowledge 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 & Economics and Business can be taught in creative and innovative ways. We also build upon the Civics and Citizenship and Worldviews and religions components of the Humanities curriculum. Cross curriculum priorities of: Aboriginal and Torres Strait Islander history and culture; Asia and Australia's engagement with Asia; and Sustainability will also be considered.

## Assessment

- Inquiry planner (Group), lesson plan and mini lesson (Individual) (equivalent 2000 words) – 50%
- Weekly prompt tasks and provocations (equivalent 2000 words) – 50%

## EEP202 – Primary School Experience 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): .25*

*EFTSL value: 0.031*

*Trimester 2 Unit Chair: Sue Bennett*

*Cohort rule: For students who commenced from 2007 in course E359*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EXP202*

*Scheduled learning activities – campus: Professional experience: Students will be required to complete a 10 day professional experience placement*

### 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

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): .25*

*EFTSL value: 0.031*

*Trimester 1 Unit Chair: Sue Bennett*

*Cohort rule: For students who commenced 2007 or later in course E359*

*Prerequisite: Nil.*

*Corequisite: EEE307 or EEH316*

*Incompatible with: EXP301*

*Scheduled learning activities – campus: Professional experience: Students will be required to complete a 10 day professional experience placement*

## 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

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): .25*

*EFTSL value: 0.031*

*Trimester 2 Unit Chair: Sue Bennett*

*Cohort rule: For students who commenced 2007 or later in course E359*

*Prerequisite: Nil.*

*Corequisite: EEE308*

*Incompatible with: EXP302*

*Scheduled learning activities – campus: Professional experience: Students will be required to complete a 10 day professional experience placement*

### 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

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Warrnambool*

*Credit point(s): .25*

*EFTSL value: 0.031*

*Trimester 1 Unit Chair: Josephine Lang*

*Cohort rule: For students who commenced from 2007 in course E359*

*Prerequisite: Nil*  
*Corequisite: EEE401*  
*Incompatible with: EXP401*

*Scheduled learning activities – campus: Professional experience: Students will be required to complete a 15 day professional experience placement*

## 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

*Enrolment modes:*  
*Trimester 1: Warrnambool, Waurin Ponds (Geelong)*  
*Trimester 2: Burwood (Melbourne)*

*Credit point(s): .25*  
*EFTSL value: 0.031*  
*Trimester 1 Unit Chair: Dianne Toe*  
*Trimester 2 Unit Chair: Dianne Toe*  
*Cohort rule: For students who commenced from 2007 in course E359*

*Prerequisite: Nil*  
*Corequisite: EEE401*  
*Incompatible with: EXP402*

*Scheduled learning activities – campus: Professional experience: Students will be required to complete a 15 day professional experience placement*

## 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).

# EEP403 – Primary School Experience 7

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): .25*  
*EFTSL value: 0.031*  
*Trimester 2 Unit Chair: Dianne Toe*  
*Cohort rule: For students who commenced from 2007 in course E359*

*Prerequisite: Nil*  
*Corequisite: EEA410*  
*Incompatible with: EXP403*

*Scheduled learning activities – campus: Professional experience: Students will be required to complete a 15 day professional experience placement*

## 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).

# EES245 – Primary Science Education 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*  
*EFTSL value: 0.125*  
*Trimester 1 Unit Chair: Lihua Xu*

*Prerequisite: For E359 students: Must have passed 5 credit points at level 1. For E200 students: Must have passed at least three units from EAD110, EAD111, EAD112, EAD113.*

*Corequisite: Must be enrolled in course E200 or E359*  
*Incompatible with: EES240, EES345*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

## 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 modelling; scientific reasoning; and the nature of science.

## Assessment

- Research Report (2000 words) – 50%
- Lesson Plan (1200 words or equivalent) – 30%
- Seminar Tasks (800 words or equivalent) – 20%

## EES300 – Science, Technology, Engineering and Mathematics (STEM) Education

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Warrnambool Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: George Aranda*

*Prerequisite: One of SLE111, SLE133 or SLE123*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week (Weeks 1, 3, 6, 8 and 10)*

## Content

This unit aims to develop in students an understanding of integrating Science, Technology, Engineering and Mathematics (STEM) in the Primary school curriculum and approaches to its implementation. Topics to be addressed include: defining STEM education; integrating STEM curriculum areas to allow for effective development of skills and knowledge by primary students; using digital technologies within STEM projects; integrating STEM across the primary school curriculum; inquiry and STEM; assessing STEM, resources and safety, and linking STEM with industries and communities.

*Note: Commencing 2019*

## Assessment

- Assessment 1 – Development and presentation of a suitable STEM project for a primary classroom (2000 words) – 50%
- Assessment 2 – Research Assignment video/multimedia resource, 1600 words, 40% and reflection (400 words) – 10%

## EES301 – Digital Technologies: Programming and Robotics

*Enrolment modes: Not offered 2019, re-offered 2020  
Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: George Aranda*

*Prerequisite: Students must have passed 12 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin, including a 6 hour/one day intensive in Week 11*

## Content

Digital Technologies provide a powerful way for people to move from being consumers of technology to creating digital solutions in an increasingly digital world. In educational contexts, digital technologies promote logical and critical reasoning in order to solve problems, encourages teamwork, and encourages students to design creative answers and innovative solutions. There are concerted efforts by education providers, such as schools and education centres, to engage learners with digital technologies.

Robotics allows for digital solutions to influence 'real-world' space, in order to streamline processes, interact with real-world problems or remotely engage in dangerous environments. Using digital and robotic applications, this unit introduces students to processes associated with coding, allows them to plan and problem-solve and how they can use digital and robotic applications within an educational context.

### Assessment

- Assessment 1 (Pairs) – Online Coding Challenges – 40%
- Robotic Task, (presented in the intensive) – 20%
- Designing a coding curriculum – 40%

## EES345 – Primary Science Education 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lihua Xu*

*Campus contact: Seamus Delaney (Burwood (Melbourne))*

*Lihua Xu (Waurin Ponds (Geelong))*

*Sandra Herbert (Warrnambool)*

*Prerequisite: Students must have passed 12 credit points including 4 credit points at level 2*

*Corequisite: Must be enrolled in course E359*

*Incompatible with: EES240, EES245*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

### 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

- Assessment 1 – Research Report (2000 words) – 50%
- Assessment 2 – Lesson Plan (equivalent 1200 words) – 30%
- Assessment 3 – Seminar Tasks- 20%

## EES440 – Primary Science Education 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Warrnambool*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Linda Hobbs*

*Campus contact: Seamus Delaney (Burwood (Melbourne))*

*Linda Hobbs (Waurin Ponds (Geelong))*

*Rebecca Greene (Warrnambool)*

*Prerequisite: Two units: One of EES245, EES345; plus one of ETS302, ETP302, ETP303.*

*Corequisite: Nil*

*Incompatible with: ESS340, EES340*

*Scheduled learning activities – campus: The unit is delivered either in schools or on campus: 3 hour Seminars in schools (approximately 9 weeks) and 2 hour Seminars on campus (approximately 2 weeks)*



## 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

- Unit plan rationale (1600 word equivalent) – 40%
- Reports of unit outcomes (2400 word equivalent) – 60%

## EHI701 – History A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kerri Garrard*

*Prerequisite: D303 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%*

*Corequisite: Nil*

*Incompatible with: ECS771*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning the equivalent of 2 hours per week*

## Content

This unit aims to prepare students to confidently teach History at Years 7–10 in schools. The unit will develop students' understanding of various elements of the national and Victorian curricula including Cross-curriculum Priorities and General Capabilities relevant to History and Humanities.

The unit aims to develop students' knowledge of theoretical and practical aspects; engage with a range of pedagogical approaches and design teaching and learning sequences and assessment tools informed by 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 History and Humanities.

## Assessment

- History Teaching and Learning Report (2500 words or equivalent) – 50%
- Assessment 2 (Partners) – Collaborative Humanities Unit Design (2500 words or equivalent) – 50%

## EHI702 – History B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kerri Garrard*

*Prerequisite: D303 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%*

*Corequisite: Nil*

*Incompatible with: ECS772*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning the equivalent of 2 hours per week*

## Content

This unit is designed to equip students to effectively and competently teach History at the senior secondary/post compulsory level. This unit will examine the structure of senior secondary curriculum for national/VCE history through a focus on the content and approaches outlines 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 senior secondary/post compulsory level. It will also include information on curriculum planning and the uses of various information technologies appropriate for teaching senior secondary in this field.

## Assessment

- Year 11 Historiography Assessment Task, Rubric and Report (2500 words or equivalent) – 50%
- Year 12 Backward Design Digital Revision Resource (2500 words or equivalent) – 50%

## EHU701 – Humanities Societies and Environments A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rose Buchanek*

*Prerequisite: D303 and D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: ECS721*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week, 1 x 1 hour online independent and collaborative learning per week*

*Scheduled learning activities – cloud (online): 3 hours online independent and collaborative learning per week*

### Content

This unit aims to prepare students to confidently teach across the Humanities disciplines such as History, Geography and Economics and interdisciplinary areas such as Civics and Citizenship offered in Years 7–10 in schools. The unit will develop students' understanding of various elements of the state and national curriculum including Cross-curriculum Priorities and General Capabilities relevant to the Humanities. The unit aims to develop students' knowledge of theoretical and practical aspects; engage with a range of pedagogical approaches and design teaching and learning sequences and assessment tools informed by 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

- Assessment 1 – Humanities Teaching and Learning Report: Individual (2500 words) – 50%
- Assessment 2 – Digital Resource and Learning Sequence: Partners (2500 words each) – 50%

## EHU702 – Humanities Societies and Environments B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rose Buchanek*

*Prerequisite: EHU701. D303 and D304 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil.*

*Corequisite: Nil*

*Incompatible with: ECS772*

*Scheduled learning activities – campus: 1 x 2 hour Seminar per week, 1 x 1 hour online independent and collaborative learning per week*

*Scheduled learning activities – cloud (online): 3 hours online independent and collaborative learning per week*

### Content

This unit is designed to equip students to effectively and competently teach Humanities at the senior years/post compulsory level. The main areas of study explored are History, Geography, Sociology, Legal Studies Economics and Politics. This unit will examine the structure of senior years/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 senior years/post compulsory level. It will also include information on curriculum planning and the uses of various information technologies appropriate for teaching senior years in this field.

### Assessment

- Year 11 Assessment Task, Rubric and Report (2500 words) – 50%
- Year 12 Backward Design Revision Sequence (2500 words) – 50%

## EIE701 – Personalising Learning

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ben Whitburn*

*Trimester 3 Unit Chair: Ben Whitburn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EEI714*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit aims to advance students' theoretical understanding of the social construction of difference as it relates to lifelong learning. It is designed to advance students' understanding of teacher and learner identity via the concepts of conformity and diversity. This unit will explore concepts relating to inclusion and exclusion in a range of educational settings such as early childhood, primary and secondary schooling, further and higher education, and community settings. Theories and models of personalised learning will be evaluated for their fit to context in terms of how they can identify and support individual needs and learning across the lifespan. Students will evaluate information using critical and analytical thinking and judgment to acquire key understandings of inclusive pedagogy. Features of collaborative planning and informed analysis of learner strengths are emphasised to support the continuum of lifelong learning. Students demonstrate that they can articulate the links between theory and practice by collaborating with peers, providing peer feedback and presentations based in recent and research informed evidence.

*Note: H708 course enrolled students are encouraged to enrol in the Cloud (online) offering of this unit*

### Assessment

- Assessment 1 – Film or book review (2000 word equivalent) – 40%
- Assessment 2 – Literature review (3000 word equivalent) – 60%

## EIE702 – Teaching and Learning in the Inclusive Classroom

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ben Whitburn*

*Trimester 2 Unit Chair: Ben Whitburn*

*Cohort rule: Students enrolled in E734 must have commenced after 2018*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 4 x 2 hour seminars (recordings provided)*

*All students have access to extensive module material on the unit site, and assessment advisory information.*

### Content

This unit provokes teachers to think about their role in working within a heterogeneous classroom – a classroom that is dependent on a fine-grained balance of nuanced knowledge and practice to support inclusive development. These include educational policies and obligations, learner needs, school and community-based services and programs, accessible technologies, and pedagogies of differentiation. The unit is designed to advance students' understanding of learners' needs while acknowledging relevant historical, cultural, political and social contexts pertaining to the design and delivery of curriculum and assessment that encompasses the strengths of every student. Through summative assessment tasks, teachers will conceptualise how the heterogeneous classroom functions to support inclusion in their professional context, before considering individualised planning, curriculum and assessment design, and collaborative practice. All teachers are expected to participate in a paired assignment to complete an aspect of the unit mark, upon which they will have opportunity to critically reflect to consider how collaboration shapes teacher practice.

### Assessment

- Assessment 1 – Integrated and Interactive Concept Map (2000 words) – 40%
- Assessment 2 – Co-created Critical Review (2000 word equivalent) – 40%
- Assessment 3 – Reflection (1000 word equivalent) – 20%

## EIE703 – Designing Engagement for Learning

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Genee Marks*

*Trimester 2 Unit Chair: Genee Marks*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour*

*Seminars in weeks 1–4*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

Central to this unit is the focus on engaging students for learning. The unit explores the concept of diverse learners and the complexity of learning in the act of designing engagement for learning. This unit investigates contemporary learning theories and the interplay with teaching and learning and the relationships that are nurtured as a consequence. The unit reflects critically on the multi-faceted challenges of the 21st century classrooms where the teacher is required to understand and examine their own teacher beliefs and how these are shaping their classroom landscape and the learning of their students; and in some cases, the need to explore how to change their teacher beliefs and/or practices to support the development and learning of their students.

### Assessment

- Assessment 1 – Designing accessibility to and engagement for learning (3000 words or equivalent) – 60%
- Assessment 2 – Teacher Beliefs: Reflecting on a Critical Incident (2000 words or equivalent) – 40%

## EIE704 – Supporting Communication in Inclusive Classrooms

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Genee Marks*

*Trimester 3 Unit Chair: Genee Marks*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 2: 2 x 3 hour Seminars in weeks 1–4*

*Trimester 3: 1 x 2 hour seminars in weeks 1–11*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums*

### Content

This unit aims to advance students' understanding of the critical role of communication within inclusive educational settings. Students will develop a deep understanding of language and communication and how they impact on both student learning and social and emotional development. This unit will adopt a critical approach to the analysis of teacher communication skills and their role in building teacher-learner and family relationships in inclusive classrooms, while evaluating the range of communication practices required to build strong relationships with parents, professional learning teams, allied professionals and the wider community.

The role of teacher-learner communication in supporting positive classroom behaviour and interaction, and the impact of social and cultural diversity on the development of communicative competence will be explored.

Students will reflect on their communication skills in diverse contexts, critically analyse various tools for assessment of learner communication skills and plan learning to support students in literacy (including speaking and listening) and social interaction. Using case studies, key understandings of the impact of learning challenges on communication skills, including ASD, speech and language disorders and hearing loss will be developed. Working collaboratively, students will develop sophisticated understandings of these learners, enabling them to plan and design an effective learning program.

## Assessment

- Assessment 1 – Guided reflection: Guided reflections on communication in school environments (15%, equivalent to 750 words) and 1750 word written report with strong links to theory detailing a personal framework to guide and support inclusive communication practices, 35%
- Assessment 2 – Case Study including mini presentation: 1750 word case study of a learner's communication skills, 35% and "mini presentation" in preparation for the final case study submission (15%, equivalent to 750 words)

## ELL101 – Language: Speech and Sounds

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hossein Shokouhi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

## 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

- Assessment 1 – Quiz and online activity (equal 1200 words) – 30%
- Assessment 2 – Assignment (1800 words) – 45%
- Assessment 3 – Final exam (equal 1000 words) – 25%

## ELL102 – Language: Words and Structure

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hossein Shokouhi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

## 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

- Assessment 1 – Quiz and online activity (equal 1200 words) – 30%
- Assessment 2 – Assignment (1800 words) – 45%
- Assessment 3 – Final exam (equal 1000 words) – 25%



## ELN010 – Australian Literacy Test

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*Trimester 1 Unit Chair: Jo Collins*

*Trimester 2 Unit Chair: Jo Collins*

*Trimester 3 Unit Chair: Jo Collins*

*Prerequisite: D303 and D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Must be enrolled in initial teacher education courses: E330, E359, E377, D303, D304, E762, E763, E764, E765, E730*

*Incompatible with: Nil*

### Content

This zero credit unit addresses the requirement by the Teaching Profession's program accreditation standards that specifies preservice teachers are to demonstrate personal literacy competencies related to working within teaching contexts. The test is administered externally by the Australian Council for Educational Research (ACER).

The literacy test contains questions based on reading texts (e.g. identify, interpret, evaluate) as well as assesses technical skills of writing (e.g. syntax and grammar, spelling). This test forms one of two parts of the Australian Literacy and Numeracy Tests for Initial Teacher Education students (LANTITE).

Students are expected to complete the tests in the first year for undergraduate courses and first trimester for postgraduate courses. This will assist in satisfactory course progression should you need additional support and/or test attempts.

For further details of the test, visit ACER at: <https://teacheredtest.acer.edu.au>

### Assessment

Literacy Test, 2 hours plus 30 minute registration process.

### Fee information

NB: This is a zero (0) credit point unit and is a requirement to support your teacher registration. For this reason a Deakin unit fee is not applied to this unit. However you will be required to pay the fee for sitting the test with ACER.

This unit is in addition to the credit points undertaken as part of your course.

## ELN011 – Australian Numeracy Test

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*Trimester 1 Unit Chair: Jo Collins*

*Trimester 2 Unit Chair: Jo Collins*

*Trimester 3 Unit Chair: Jo Collins*

*Prerequisite: D303 and D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Must be enrolled in initial teacher education courses: E330, E359, E377, D303, D304, E762, E763, E764, E765, E730*

*Incompatible with: Nil*

### Content

This zero credit unit addresses the requirement by the Teaching Profession's program accreditation standards that specifies preservice teachers are to demonstrate personal numeracy competencies related to working within teaching contexts. The test is administered externally by the Australian Council for Educational Research (ACER).

The numeracy test contains questions in three areas: number and algebra; statistics and probability; and measurement and geometry. This test forms one of two parts of the Australian Literacy and Numeracy Tests for Initial Teacher Education students (LANTITE).

Students are expected to complete the tests in the first year for undergraduate courses and first trimester for postgraduate courses. This will assist in satisfactory course progression should you need additional support and/or test attempts.

For further details of the test, visit ACER at: <https://teacheredtest.acer.edu.au>

### Assessment

Numeracy Test, 2 hours plus 30 minute registration process.

### Fee information

NB: This is a zero (0) credit point unit and is a requirement to support your teacher registration. For this reason a Deakin unit fee is not applied to this unit. However you will be required to pay the fee for sitting the test with ACER.

This unit is in addition to the credit points undertaken as part of your course.

## ELT700 – Education Business Planning and Capacity Building

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Katrina Broadhead*

*Trimester 3 Unit Chair: Katrina Broadhead*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students will undertake online exercises, case studies, debates (using technology-based mediums) and student-led discussions.*

### Content

Although most education settings are not-for-profit organisations, business planning is as important in this context as in profit-driven corporations. This unit focuses on essential educational determinations in developing business plans for schools. Educational business planning and capacity building discusses the rationale and objectives for education business plans and investigates how these can be used as a tool for organisational capacity building.

The unit aims to be practical and of immediate relevance, where participants tie together the vision and mission statements, strategic goals and budget considerations and think about how all this is going to be achieved within their actual school context.

### Assessment

- Written Report: Comparative analysis of business planning practices (2500 words) – 50%
- Part a) Presentation (10 minutes), Part b) Written Report (1500 words) – 50%

## ELT701 – Governance in Education

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Joanne Henriksen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students will undertake online exercises, case studies, debates (using technology-based mediums) and student-led discussions*

### Content

This unit examines the roles, responsibilities and liabilities of educational board members/councillors and educational leaders. It focuses on the role of governance in schools, due diligence, fiduciary duty, risk management, conformance, performance and accountability, and managing the competing demands of diverse stakeholders in education. Topics and debates relating all aspects of school governance are discussed and activities and assignments in this unit relate directly to participants' work contexts.

### Assessment

- Assessment 1: (Individual) – Case Study Critique (2500 word count) – 50%
- Assessment 2: (Individual) – Critical Analysis of Governance Practices (2500 word count) – 50%

## ELT702 – Leading Strategy and Change in Education

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Joanne Henriksen*

*Trimester 2 Unit Chair: Joanne Henriksen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students will undertake online exercises, case studies, debates (using technology-based mediums) and student-led discussions.*

## Content

This unit introduces considerations for planning, executing, monitoring and reviewing strategic direction in schools. Strategic plans in education are context dependent, take account of school-based goals for improvement in teaching and learning, and embrace broader political, economic and education policy imperatives. They are both influential in and responsive to short-term and long-term local needs and aspirations as well as external requirements. This unit also investigates research on leading and managing major change. First and second order change, issues such as resistance to change, strategies to ensure successful change and case studies of experiences in change management will be discussed.

## Assessment

- Critical Analysis of Theory and Practice (2000 word count) – 40%
- Strategic Change Proposal (3000 word count) – 60%

## ELT703 – Understanding Funding and Finance for Educational Outcomes

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Liz Stewart*

*Trimester 2 Unit Chair: Katrina Broadhead*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students will undertake online exercises, case studies, debates (using technology-based mediums) and student-led discussions*

## Content

Understanding funding and finance for educational outcomes places educational considerations at the basis of financial planning and management in schools. The range of financial matters confronting educational leaders include the broad policy environment and its political and economic bases, short and long term financial imperatives to achieve school success, sustainability and improvement goals, and accountability for reporting to a range of stakeholders. Topics and debates relating to educational investment, school funding, budgets, forecasting, financial decision-making, reporting, accountabilities and return on investment are

discussed in relation to educational strategy, policies and outcomes. The unit covers school funding and financing issues and debates at the macro, meso and micro levels. It demonstrates that education – its aims, purposes, outcomes, policies, practices and funding – is a politicised and contested area in the public arena. Activities and assignments in this unit relate directly to participants' work contexts.

## Assessment

- Critical review of theory and practice – 50%
- Critical analysis of a funding and finance practices – 50%

## ELT711 – Theories and Models of Leadership: Introduction

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bernadette Walker-Gibbs*

*Cohort rule: Must be enrolled in E760, E761, E762, E763, or E763T*

*Prerequisite: Must have passed 8 credit points including 4 units from: EEE751, EEE752, EPR701, EPR702, EPR711, EPR712, EPR721, EPR722, EPR731, EPR732*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## Content

This unit specifically aims to develop understandings of a range of contemporary leadership theories with a view to critically reflecting on leadership qualities, skills, attributes and ethics as enacted in a wide range of educational contexts. The unit actively considers the complexities of educational leadership and change and, in particular, leadership planning and curriculum change. It also enables the generation and evaluation of emerging leadership skills and ambitions within the context of relevant professional standards.

## Assessment

- Assessment 1 – A 3000 word essay in the form of a critical review of specified leadership theories – 50%
- Assessment 2 – A 3000 word essay in the form of a critical response to one of four provided leadership scenarios – 50%

# ELT712 – Leadership Communities of Learners

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Liz Rouse*

*Cohort rule: Must be enrolled in E760, E761, E762, E763, or E763T*

*Prerequisite: Must have passed 8 credit points including 4 units from: EEE751, EEE752, EPR701, EPR702, EPR711, EPR712, EPR721, EPR722, EPR731, EPR732*

*Corequisite: Nil*

*Incompatible with: ECL756*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 hours per week undertaking weekly tasks within the cloud site.*

## Content

This unit is the second of four and introduces students to the concept of Leadership in Learning Communities (LLC) and its practical applications. It compliments ELT711 unit (which runs consecutively and introduces leadership theories). ELT712 prepares the students to undertake a leadership case study in ELT713 by engaging them within virtual learning communities. Engagement requires them to draw links between the LC theories and practical applications (praxis) as they relate to leading pedagogical approaches in learning environments.

## Assessment

- Assessment 1 – Critical Analysis of scenarios – 50%
- Assessment 2 – Two online learning community discussions based on theories and critical reflections – 50%

# ELT713 – Researching the Leadership of Teaching

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mary Dixon*

*Cohort rule: Must be enrolled in E760, E761, E762, E763, or E763T*

*Prerequisite: Must have passed 8 credit points including 4 units from: EEE751, EEE752, EPR701, EPR702, EPR711, EPR712, EPR721, EPR722, EPR731, EPR732*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This Unit is a delivered entirely online. Students will be expected to commit the equivalence of 3 hours per week to engaging with the study guide and online discussions. Engagement with materials, responses to tasks, forum posting and independent study is expected. In total a combined equivalent of 8–10 hours per week.*

## Content

This unit will be informed by the experience of engaging with a teacher leader ('shadowing') in an appropriate educational setting; data gathered through observations, interviews and daily conversations will form the basis for an analysis of the experience. Links to ELT711, ELT712 will inform the student's analysis, along with the new readings provided.

You will undertake a case study of teacher leadership in a particular learning context. You will be introduced to ethical issues, and how to prepare for a case study investigation.

Ethnographies of leadership involves the study and application of key leadership theories to authentic teacher leadership situations as you conduct a case study of a teacher in a leadership role and his or her school context. Through this process you will develop skills in researching, analysing and reporting on context-based learning. 'Knowledge of research principles and methods' and 'Communication skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions...' are skills that, in line with the requirements set by the Australian Qualification Framework (AQF), graduates of a Master's degree are expected to have. Successful completion of the assessment tasks in this unit will enable you to demonstrate these skills and knowledge.

## Assessment

- Assessment 1 – A daily log of observations and reflective comments undertaken during the experience of shadowing a leading teacher in an educational setting for a minimum of 15 days (2500 words) – 50%
- Assessment 2 – Transcription and analysis of a semi-formal interview with the subject teacher that demonstrates competencies in data collection and analysis and results in preparation of a 2500 word article ready to be submitted for publication in a professional journal – 50%

## ELT714 – Leadership of Teaching Profile

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mary Dixon*

*Cohort rule: Must be enrolled in E760, E761, E762, E763, or E763T*

*Prerequisite: Must have passed 8 credit points including 4 units from: EEE751, EEE752, EPR701, EPR702, EPR711, EPR712, EPR721, EPR722, EPR731, EPR732*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This Unit is delivered entirely online. Students will be expected to commit the equivalence of 3 hours per week to engaging with the study guide and online discussions. Engagement with materials, responses to tasks, forum posting and independent study is expected. In total a combined equivalent of 8–10 hours per week.*

### Content

This unit involves a self-study that will be the basis for creating a teacher leadership profile. The readings are based on teacher leadership, AITSL teacher standards and self-study (developing professional knowledge via a critical inquiry process with a critical friend).

In this unit you will transcribe and analyse a critical moment in your self-study dialogue. The report will highlight a critical moment illustrating a professional growth moment: where you were positioned before the growth moment and contrast this to where you are presently positioned as a teacher leader. You will then be asked to prepare your teacher leadership profile: demonstrating your current development as a teacher leader and your future plans for professional leadership development. Using the AITSL standards indicating how you meet the graduate standards and that you have a pedagogical plan to assist you in achieving the milestones of proficient, highly accomplished and leading teaching.

### Assessment

- Critical Moment Analysis report (1500 words or equivalent) – 40%
- Teacher Leadership Profile (3500 words or equivalent) – 60%

## EPL746 – Primary Literacy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kirsten Hutchison*

*Campus contact: Kirsten Hutchison (Burwood (Melbourne))  
Maria Nicholas (Cloud (online))*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EEL745*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), 2 x 1 hour online workshops per week*

### Content

This unit emphasises the concurrent development of teaching capacities and theoretical understandings, drawing on contemporary knowledge about the diversity of students learning needs and the teaching and learning of new and traditional literacies. It explores the stages and dimensions of reading and writing development and assessment in the early and middle years, including word identification strategies, cueing systems and the development of spelling, grammar and punctuation knowledge. A range of approaches to literacy teaching and programming are introduced and participants become familiar with the processes of lesson planning, reflection and assessment of learning within Victorian and other relevant national and international curriculum frameworks. Core materials engage students with current debates and issues in the teaching of literacy, language and literacy and explore teaching strategies and resources. Core materials and assessment tasks emphasise the importance of research informed teaching and building on the diverse types of knowledge about literacy that students bring to school from their homes and communities.

### Assessment

- Assessment 1 – Literacy Learner Profile (2500 words or equivalent) – 50%
- Assessment 2 – Planning and Teaching Literacy (2500 words or equivalent) – 50%



## EPM742 – Fostering Primary Children’s Mathematical Development

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wanty Widjaja*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – Collaborative report based on interviews with children (2000 words equivalent) – 40%
- Assessment 2 – Teaching plan based on interview data collected for Assessment 1 (1500 words equivalent) – 30%
- Assessment 3 – Literature review (1500 words equivalent) – 30%

## EPO701 – Primary Humanities, Societies and Environments

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ros Black*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECS501*

*Scheduled learning activities – campus: 1 x 2 seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour activities per week (recordings provided)*

### Content

In this unit, we focus on the ways in which core aspects of the Humanities curriculum such as History, Geography, Civics and Citizenship, and Economics and Business can be taught in creative and integrated ways in the primary classroom. We also draw upon interdisciplinary perspectives to inform an approach to Humanities teaching and learning that develops young learners’ knowledge and understanding of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s Engagement with Asia, and Sustainability, as well as their ethical and/or intercultural capabilities.

### Assessment

- Assessment 1 (Individual or Paired) – Curation of Humanities Resources Part A: (2500 words equivalent) – 50%
- Assessment 2 (Individual or Paired) – Curation of Humanities Resources Part B: (2500 words equivalent) – 50%

## EPP101 – Teacher-Learner Identity

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Scott Webster*

*Cohort rule: Must be enrolled in E377, D347 or D351*

*Campus contact: Scott Webster (Burwood (Melbourne))*

*Jillian Crompton (Waurin Ponds (Geelong))*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit is an introduction to the nature of education with a specific focus on learning and teaching. This unit will also engage students with some of the theoretical work of 'identity' and how this relates to the discipline of education. It demonstrates the multiple and complex ways that teaching and learning are constructed in the community, in schools and society. This unit will require students to examine and explore the relationships between their ontological, axiological and epistemological beliefs. The unit will require students, individually and collaboratively, to position these beliefs against the broader purposes of schooling.

### Assessment

- Assessment 1 – Weekly Tasks (1200 word equivalent) – 30%
- Assessment 2 – Identity Transition (800 word equivalent) – 20%
- Assessment 3 – Reflections on Education (2000 word equivalent) – 50%

## EPP102 – Learning-Teaching Communities

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emma Rowe*

*Cohort rule: Must be enrolled in E377, D347 or D351*

*Campus contact: Emma Rowe (Burwood (Melbourne))*

*Eve Mayes (Waurin Ponds (Geelong))*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week when not on professional experience placement.*

*Professional experience: Students will be required to complete a 10 day professional experience placement.*

### Content

This unit accommodates in-depth and contextualised discussion of aspects of educational theory and practice. Students will consider discourses of education as they relate to particular teaching/learning communities and explore the sociological nature of educational inquiry as it relates to schooling. The unit develops an understanding of the educational framework that underpins context in schooling, and also gain a familiarity with the theory/practice nexus in schooling and education. Students will analyse the various interpretations of sociologies of education regarding the nature of schooling, and discuss aspects of policy enacting in school communities and its influence in education more broadly. They will also engage with aspects of socio-cultural theory to develop an understanding of communities of practice for effective learning and teaching in contemporary times.

### Assessment

- Assessment 1 – Reading Summary, Peer Presentation and Reflective Essay (2000 words) – 50%
- Assessment 2 – Collaborative Research Task (2000 words) – 50%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## EPP203 – Professional Experience in Health and Physical Education: Curriculum Study A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jacqui Peters*

*Cohort rule: Must be enrolled in E377*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EPP207*

*Scheduled learning activities – campus: 1 x 2 hour Class per week for 10 weeks, 1 x 2 hour Seminar per week for 5 weeks.*

*Professional experience: Students will be required to complete a 10 day professional experience placement. This involves 1 full week then 1 day per week for 5 weeks. Note the day per week is a Monday in 2019, so students will not be able to select seminars for other units on that day.*

*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 and assessment issues in Years 7–10 HPE, including the various ways in which curriculum is organized, in order to help develop understanding of the concepts, substance and structure of the content and teaching strategies of HPE. Specifically, policies and frameworks that guide planning, teaching and assessment of HPE that organise content into an effective learning and teaching sequence to be applied in a real learning context in a secondary school will be explored. The unit will also focus on the challenges of classroom management 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 – Portfolio task Part A (1200 words or equivalent) – 30%
- Assessment 2 (Group Task) – Unit Preparation (1200 words or equivalent) – 30%
- Contemporary issues in HPE – Portfolio task Part B (1600 words or equivalent) – 40%

## EPP204 – Understanding Learning, Learners and Classroom Relationships

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sue Bennett*

*Cohort rule: Must be enrolled in E377*

*Prerequisite: Must have passed two units in EPP101, EPP102 and EPP203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week for 8 weeks, 1 x 2 hour Seminar per week for 8 weeks*

*Students will be required to complete a 10 day professional experience placement*

### Content

This unit explores and critiques the institutional and psychological discourses that influence and define learners in schools. The students will examine how different developmental and learning theories can be accommodated in the curriculum and classroom teaching, and become familiar with the literature and research underpinning these theories and begin to make links to pedagogical approaches. They will be able to apply these understandings to the development of their classroom management repertoire and the promotion of successful learning. Students will adopt a range of ways of seeing learners from the theoretical literature from this unit and will critique these through revisiting the place of their own beliefs and philosophical stance.

### Assessment

- Assessment 1 – Responses to seminar tasks (1000 words) – 25%
- Assessment 2 – Report (1400 words) – 35%
- Assessment 3 – Report (1600 words) – 40%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required to pass this unit.

## EPP207 – Pedagogy

*Offering information: Please note 2019 is the final year this unit will be offered*

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emma Rowe*

*Cohort rule: Must be enrolled in D347 or D351*

*Prerequisite: EPP101 or EPP102*

*Corequisite: Nil*

*Incompatible with: EPP203*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*Professional experience: Students will be required to complete a 10 day professional experience placement*

### 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

- Assessment 1 – Critical reflection – 30%
- Assessment 2 – Pedagogical practice (teaching in seminar) – 30%
- Assessment 3 – Learning Journal – 40%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## EPP303 – Health and Physical Education: Curriculum Study B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cassandra Iannucci*

*Prerequisite: EEH101 and EPP203*

*Corequisite: Must be enrolled in E377*

*Incompatible with: ESH404*

*Scheduled learning activities – campus: 1.5 hour Class per week, 1.5 hour Practical per week*

*Students will be required to complete a 15 day professional experience placement*

### Content

This unit will consist of online, theory and practical components. It will focus on secondary health and physical education discipline and curriculum issues. Specifically, students will further develop their understanding of curriculum and assessment with a particular focus on the use of information and communications technology in teaching and learning. Integration of health and physical education and literacy and numeracy embedded in health and physical education contexts as specific requirements of the Victorian Curriculum will also be explored. Practical activities in this unit will centre on developing a sound understanding of thematic units of work drawn from game sense, major games and lifelong physical activities with a particular focus on ball games.

### Assessment

- Assessment 1 – Scope and sequence plan (2000 words equivalent) – 50%
- Assessment 2 – Assessment tool design (2000 words equivalent) – 50%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required to pass this unit.

## EPP304 – Ways of Knowing Children and Adolescents

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Scott Webster*

*Cohort rule: Must be enrolled in E377, D347 or D351*

*Prerequisite: Two units from EPP101, EPP102, EPP203, EPP207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week when not on professional experience placement*

*Professional experience: Students will be required to complete a 15 day professional experience placement*

### 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 students will examine how different developmental and learning 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 includes discussion of school assessment processes as systemic ways of knowing and representing learners. 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.

### Assessment

- Assessment 1 – Responses to seminar tasks (700 words or equivalent) – 25%
- Assessment 2 – Analysis of a school policy (1000 words or equivalent) – 35%
- Assessment 3 – 'Reading' professional practice (1100 words or equivalent) – 40%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## EPP305 – Policy, Schooling and Society

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bernadette Walker-Gibbs*

*Cohort rule: Must be enrolled in E377, D347 or D351.*

*D347 students must have completed or are completing their Secondary Curriculum Studies A for their 1st teaching method area.*

*D351 students must have completed or are completing their Secondary Curriculum Studies 2A for their 2nd teaching method area.*

*Prerequisite: EPP207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Burwood: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Professional experience: Students will be required to complete a 10 day professional experience placement*

### Content

This is the fifth of 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, community and societal demands and profiles. Students will engage with theoretical understandings from the political, economic and social domains.

The contact hours are interspersed 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 placement the preservice teacher will: teach lessons 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

- Assessment 1 – Teacher case study (1500 words) – 50%
- Assessment 2 – Student case study (1500 words) – 50%

## Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

# EPP401 – Curriculum Assessment and Policy in Contemporary Schooling

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Amanda Mooney*

*Prerequisite: Students must have passed three units in EPP101, EPP102, EPP203, EPP204 or EPP207*

*Corequisite: Must be enrolled in E377*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Students will be required to complete a 10 day professional experience placement*

## Content

This unit engages in the larger discourses of education policy, particularly Assessment as lived out in the school environment. Students will engage with some of the theoretical understandings of Assessment (As, Of and For) and particular assessment strategies. Students will become familiar with how assessment/data is used to drive teaching and learning, its use in the evaluation of teaching programs to improve student learning, types of and timing of feedback, and its broader role in reporting and record keeping in relation to student achievement. Students will also explore and critique how schools respond to public policy initiatives and community and societal demands and profiles.

## Assessment

- Assessment 1 – Case study (2000 words) – 50%
- Assessment 2 – Case study (2000 words) – 50%

## Hurdle requirement

Satisfactory completion of the professional experience placement is required to pass this unit.

# EPP405 – Professional Identity and Curriculum Work

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Eve Mayes*

*Cohort rule: Must be enrolled in E377*

*Prerequisite: EPP401 – For students in current course version of E377 commencing from 2016.*

*EPP305 – For students in pipelining course version of E377 only*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per fortnight, 1 x 3 hour Seminar per week (21 hours)*

*Professional experience: Students will be required to complete a 25 day professional experience placement*

## 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 pre-service teacher to in-service teacher. 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.

They will gather evidence, document, analyse and reflect on practice to investigate and examine the role of the teacher and professional standards in secondary contexts. Students will select key teaching, learning and assessment artefacts aligned with the relevant professional standards, and build their professional portfolio to provide evidence of their professional identity and understanding of curriculum as community and complexity. Ethical and legal imperatives in teachers work will also be addressed. Students will be involved in online communication with staff and peers as they develop their final professional portfolio entries.

This unit includes 25 days professional experience – a five week block in trimester 2, in a secondary setting. During these days the pre-service 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 x 50 minute lessons per day (one in each method) over the 25 day period.

- observe lessons: equivalent of 1 x 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

*Note: Commencing 2019*

## Assessment

- Assessment 1: (Individual) – Professional Decision Making Task (400 words) – 10%
- Assessment 2: (Individual) Teaching Performance Assessment (3600 words) – 90%

## Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

# EPP406 – Professional Identity and Curriculum Work

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Eve Mayes*

*Cohort rule: Must be enrolled in E377, D351 or D347.*

*E377 students must have completed or are completing their Senior Health and Human Development Curriculum Studies*

*D347 students must have completed or are completing their Secondary Curriculum Studies B for their 2nd teaching method area*

*D351 students must have completed or are completing their Secondary Curriculum Studies 2B for their 1st teaching method area*

*Campus contact: Audrey Statham (Burwood (Melbourne)) Jo Williams (Warrn Ponds (Geelong))*

*Prerequisite: EPP305*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per fortnight, 1 x 3 hour Seminar per week (21 hours)*

*Professional experience: Students will be required to complete a 15 and 20 day professional experience placements*

## 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 pre-service teacher to in-service teacher. 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.

They will gather evidence, document, analyse and reflect on practice to investigate and examine the role of the teacher and professional standards in secondary contexts. Students will select key teaching, learning and assessment artefacts aligned with the relevant professional standards, and build their professional portfolio to provide evidence of their professional identity and understanding of curriculum as community and complexity. Ethical and legal imperatives in teachers work will also be addressed. 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 – 15 days before trimester 2, and a four week (20 day) block in trimester 2, in a secondary setting. During these days the pre-service 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 x 50 minute lessons per day (one in each method) over the 35 day period
- observe lessons: equivalent of 1 x 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

## Assessment

- Assessment 1: (Individual) – Professional Decision Making Task (400 words) – 10%
- Assessment 2: (Individual) Teaching Performance Assessment (3600 words) – 90%

## Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## EPR704 – Internship

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Liz Rouse*

*Trimester 2 Unit Chair: Liz Rouse*

*Prerequisite: Successful completion of 12 credit points with a minimum WAM of 65 across:*

- *two (2) units EEE751 & EEE752, plus*
- *two (2) units from EPR701, EPR702, EPR711, EPR712, EPR721, EPR722, EPR731, EPR732*

*Students must also contact Student Services prior to enrolling in this unit.*

*Corequisite: Must be enrolled in E760, E761, E762, E763, or E763T*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Learning experiences are via CloudDeakin*

*Internship: Students are required to complete a minimum of 10 weeks in conjunction with host organisation*

*Scheduled learning activities – cloud (online):*

*Learning experiences are via CloudDeakin*

*Internship: Students are required to complete a minimum of 10 weeks in conjunction with host organisation*

### 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.

*Note: This unit cannot be repeated if failed*

### 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.

## EPR711 – Planning for Learning in Professional Experience

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Julie Arnold*

*Trimester 2 Unit Chair: Julie Arnold*

*Prerequisite: Nil*

*Corequisite: EEE751 & must be enrolled in E761*

*Incompatible with: EPR721, EPR731, EPR741*

*Scheduled learning activities – campus:*

*Burwood: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online):*

*This unit shares the Blended Delivery modules and resources with on campus students. You are expected to actively participate in online forum discussions including posting your responses to critically reflective learning tasks created for Cloud students in the learning modules and regular and engaged responses to the questions/ comments of others. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.*

*In-person attendance requirements:*

*Professional Experience: Preservice teachers will also be required to attend 10 days\* of Professional Experience in Early Years setting with Birth to 2 year old learners.*

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates*

*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

## Content

This unit focuses on exploring learners in context. Over the trimester, Preservice Teachers will examine their own learning processes to develop skills in becoming a reflective practitioner. Preservice Teachers will develop an awareness of the importance of inclusive practices required in early years, primary and secondary classrooms and learning environments, staff rooms, and broader learning communities. Preservice Teachers will take an inquiry approach to investigate understandings of learning in early years and school settings. They will consider cultural practices and begin to understand how to use their knowledge of and relationships with learners to build meaningful learning experiences which positively impact learner outcomes. They will begin to develop the skills of planning, teaching and evaluating learning with individuals and groups of learners. Preservice Teachers will begin to understand curriculum as policy and the theories that underpin this. Preservice Teachers will begin to formulate their understanding of pedagogy as central to effective teaching and learning and the educational theories that inform their emerging pedagogical stance.

*Note:*

- *Trimester 1 enrolments for this unit close on 15 February.*
- *Trimester 2 enrolments for this unit close on 15 May.*

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

## Assessment

- *Assessment 1 – Planning for managing learning – document analysis (2000 words) – 40%*
- *Assessment 2 – Literature review and reflective narrative (3000 words) – 60%*

# EPR712 – Managing Teaching in Professional Experience

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jude Ocean*

*Trimester 2 Unit Chair: Deb Moore*

*Prerequisite: Completion of 4 core units including:*

- *EEE751, and;*
- *EPR711 or EPR701, and;*
- *ECE761, and;*
- *ECE762, ECE763 or ECE764*

*Corequisite: EEE752*

*Students must also be enrolled in E761*

*Incompatible with: EPR722, EPR732*

*Scheduled learning activities – campus:*

*Burwood: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online):*

*This unit shares the Blended Delivery modules and resources with on campus students. You are expected to actively participate in online forum discussions including posting your responses to critically reflective learning tasks created for Cloud students in the learning modules and regular and engaged responses to the questions/ comments of others. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.*

*In-person attendance requirements:*

*Professional Experience: Preservice Teachers will also be required to attend 25 days\* of Professional Experience in an Early Years context.*

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates*



*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

## Content

This unit focuses on working effectively with learners both in small groups and as a whole group. Preservice Teachers will plan learning experiences accordingly for a specific cohort of diverse learners. Preservice Teachers will critically reflect on and analyse teaching practice working from the position of a practitioner researcher. Preservice Teachers will use effective communication practices in learning contexts and ensure safe, supportive and challenging inclusive learning-friendly environments. Preservice Teachers will review and analyse effective pedagogy including demonstrating the use of ICT and digital literacies to engage learners in their learning. Discussions with peers, colleagues, supervisors and Deakin staff will be designed to critically reflect on and improve the effectiveness of their planned and enacted teaching as a result of considered engagement with and implementation of a range of learning assessment tasks. Preservice Teachers will be expected to articulate an informed emergent professional position through discussions with colleagues, peers, parents and mentors.

*Note:*

- *Trimester 1 enrolments for this unit close on 15 November 2018 (year preceding).*
- *Trimester 2 enrolments for this unit close on 15 May.*

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

## Assessment

- Assessment 1 – Planning for learning: Concept map (2000 words) – 40%
- Assessment 2 – Critical analysis of planned teaching: Swot analysis (3000 words) – 60%

# EPR713 – Reflecting On Practice in Professional Experience

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online) – Not offered Trimester 3 2019, re-offered Trimester 3 2020*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Deb Moore*

*Trimester 2 Unit Chair: Anne Marie Morrissey*

*Trimester 3 Unit Chair: Llewellyn Wishart*

*Prerequisite: EPR712 or EPR702 or EPR705*

*Corequisite: EEE753*

*Students must also be enrolled in E761*

*Incompatible with: EPR723, EPR733, EPR743, EPR753*

*Scheduled learning activities – campus: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. Time engaging in learning activities is expected to total a combined equivalent of 8–10 hours per week. This includes engagement with materials, responses to tasks, regular forum posting and responding to others, scheduled synchronous online discussions and independent study. Your expected participation in scheduled synchronous discussions is a minimum of 3 hours per trimester.*

*In-person attendance requirements:*

*Professional Experience: Preservice Teachers will also be required to attend 35 days\* of professional experience in an Early Years context.*

- *EPR713 Stage 1. 10 days P–2 Primary School context undertaken prior to the start of the teaching trimester.*
- *EPR713 Stage 2. 25 days 3–5 Kinder context undertaken during the teaching trimester.*

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*



*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates*

*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

## Content

This unit is a capstone experience where Preservice Teachers examine teachers' work and align these practices to the relevant professional standards. Using the skills of inquiry required by a teacher-researcher – to gather evidence, document, analyse and reflect on practice Preservice Teachers will independently investigate and examine the role of the teacher and professional standards in early years/primary/secondary contexts.

Preservice Teachers will select key teaching, learning and assessment artefacts\* and build their professional portfolio to evidence impact on learning with a focus on assessment. The unit requires critical reflection in and on the professional practice of teaching through critical engagement in teacher-research, professional learning and communication with members of the profession and the wider school community and/or early years setting.

*Note:*

- *Trimester 1 enrolments for this unit close on 15th November 2018 (year preceding).*
- *Trimester 2 enrolments for this unit close on 15th November 2018 (year preceding).*
- *Trimester 3 enrolments for this unit close on 15th May.*

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

## Assessment

- Assessment 1 – Professional Experience Reflection (600 word equivalent) – 10%
- Assessment 2 – Teacher Performance Assessment (TPA): Deakin Authentic Teacher Assessment (ATA) (5400 words) – 90%

## Hurdle requirement

The Teacher Performance Assessment (TPA): Deakin Authentic Teacher Assessment (ATA) is a hurdle requirement and must be passed in order to pass the unit.

# EPR721 – Planning for Learning in Professional Experience

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Julie Arnold*

*Trimester 2 Unit Chair: Julie Arnold*

*Prerequisite: Nil*

*Corequisite: EEE751*

*Students must also be enrolled in E762*

*Incompatible with: EPR711, EPR731, EPR741*

*Scheduled learning activities – campus: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. You are expected to actively participate in online forum discussions including posting your responses to critically reflective learning tasks created for Cloud students in the learning modules and regular and engaged responses to the questions/comments of others. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.*

*In-person attendance requirements: Professional Experience: Preservice Teachers will also be required to attend 10 days\* of Professional Experience in Primary School setting.*

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates*

*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

## Content

This unit focuses on exploring learners in context. Over the trimester, Preservice Teachers will examine their own learning processes to develop skills in becoming a reflective practitioner. Preservice Teachers will develop an awareness of the importance of inclusive practices required in early years, primary and secondary classrooms and learning environments, staff rooms, and broader learning communities. Preservice Teachers will take an inquiry approach to investigate understandings of learning in early years and school settings. They will consider cultural practices and begin to understand how to use their knowledge of and relationships with learners to build meaningful learning experiences which positively impact learner outcomes. They will begin to develop the skills of planning, teaching and evaluating learning with individuals and groups of learners. Preservice Teachers will begin to understand curriculum as policy and the theories that underpin this. Preservice Teachers will begin to formulate their understanding of pedagogy as central to effective teaching and learning and the educational theories that inform their emerging pedagogical stance.

*Note:*

- *Trimester 1 enrolments for this unit close on 15 February.*
- *Trimester 2 enrolments for this unit close on 15 May.*

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

## Assessment

- Assessment 1 – Planning for managing learning – document analysis (2000 words) – 40%
- Assessment 2 – Literature review and reflective narrative (3000 words) – 60%

## EPR722 – Managing Teaching in Professional Experience

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jude Ocean*

*Trimester 2 Unit Chair: Jude Ocean*

*Prerequisite: One of EPR721, EPR741 or EPR701 and all three of EEE751, EPL746 and EPM742*

*Corequisite: EEE752*

*Students must also be enrolled in E762, E764 or E765  
Incompatible with: EPR712, EPR732*

*Scheduled learning activities – campus: Burwood: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. You are expected to actively participate in online forum discussions including posting your responses to critically reflective learning tasks created for Cloud students in the learning modules and regular and engaged responses to the questions/ comments of others. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.*

*In-person attendance requirements: Professional Experience: Preservice Teachers will also be required to attend 25 days\* of Professional Experience in a Primary School context.*

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates.*

*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

## Content

This unit focuses on working effectively with learners both in small groups and as a whole group. Preservice Teachers will plan learning experiences accordingly for a specific cohort of diverse learners. Preservice Teachers will critically reflect on and analyse teaching practice working from the position of a practitioner researcher. Primary Preservice Teachers will focus their critique of practice on mathematics and/or numeracy teaching. Preservice Teachers will use effective communication practices in learning contexts and ensure safe, supportive and challenging inclusive learning-friendly environments.

Preservice Teachers will review and analyse effective pedagogy including demonstrating the use of ICT and digital literacies to engage learners in their learning. Discussions with peers, colleagues, supervisors and Deakin staff will be designed to critically reflect on and improve the effectiveness of their planned and enacted teaching as a result of considered engagement with and implementation of a range of learning assessment tasks. Preservice Teachers will be expected to articulate an informed emergent professional position through discussions with colleagues, peers, parents and mentors.

*Note:*

- *Trimester 1 enrolments for this unit close on 15 November 2018 (year preceding).*
- *Trimester 2 enrolments for this unit close on 15 May.*

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

## Assessment

- Assessment 1 – Planning for learning: Concept map (2000 words) – 40%
- Assessment 2 – Critical analysis of planned teaching: Swot analysis (3000 words) – 60%

## EPR723 – Reflecting On Practice in Professional Experience

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Robin Bellingham*

*Trimester 2 Unit Chair: Robin Bellingham*

*Trimester 3 Unit Chair: Matthew Thomas*

*Prerequisite: Completion of 8 Core Units including: EPL746, EPM742, EPO701, EPS735, EEE751, EEE752, EPR721 & EPR722*

*Corequisite: ECP711, ECP712 and EEE753*

*Students must also be enrolled in E762*

*Incompatible with: EPR713, EPR733, EPR743, EPR753*

*Scheduled learning activities – campus: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined*

*equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. Time engaging in learning activities is expected to total a combined equivalent of 8–10 hours per week. This includes engagement with materials, responses to tasks, regular forum posting and responding to others, scheduled synchronous online discussions and independent study. Your expected participation in scheduled synchronous discussions is a minimum of 3 hours per trimester.*

*In-person attendance requirements: Professional experience: Preservice Teachers will also be required to attend 25 days\* of professional experience in a Primary School context.*

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates*

*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

## Content

This unit is a capstone experience where Preservice Teachers examine teachers' work and align these practices to the relevant professional standards. Using the skills of inquiry required by a teacher-researcher—to gather evidence, document, analyse and reflect on practice Preservice Teachers will independently investigate and examine the role of the teacher and professional standards in early years/primary/secondary contexts.

Preservice Teachers will select key teaching, learning and assessment artefacts\* and build their professional portfolio to evidence impact on learning with a focus on assessment. The unit requires critical reflection in and on the professional practice of teaching through critical engagement in teacher-research, professional learning and communication with members of the profession and the wider school community and/or early years setting.

*\* Note Primary (E762) Preservice Teachers will focus specifically on English and Mathematics content areas (sequence of 4–5 learning experiences in each area) or integration of English and Mathematics across the curriculum (unit of inquiry – 8 lesson sequence – with*

substantive English and Mathematics content and assessment). All Preservice Teachers should address the general capabilities in their planning and assessment, specifically literacy and numeracy across the curriculum.

*Note: This unit has enrolment cut-off dates.*

Please refer to the Professional Experience Office website for these dates to secure a timely professional experience placement.

## Assessment

- Assessment 1 – Professional Experience Reflection (600 word equivalent) – 10%
- Assessment 2 – Teacher Performance Assessment (TPA): Deakin Authentic Teaching Assessment (ATA) (5400 words) – 90%

## Hurdle requirement

The Teacher Performance Assessment (TPA): Deakin Authentic Teaching Assessment (ATA), is a hurdle requirement and must be passed in order to pass the unit.

# EPR731 – Planning for Learning in Professional Experience

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3, D303/D304 only: Burwood (Melbourne) intensives, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Julie Arnold*

*Trimester 2 Unit Chair: Julie Arnold*

*Trimester 3 Unit Chair: Sue Bennett*

*Prerequisite: D303 and D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: EEE751*

*Students must also be enrolled in E763, D303 or D304*

*Incompatible with: EPR701, EPR711, EPR721, EPR741*

*Scheduled learning activities – campus: Burwood:*

*This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non*

*placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. You are expected to actively participate in online forum discussions including posting your responses to critically reflective learning tasks created for Cloud students in the learning modules and regular and engaged responses to the questions/ comments of others. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.*

*In-person attendance requirements: Professional Experience: Preservice Teachers will also be required to attend 10 days\* of Professional Experience in Secondary School setting.*

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates*

*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

## Content

This unit focuses on exploring learners in context. Over the trimester, Preservice Teachers will examine their own learning processes to develop skills in becoming a reflective practitioner. Preservice Teachers will develop an awareness of the importance of inclusive practices required in early years, primary and secondary classrooms and learning environments, staff rooms, and broader learning communities. Preservice Teachers will take an inquiry approach to investigate understandings of learning in early years and school settings. They will consider cultural practices and begin to understand how to use their knowledge of and relationships with learners to build meaningful learning experiences which positively impact learner outcomes. They will begin to develop the skills of planning, teaching and evaluating learning with individuals and groups of learners. Preservice Teachers will begin to understand curriculum as policy and the theories that underpin this. Preservice Teachers will begin to formulate their understanding of pedagogy as central to effective teaching and learning and the educational theories that inform their emerging pedagogical stance.



Note:

- Trimester 1 enrolments for this unit close on 15 February.
- Trimester 2 enrolments for this unit close on 15 May.

Please refer to the Professional Experience Office website for further information regarding your professional experience placement.

## Assessment

- Assessment 1 – Planning for managing learning – document analysis (2000 words) – 40%
- Assessment 2 – Literature review and reflective narrative (3000 words) – 60%

# EPR732 – Managing Teaching in Professional Experience

Enrolment modes:

Trimester 1: Cloud (online)

Trimester 2: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Jude Ocean

Trimester 2 Unit Chair: Jill Loughlin

**Prerequisite:** Completion of 4 Master of Teaching units including: EPR731 or EPR701, and; EEE751

**Corequisite:** EEE752 and any one of: ECA731, ECA733, ECA735, ECL761, EHI701, EHU701, ESH702, ESM704, ESM724, ESP705, ESS741, ESS744, ETL700, ETL709, ETL710. Students must also be enrolled in E763, D303 or D304.

**Incompatible with:** EPR702, EPR712, EPR722

**Scheduled learning activities – campus:**

**Burwood:** This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.

**Scheduled learning activities – cloud (online):**

This unit shares the Blended Delivery modules and resources with on campus students. You are expected to actively participate in online forum discussions including posting your responses to critically reflective learning tasks created for Cloud students in the learning modules and regular and engaged responses to the questions/

comments of others. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.

**In-person attendance requirements:** Professional Experience: Preservice Teachers will also be required to attend 25 days\* of Professional Experience in a Secondary School context.

Please note that ALL Professional Experience days must be successfully completed to pass this unit.

\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates

**Additional for placement units:** During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.

## Content

This unit focuses on working effectively with learners both in small groups and as a whole group. Preservice Teachers will plan learning experiences accordingly for a specific cohort of diverse learners. Preservice Teachers will critically reflect on and analyse teaching practice working from the position of a practitioner researcher. Preservice Teachers will use effective communication practices in learning contexts and ensure safe, supportive and challenging inclusive learning-friendly environments. Preservice Teachers will review and analyse effective pedagogy including demonstrating the use of ICT and digital literacies to engage learners in their learning. Discussions with peers, colleagues, supervisors and Deakin staff will be designed to critically reflect on and improve the effectiveness of their planned and enacted teaching as a result of considered engagement with and implementation of a range of learning assessment tasks. Preservice Teachers will be expected to articulate an informed emergent professional position through discussions with colleagues, peers, parents and mentors.

Note:

- Trimester 1 enrolments for this unit close on 15 November 2018 (year preceding).
- Trimester 2 enrolments for this unit close on 15 May.

Please refer to the Professional Experience Office website for further information regarding your professional experience placement.

## Assessment

- Assessment 1 – Planning for learning: Concept map (2000 words) – 40%
- Assessment 2 – Critical analysis of planned teaching: Swot analysis (3000 words) – 60%



## EPR733 – Reflecting On Practice in Professional Experience

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Robin Bellingham*

*Trimester 2 Unit Chair: Robin Bellingham*

*Trimester 3 Unit Chair: Matthew Thomas*

*Prerequisite: All courses (except D303/D304):*

*Completion of 8 Master of Teaching Core Units including:*

*EEE751, EEE752, EPR731 & EPR732; And two of: ESS741,*

*ESS744, EHU701, EHI701, ECA731, ECA733, ECA735,*

*ECL761, ETL700, ETL705, ETL710, ETL716, ESH702,*

*ESM704, ESM724 or ESP705.*

*For D303/D304: Completion of 8 Master of Teaching Core Units including EEE751, EEE752, EPR731 & EPR732*

*Corequisite: Must have passed all 3 units below OR be enrolled in all 3 units in the same trimester as EPR733:*

*EEH730, EXC725 and EEE753.*

*Students must also be enrolled in D303, D304, E763 or E765.*

*Incompatible with: EPR703, EPR706, EPR709, EPR713, EPR723, EPR743, EPR753.*

*Scheduled learning activities – campus: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online): This unit shares the Blended Delivery modules and resources with on campus students. Time engaging in learning activities is expected to total a combined equivalent of 8–10 hours per week. This includes engagement with materials, responses to tasks, regular forum posting and responding to others, scheduled synchronous online discussions and independent study. Your expected participation in scheduled synchronous discussions is a minimum of 3 hours per trimester.*

*In-person attendance requirements: Professional experience: Preservice Teachers will also be required to attend 25 days\* of professional experience in a Secondary School context.*

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates.*

*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

### Content

This unit is a capstone experience where preservice teachers examine teachers' work and align these practices to the relevant professional standards. Using the skills of inquiry required by a teacher-researcher to gather evidence, document, analyse and reflect on practice preservice teachers will independently investigate and examine the role of the teacher and professional standards in early years/primary/secondary contexts.

Preservice teachers will select key teaching, learning and assessment artefacts and build their professional portfolio to evidence impact on learning with a focus on assessment. The unit requires critical reflection in and on the professional practice of teaching through critical engagement in teacher-research, professional learning and communication with members of the profession and the wider school community and/or early years setting.

*Note:*

- *Trimester 1 enrolments for this unit close on 15 November 2018 (year preceding).*
- *Trimester 2 enrolments for this unit close on 15 May.*
- *Trimester 3 enrolments for this unit close on 15 August.*

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

### Assessment

- *Assessment 1 – Professional Experience Reflection (600 word equivalent) – 10%*
- *Assessment 2 – Teacher Performance Assessment (TPA): Deakin Authentic Teaching Assessment (ATA) (5400 words) – 90%*

### Hurdle requirement

The Teacher Performance Assessment (TPA): Deakin Authentic Teaching Assessment (ATA) is a hurdle requirement and must be passed in order to pass the unit

## EPR741 – Planning for Learning in Professional Experience

Enrolment modes:

Trimester 1: Burwood (Melbourne), Cloud (online)

Trimester 2: Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Julie Arnold

Trimester 2 Unit Chair: Julie Arnold

Prerequisite: Nil

Corequisite: EEE751

Must also be enrolled in E764 or E765

Incompatible with: EPR711, EPR721, EPR731

*Scheduled learning activities – campus:*

*Burwood: This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.*

*Scheduled learning activities – cloud (online):*

*This unit shares the Blended Delivery modules and resources with on campus students. You are expected to actively participate in online forum discussions including posting your responses to critically reflective learning tasks created for Cloud students in the learning modules and regular and engaged responses to the questions/comments of others. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.*

*In-person attendance requirements: Professional Experience: Preservice Teachers will also be required to attend 20 days\* of Professional Experience in Primary School setting.*

**EPR741 Burwood**

- Stage 1. 10 days during the teaching trimester
- Stage 2. 10 days post the teaching trimester but prior to the start of the next trimester

**EPR741 Cloud** 20 days during the teaching trimester.

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates*

*Additional for placement units: During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.*

### Content

This unit focuses on exploring learners in context. Over the trimester, Preservice Teachers will examine their own learning processes to develop skills in becoming a reflective practitioner. Preservice Teachers will develop an awareness of the importance of inclusive practices required in early years, primary and secondary classrooms and learning environments, staff rooms, and broader learning communities. Preservice Teachers will take an inquiry approach to investigate understandings of learning in early years and school settings. They will consider cultural practices and begin to understand how to use their knowledge of and relationships with learners to build meaningful learning experiences which positively impact learner outcomes. They will begin to develop the skills of planning, teaching and evaluating learning with individuals and groups of learners. Preservice Teachers will begin to understand curriculum as policy and the theories that underpin this. Preservice Teachers will begin to formulate their understanding of pedagogy as central to effective teaching and learning and the educational theories that inform their emerging pedagogical stance.

**Note:**

- Trimester 1 enrolments for this unit close on 15 February.
- Trimester 2 enrolments for this unit close on 15 May.

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

### Assessment

- Assessment 1 – Planning for managing learning – document analysis (2000 words) – 40%
- Assessment 2 – Literature review and reflective narrative (3000 words) – 60%

## EPR743 – Reflecting On Practice in Professional Experience

Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 2 Unit Chair: Anne-Marie Morrissey

*Prerequisite:* Completion of 12 Core Units including: EPL746, EPM742, EPO701, EPS735, EEE751, EEE752, EPR741, EPR722, ECE761, ECE762, ECP711, ECP712

*Corequisite:* ECE763, ECE764, and EEE753

*Must also be enrolled in* E764

*Incompatible with:* EPR713, EPR723, EPR733, EPR753

*Scheduled learning activities – campus:* This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.

*Scheduled learning activities – cloud (online):* This unit shares the Blended Delivery modules and resources with on campus students. You are expected to actively participate in online forum discussions including posting your responses to critically reflective learning tasks created for Cloud students in the learning modules and regular and engaged responses to the questions/comments of others. Engagement with materials, responses to tasks, forum posting and independent study is expected to be a combined equivalent of 8–10 hours per week.

*In-person attendance requirements: Professional experience:* Preservice teachers will also be required to attend 50 days\* of Professional Experience comprised of:

- EPR743 Stage 1. 10 days B-2 Early Years context undertaken prior to the start of trimester 2 (please note enrolment cut-off date)
- EPR743 Stage 2. 25 days 3–5 Kinder context undertaken during teaching trimester 2
- EPR743 Stage 3. 15 days 3–5 Early Years context undertaken after trimester 2

Please note that ALL Professional Experience days must be successfully completed to pass this unit.

\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates

*Additional for placement units:* During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.

### Content

This unit is a capstone experience where preservice teachers examine teachers' work and align these practices to the relevant professional standards. Using the skills of inquiry required by a teacher-researcher—to gather evidence, document, analyse and reflect on practice preservice teachers will independently investigate and examine the role of the teacher and professional standards in early years/primary/secondary contexts.

Preservice teachers will select key teaching, learning and assessment artefacts\* and build their professional portfolio to evidence impact on learning with a focus on assessment. The unit requires critical reflection in and on the professional practice of teaching through critical engagement in teacher-research, professional learning and communication with members of the profession and the wider school community and/or early years setting.

*Note:* Please refer to the Professional Experience Office website for these dates to secure a timely professional experience placement. To secure a timely professional experience placement, enrolments for this unit close on 15 November 2018 (year preceding). For those students who enrol after this date please contact Arts and Education Student Services.

### Assessment

- Assessment 1 – Professional Experience Reflection (600 word equivalent) – 10%
- Assessment 2 – Teacher Performance Assessment (TPA): Deakin Authentic Teacher Assessment (ATA) (5400 words) – 90%

### Hurdle requirement

The Teacher Performance Assessment (TPA): Deakin Authentic Teacher Assessment (ATA) is a hurdle requirement and must be passed in order to pass the unit.

## EPR753 – Reflecting On Practice in Professional Experience

Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 2 Unit Chair: Robin Bellingham

*Prerequisite:* Completion of 12 Core Units including: EPL746, EPM742, EPO701, EPS735, EEE751, EEE752, EPR741 & EPR722, ECP711, ECP712

*And two of:* ESS744, ESS741, EHU701, EHI701, ECA731, ECA733, ECA735, ECL761, ETL700, ETL705, ETL710, ETL716, ESH702, ESM724, ESM704, ESP705

*Corequisite:* EEE753

*Students must also be enrolled in* E765

*Incompatible with:* EPR713, EPR723, EPR733, EPR743

*Scheduled learning activities – campus:* This unit is based on a Blended Learning delivery approach. You are expected to participate in all learning experiences designed and scheduled for you on campus (seminars, classes or incursions) or other learning contexts (excursions) and engage in associated online learning resources along with independent study for a combined equivalent engagement of 8–10 hours per week. This will include equivalent of 3 hours per non placement week of structured on campus learning activities or equivalent hours in intensive delivery.

*Scheduled learning activities – cloud (online):* This unit shares the Blended Delivery modules and resources with on campus students. Time engaging in learning activities is expected to total a combined equivalent of 8–10 hours per week. This includes engagement with materials, responses to tasks, regular forum posting and responding to others, scheduled synchronous online discussions and independent study. Your expected participation in scheduled synchronous discussions is a minimum of 3 hours per trimester.

*In-person attendance requirements:*

*Professional experience:* Preservice teachers will also be required to attend 45 days\* of Professional Experience comprised of:

*Burwood (Melbourne) and Cloud (online) environments:*  
EPR753 Stage 1. 20 days Secondary context undertaken during Trimester 1 (please note enrolment cut-off date)  
EPR753 Stage 2. 25 days Secondary context undertaken during Trimester 2

*Please note that ALL Professional Experience days must be successfully completed to pass this unit.*

*\* Professional Experience Days are indicative only and subject to change. Preservice Teachers are advised to check the most current Professional Experience Calendars for specific details and dates*

*Additional for placement units:* During Professional Experience placements, students are frequently required to undertake planning and preparation outside of the full time teaching day.

### Content

This unit is a capstone experience where preservice teachers examine teachers' work and align these practices to the relevant professional standards. Using the skills of inquiry required by a teacher-researcher – to gather evidence, document, analyse and reflect on practice preservice teachers will independently investigate and examine the role of the teacher and professional standards in early years/primary/secondary contexts.

Preservice teachers will select key teaching, learning and assessment artefacts\* and build their professional portfolio to evidence impact on learning with a focus on assessment. The unit requires critical reflection in and on the professional practice of teaching through critical engagement in teacher-research, professional learning and communication with members of the profession and the wider school community and/or early years setting.

*Note:* Enrolments for this unit close on 15 November 2018 (year preceding).

*Please refer to the Professional Experience Office website for further information regarding your professional experience placement.*

### Assessment

- Assessment 1 – Teacher Performance Assessment (TPA): Deakin Authentic Teaching Assessment (ATA) (5400 words) – 90%
- Assessment 2 – Professional Experience Reflection (600 word equivalent) – 10%

### Hurdle requirement

The Teacher Performance Assessment (TPA): Deakin Authentic Teaching Assessment (ATA) is a hurdle requirement and must be passed in order to pass the unit.



## EPS735 – Primary Science and Technology Education

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Cripps Clarke*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E762, E764, or E765*

*Incompatible with: EES540, ESS540*

*Scheduled learning activities – campus: 1 x 4 hour*

*School-based Seminar per week (7 weeks)*

*Scheduled learning activities – cloud (online): 1 x 2 hour*

*Online Seminars plus 2 hours of practical activities and small-group teaching per week (7 weeks)*

*In-person attendance requirements: Cloud (intensive):*

*5 x 5.5 hour School-based Seminars over one week*

### Content

The unit covers the following topics:

- children's perceptions of scientists and science and children's alternative science concepts;
- science and design & technologies pedagogies: conceptual change strategies, multi-modal representations;
- linking research literature (including theoretical perspectives) to practice;
- states and national curricula planning – planning and implementing a sequence of science and design and technologies lessons;
- science Investigations – design, measurement, data representation and analysis, and writing in science;
- the nature of science and the relationship between design and technologies and science;
- the literacies of science and 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 and community resources;
- assessment, as, of and for learning – diagnostic and formative and summative;
- science conceptual knowledge: including 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; and
- safety in science and design and technologies.

### Assessment

- Assessment 1 (Group of 2 or Individual) – Teaching Report of assessment (5000 words group of two or 2500 words individual or equivalent) – 50%
- Learning Report of assessment (2500 words or equivalent) – 50%

## ESH402 – Health Education: Curriculum Study

*Offering information: Final year offered 2019*

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Hendry*

*Cohort rule: Must be enrolled in D342, D347, D389, E359, E365, E377 or E455*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x scheduled 1-hour online seminar per fortnight (no online seminar during placements)*

### 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 (Years 7 to 10) 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; histories and pedagogies of health education; program, curriculum and assessment development; and health promoting schools as a school-based model.

### Assessment

- Briefing paper report (2000 words) – 50%
- Curriculum plan (2000 words) – 50%



## ESH403 – Senior Health and Human Development: Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jacqui Peters*

*Cohort rule: Must be enrolled in D340, D342, D343, D344, D345, D346, D347, D348, D349, D350, D384, D389, E365, E377 or E455*

*Prerequisite: Completion of EEH405*

*Corequisite: Nil*

*Incompatible with: ESJ458*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week (no seminars during placements)*

### Content

This unit aims to prepare students for facilitating learning in Health Education in senior Health curricula in Australian states and territories. The study of senior Health is based on the premise that health needs to be understood at individual, group, community and national and international levels, to maximise health and global development potential. Topics covered include: the place of Health Education senior curricula; approaches to teaching and learning of Health and Human Development; the responsibilities and obligations of the teacher in delivering the prescribed curriculum of the senior years Health; exploration of contemporary resources texts, technologies and resources; and the nature of school based and external evaluation and assessment.

### Assessment

- Resource report (2000 words) – 50%
- Unit plan (2000 words) – 50%

## ESH702 – Health Education: Curriculum Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Hendry*

*Cohort rule: Must be enrolled in E760, E763, E763T or E765*

*Prerequisite: Nil*

*Corequisite: Sub major in health studies or equivalent*  
*Incompatible with: ESH402*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week (no seminars during placements)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x scheduled 1-hour online seminar per fortnight (no online seminar during placements)*

### 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 (Years 7 to 10) 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; histories and pedagogies of health education; program, curriculum and assessment development; and health promoting schools as a school-based model.

### Assessment

- Briefing paper report (2500 words) – 50%
- Curriculum plan (2500 words) – 50%

## ESH703 – Senior Health and Human Development: Curriculum Study

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jacqui Peters*

*Cohort rule: Must be enrolled in E760, E763, E763T or E765*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 hour scheduled online workshops per week (no online workshop during placements)*

### Content

This unit aims to prepare students for facilitating learning in Health Education in senior Health curricula in Australian states and territories. The study of senior Health is based on the premise that health needs to be understood at individual, group, community and national and international levels, to maximise health and global development potential. Topics covered include: the place of Health Education senior curricula; approaches to teaching and learning of Health and Human Development; the responsibilities and obligations of the teacher in delivering the prescribed curriculum of the senior years Health; exploration of contemporary resources texts, technologies and resources; and the nature of school based and external evaluation and assessment.

### Assessment

- Resource report (2500 words) – 50%
- Unit plan (2500 words) – 50%

## ESJ457 – Studies in Curriculum (LOTE A)

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Caroline Mahoney*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in D347 or E359*

*Incompatible with: ESJ357*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

The principal aim of this unit is to prepare students for teaching as specialist education practitioner through a study of the following education specialism: 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

- Assessment 1 – An evaluative report (2000 words) – 50%
- Assessment 2 – Development of an integrated unit of work (2000 words) – 50%

## ESJ458 – Studies in Curriculum (LOTE B)

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Caroline Mahoney*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in D347 or E359*

*Incompatible with: ESJ358*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## 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 (Burwood (Melbourne))
- Curriculum study in LOTE education (Burwood (Melbourne), Waurin Ponds (Geelong), Warrnambool)
- LOTE materials development (Burwood (Melbourne))

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

- Assessment 1 – A written essay in the format of a textbook critique, critically evaluating culture-related content against the theories, concepts and goals of intercultural language learning (2000 words) – 50%
- Assessment 2 – Development of an integrated unit for the senior years (Year 12) (2000 words) – 50%

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

- Assessment 1 – A critical essay evaluating theories of language teaching and learning, and analysing own experiences as a language learner, reflecting on what social and cultural factors aided or prevented one's own language learning (2000 words) – 50%
- Assessment 2 – Development of a sequence of lessons for the EAL classroom, based on current curriculum frameworks (2000 words) – 50%

## ESJ459 – Studies in Curriculum TESOL A

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Caroline Mahoney*

*Cohort rule: Must be enrolled in D347, E360, E365 or E455*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## 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.

## ESJ460 – Studies in Curriculum (Senior Chemistry or TESOL B)

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Seamus Delaney*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## 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 (Burwood (Melbourne))
- Senior Chemistry: Curriculum Study – (Burwood (Melbourne), Cloud (online))

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

### TESOL:

- A critical essay evaluating theories of language teaching and learning, and analysing own experiences as a language learner, reflecting on what social and cultural factors aided or prevented one's own language learning, 2000 words, 50%
- Development of a sequence of lessons for the EAL classroom, based on current curriculum frameworks, 2000 words, 50%

### Chemistry:

- Emerging Science group task, 1200 words, 30%
- Teaching a Difficult Chemical Concept, 1600 words, 40%
- Analysis of an Area of Study and planning a unit of work, 1200 words, 30%

## ESM211 – Children and Mathematics: Developing Mathematical Concepts

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Carly Sawatzki*

*Cohort rule: Must be enrolled in course E359 Bachelor of Education (Primary)*

*Campus contact: Carly Sawatzki (Burwood (Melbourne))*

*Jude Ocean (Warrnambool (Geelong))*

*Sandra Herbert (Warrnambool)*

*Prerequisite: SIT106 and ETP200*

*Corequisite: NIL*

*Incompatible with: EME228, EME497, ESM210*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Professional Experience: Students will be required to complete a 10 day placement*

## Content

This unit is the first of three compulsory units in primary mathematics education. The unit aims to promote pre-service teachers' understanding of how children's mathematical concepts develop in two key areas – number and measurement. Pre-service teachers' 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, representations and procedures regarding number and measurement. Building on these experiences, pre-service teachers will explore the planning and teaching of learning activities to support children's further construction of these mathematical concepts and procedural fluency.

Students will be introduced to a range of teaching materials and resources along with 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. The current Australian curriculum documents and research based teaching and assessment frameworks will be referred to and used intensively.

## Assessment

- Assessment 1 – Individual assignment involving interview of two children and report on this formative assessment – 30%
- Assessment 2 – Individual lesson planning with a paired reflection – 35%
- Assessment 3 – One written examination – 35%

Satisfactory completion of the written examination (pass mark of 50%) and a 10-day placement are required for satisfactory completion of this unit.

## ESM215 – Problem Solving, Modelling and Mathematical Applications

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Zara Ersozlu*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences for this unit are via CloudDeakin*

## Content

This unit address theoretical and practical aspects of problem solving and mathematical modelling, as well as introducing students to one of the major modern applications of mathematics, public key cryptography. Participants will be expected to access significant print and on-line national and international literature in the area, engage in the process of solving non-routine problems and applying the modelling process, 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 real world; and an introduction to public key cryptography.

## Assessment

- Assessment 1 – Portfolio of problem solving tasks – 50%
- Assessment 2 – Portfolio of modelling tasks – 35%
- Assessment 3 – Portfolio of tasks related to public key cryptography – 15%

## ESM303 – Primary Mathematics Lesson Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong) and Warrnambool*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wanty Widjaja*

*Cohort rule: Must be enrolled in E359 course commencing from 2017*

*Prerequisite: One of SIT106, SIT176 or ESM215*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## Content

This unit focuses on collaborative planning and reflection on teaching to develop pre-service teachers' understanding of evidence-based practice and skills as researchers of their own teaching practice for on-going professional learning. Pre-service teachers will work in groups to plan, teach and evaluate mathematics lessons following Lesson Study protocols. The lesson study process involves in-depth planning and teaching of a research lesson, which is observed by colleagues and experts, a post-lesson discussion of the lesson based on evidence of student learning, and, in some instances, revision of the planned lesson. The lessons planned by groups of PSTs will be taught in a primary school classroom.

The content of this unit includes approaches to lesson planning, formative assessment, design and selection of tasks for inquiry learning, anticipation of student thinking and solutions, teacher actions in orchestrating discussion of student solutions, the practice of noticing students' thinking and responding to contingencies, and assessing student learning. The lessons planned, taught and evaluated will focus on the use of an inquiry approach, and appropriate materials and representations, including digital tools.

*Note: Commencing 2019*

## Assessment

- Essay and oral presentation (1200 words) – 30%
- Assessment 2 (Group) – Group planning and teaching of a research lesson (1600 words equivalent per person) – 40%
- Written reflection on research lesson (1200 words) – 30%

## ESM310 – Teachers and Mathematics: Creating An Effective Classroom

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Leicha Bragg*

*Cohort rule: Must be enrolled in E359*

*Campus contact: Leicha Bragg (Burwood (Melbourne))*

*Jude Ocean (Waurm Ponds (Geelong))*

*Sandra Herbert (Warrnambool)*



*Prerequisite: Students must have passed ESM210 or ESM211*

*Corequisite: Nil*

*Incompatible with: EME500*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week for 9 weeks*

## 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; using children's literature to stimulate children's engagement and learning in mathematics; 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

There are 3 assessment items in this unit. All items must be submitted to pass this unit.

- Report exploring children's literature to enhance engagement and understanding in mathematics – 50%
- Online reflective discussion task – 10%
- Written report and/or oral presentation of manipulatives and readings that develops conceptual understanding of a mathematical content area (equivalent of 1600 words) – 40%

# ESM410 – Professional Practice and Mathematics: Designing an Inclusive Program

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Leicha Bragg*

*Cohort rule: Must be enrolled in E359*

*Prerequisite: Students must have passed ESM310*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## 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

- Assessment 1 – A multimedia resource focusing on mathematics curriculum – 60%
- Assessment 2 – eLecture responses on curriculum issues and assessment practices in primary mathematics – 40%

Assessment will total the equivalent of 4000 words.

## ESM424 – Mathematics: Curriculum Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Zara Ersozlu*

*Cohort rule: Must be enrolled in D347, D351, E359 or E377*

*Prerequisite: Minimum discipline study requirement is successful completion of three relevant units of mathematics with at least one of these units at the second year level. Statistics is accepted as a mathematics unit provided it is taken within a Mathematics Department.*

*Corequisite: Nil*

*Incompatible with: EME209, EME409, ESM724*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week, and asynchronous online discussions through Cloud.*

*Scheduled learning activities – cloud (online): Virtual synchronous online discussions, opportunities to present orally through platforms such as Blackboard Collaborate, and asynchronous online discussions through Cloud.*

### Content

This unit focuses on subjects within senior years/post compulsory mathematics education as outlined in the Australian Curriculum: Mathematics and state and territory curricula. 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 in the second last year of schooling in ways that prepare students for assessment in their last year of secondary school.

### Assessment

- Assessment 1 – 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 – 50%
- Assessment 2 – Formulate an inquiry associated with the learning of mathematics through professional experience placement participation, and interrogate research literature to explore this question – 50%

All tasks will be criterion referenced.

## ESM425 – Senior Mathematics: Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair:*

*Janis McCluskey*

*Cohort rule: Must be enrolled in D347, D351, or E377*

*Prerequisite: ESM424*

*Corequisite: Nil*

*Incompatible with: EME425, ESM225, ESM725*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week, and asynchronous online discussions through Cloud.*

*Scheduled learning activities – cloud (online): Virtual synchronous online discussions, opportunities to present orally through platforms such as Blackboard Collaborate, and asynchronous online discussions through Cloud.*

### Content

This unit focuses on subjects within senior years/post compulsory education as outlined in the Australian Curriculum: Mathematics and state curricula. For example, in Victoria this includes mathematics within the Victorian Certificate of Education (VCE), and mathematics associated with the Victorian Certificate of Applied Learning (VCAL). 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 in the second last year of schooling in ways that prepare students for assessment in their last year of secondary school.

### Assessment

- Teaching for Understanding (1600 words) – 40%
- Review of the Curriculum (2400 words) – 60%

## ESM701 – Teaching Mathematics Successfully

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Leicha Bragg*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit encourages participants 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. Participants 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.

### Assessment

- Assessment 1 – Portfolio (2000 words) – 40%
- Assessment 2 – Project (3000 words) – 60%

### Hurdle requirements for E734 and E744SP students only:

1. Completion and documentation of 2 days of professional development relating to the Practicum Case Study
2. Knowledge of relevant support services related to the field

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements

## ESM704 – Problem Solving and Modelling

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: To be advised*

*Cohort rule: Must be enrolled in E760, E763, E763T or E765*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit focuses on two key elements in the teaching of Foundation 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

- Assessment 1 – Portfolio of problem solving and modelling tasks (equivalent to 2000 words) – 40%
- Assessment 2 – Literature review of an aspect of problem solving or modelling (1500 words) – 30%
- Assessment 3 – Reflective report on the development and teaching of a sequence of problem solving or modelling sessions (equivalent to 1500 words) – 30%

## ESM724 – Mathematics: Curriculum Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Zara Ersozlu*

*Cohort rule: Must be enrolled in D304, E760, E763, E763T or E765*

*Prerequisite: D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: EME209, EME409, ESM424*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week, and asynchronous online discussions through Cloud.*

*Scheduled learning activities – cloud (online): Virtual synchronous online discussions, opportunities to present orally through platforms such as Blackboard Collaborate, and asynchronous online discussions through Cloud.*

### 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 Australian Curriculum. Autonomous student thinking is a focus of attention.

A diversity of tasks (from various mathematical domains (e.g. the areas of Number, Space, Measurement, Probability and Statistics Chance and Data, Structure including 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

- Assessment 1 – 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 – 50%
- Assessment 2 – Through reflection upon professional experience placement experience, formulate and research a question that will assist in developing curriculum expertise – 50%

## ESM725 – Senior Mathematics: Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair:*

*Janis McCluskey*

*Cohort rule: Must be enrolled in D304, E760, E763, or E765*

*Prerequisite: ESM724. D304 students must also have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%*

*Corequisite: Nil*

*Incompatible with: EME425, ESM225, ESM425*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week, and asynchronous online discussions through Cloud.*

*Scheduled learning activities – cloud (online): Virtual synchronous online discussions, opportunities to present orally through platforms such as Blackboard Collaborate, and asynchronous online discussions through Cloud*

### Content

This unit focuses on subjects within senior years/post compulsory mathematics education as outlined in the Australian Curriculum: Mathematics and state and territory curricula. 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 in the second last year of schooling in ways that prepare students for assessment in their last year of secondary school.

### Assessment

- Assessment 1 – Teaching for Understanding (2000 words) – 40%
- Assessment 2 – Review of the Curriculum (3000 words) – 60%

## ESM733 – Exploring Space and Number

*Enrolment modes: Trimester 2: Cloud (online)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: to be advised*

*Cohort rule: Must be enrolled in E760, E763, E763T, or E765*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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; an introduction to one of the major modern applications of elementary number theory, public key cryptography; using geometry in art and design, including paper engineering and the work of M. C. Escher, as a vehicle for meaningfully engaging students from Years 7 to 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.

*Note: \* Offered in alternating years 2019, 2021*

### Assessment

- Assessment 1 – Portfolio of tasks (equivalent to 2000 words) – 40%
- Assessment 2 – Literature review (1500 words) – 30%
- Assessment 3 – Report on a sequence of three lessons (1500 words) – 30%

## ESP202 – Senior Psychology A: Curriculum Study

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Spicer*

*Cohort rule: Must be enrolled in D342, D347 or D389*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar 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

- Assessment 1 (Group) – Class presentation: Preparation, presentation and analysis of a 50-minute class lesson by a group of 2–3 people – 40%
- Resource folio: This assignment requires the student to apply specified teaching and learning strategies to course content – 60%

Assessment will total 4000 words or equivalent.



## ESP203 – Senior Psychology B: Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Spicer*

*Cohort rule: Must be enrolled in D342, D347 or D389*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar 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

- Assessment 1 – Research design assessment: 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) – 40%
- Assessment 2 – Development of a unit of work from within VCE curriculum: This individual assignment requires the student to VCE Psychology lesson and ICT-related learning activities (2000 words) – 60%

Assessment will total 4000 words or equivalent.

## ESP701 – Education and Development of Exceptional Learners

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Spicer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – Essay: Related to current understandings of the education and development of exceptional learners. This essay requires a clear and thorough analysis of gifted theories and an understanding of multiple factors related to gifted education (socio-cultural, gender bias, motivation, self-efficacy and twice exceptionality) (2500 words) – 40%
- Assessment 2 – Project: A project applying theory to practice through the analysis of a gifted student (in their school) or the analysis of a real case study of a gifted child. This task requires a demonstration of the characteristics of gifted students; social, emotional, family, gender and cultural associations; analysis of school, State and National policies and gifted education programs suitable for teaching the specific gifted student (3000 words) – 50%
- Assessment 3 – Online discussions: Participation in two online discussions. The first based on a selected weekly theme/topic with clear links to the literature. The second post, a film review that evaluates the message being imparted to audiences with regards to socially sanctioned expectations or behaviours of the 'gifted' (500 words) – 10%

## Hurdle requirements for E734 and E744SP students only:

1. Completion and documentation of 2 days of professional development relating to the Practicum Case Study.
2. Knowledge of relevant support services related to the field

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements.

## ESP705 – Psychology Curriculum Study 1

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Claire Spicer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit prepares students to confidently and effectively teach Psychology in Years 10 and 11 (Units 1 & 2). The unit aims to develop students' knowledge of the Psychology curriculum that incorporates both the scientific study of human behaviour through biological, psychology and social perspectives, and the systematic application of this knowledge to personal and social instances in everyday life. The students will be encouraged to participate in, learn and collect a range of contemporary teaching strategies, activities and resources including the development of key science skills.

### Assessment

- Assessment 1 – Activity portfolio (2500 words equivalent) – 40%
- Assessment 2 – Report and presentation (2500 words equivalent) – 60%

## ESP706 – Psychology Curriculum Study 2

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Spicer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit prepares students to confidently and effectively teach Psychology in Years 10 and 12 (Units 3 & 4). The unit aims to further enhance the students' knowledge of the Psychology curriculum that incorporates both the scientific study of human behaviour through biological, psychology and social perspectives, and the systematic application of this knowledge to personal and social instances in everyday life. The students will be encouraged to participate in, learn and collect a range of contemporary teaching strategies, activities and resources. A strong emphasis will be placed on enhancing the students' capabilities to create new and invigorating teaching tools. Therefore students will be required to explore, critique and reflect on their previous years teaching providing them with an opportunity to share experiences to shape new activities and teaching methodologies.

### Assessment

- Assessment 1 – Research investigation (2500 words equivalent) – 40%
- Assessment 2 – Compendium (2500 words equivalent) – 60%

## ESP707 – Psychology in Education

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tim Corcoran*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit is for professionals working in schools, or with young people in a variety of educational contexts, seeking to develop their understanding of the challenges facing teachers and learners in the 21st century, with a particular focus on psychological theory. The course will encourage consideration of the contribution of psychology to education policy and practice in changing national and international contexts. This unit is designed to advance student understanding of historical and contemporary practices that have contributed to the development of psychological knowledge applied in education. In this unit students will critically analyse the acceptance and use of diagnostic categories (e.g. Attention Deficit Hyperactivity Disorder) and concepts (e.g. intelligence) applied to learners and learning. The unit aims to provoke students reflection on the limitations as well as potential benefits of various forms of psychological theory ranging from dominant cognitive-behavioural and constructivist theory to theories informing critical educational psychology e.g. social constructionism. The unit situates students as practitioners within the worldviews created by psychological theory to question the ethical foundations of professional discourse.

### Assessment

- Online group discussion (500 words) – 10%
- Literature Review (1500 words) – 30%
- Research essay (4000 words) – 60%

## ESS412 – Science Experiments You Can Eat

*Enrolment modes: Trimester 3: Cloud (online), \*CBD*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Coral Campbell*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

*Students are also required to attend a 6 hour intensive on one Friday. The Friday 6 hour intensive is offered at Burwood (Melbourne) campus. Students unable to attend 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment 1 – Assignment – 50%
- Assessment 2 – Assignment – 50%

Assignments to include curriculum development.

Assessment will total 4000 words or equivalent.

## ESS415 – Resources in the Contemporary Science Curriculum

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Seamus Delaney*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 hours per week undertaking weekly tasks within the cloud site.*

### 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

- Assessment 1 – Teacher Demonstration: The presentation and discussion of a teacher demonstration as well as a written summary of the demonstration (1000 words) – 25%

- Assessment 2 – Research Assignment: 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 (2000 words) – 35%
- Assessment 3 – Electronic Portfolio: This involves a collection of science teaching resources with a written rationale for their use in a contemporary science classroom (2000 words) – 40%

## ESS439 – Issues in Science and Environmental Education

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peta White*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week (excluding Professional Experience placement weeks)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including Collaborate sessions scheduled throughout the trimester and weekly engagement with materials and responses in discussion forums.*

### Content

Issues in Science and Environmental education is a hands-on, inquiry-based unit that develops critical perspectives towards the role of contemporary science education with a focus on environmental issues. You will engage with Scientists to develop teaching and learning materials that empower you to take action understanding the scientific literacies needed to move towards a more sustainable future for all.

This unit is offered via a series of modules with learning materials, seminars, and field excursions (where appropriate). Locations for field work will be Victorian and close to Melbourne. Cloud students will be provided with details to enable field excursions in their local environments.

The two assessments will cultivate your teaching and learning practices as you use contemporary science research to develop sequences and materials for secondary students. You will also consider your own personal activism and work with students to develop classroom actions.

## Assessment

- Assessment 1 – Curriculum Development (Teaching and Learning with Contemporary science in lower secondary classrooms) (2400 words or equivalent) – 60%
- Assessment 2 – Resource Development (Personal Activism into Classroom Action) (1600 words or equivalent) – 40%

## ESS441 – Environmental Science and Society: Curriculum Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jorja McKinnon*

*Cohort rule: Must be enrolled in D342, D344, D351, E359, E365, E377 or E455*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week (excluding Professional Experience placement weeks)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including Collaborate sessions scheduled throughout the trimester and weekly engagement with materials and responses in discussion forums.*

## Content

Environmental Science and Society: Curriculum Study is a practical unit that will prepare you to use Environmental and Sustainability Education theory and practice including pedagogies and strategies to reflect on and further develop your teaching and learning philosophy and skills.

This unit is offered via a series of modules with learning materials, seminars, and field excursions (where appropriate). Locations for field work will be Victorian and close to Melbourne. Cloud students will be provided with details to enable field excursions in their local environments.

The two assessments will cultivate your curriculum, assessment and pedagogical understanding with the development of a teaching and learning sequence and practical multi-media skills to develop your own classroom based resources.

## Assessment

- Assessment 1 – Curriculum Development (2400 words or equivalent) – 60%
- Assessment 2 – Resource Development (Multi-media development) (1600 words or equivalent) – 40%

## ESS442 – Senior Environmental Science: Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jorja McKinnon*

*Prerequisite: One unit from: EME200, EME400, ESS241, ESS441*

*Corequisite: Nil*

*Incompatible with: EME242, ESS242, ESS742*

*Scheduled learning activities – campus: Intensive mode – 5 x 5.5 hour Seminars held either in the field or at Burwood (Melbourne) campus*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly scheduled Collaborate sessions and weekly engagement with materials and responses in discussion forums (invited to attend field work experiences).*

## Content

Senior Environmental Science: Curriculum Study is a hands-on unit that will prepare you to teach VCE Environmental Science. All 4 units of the new VCE Study Design will be explored. This unit is offered via a series of intensive seminars and field excursions, and supported through cloud based learning materials. Locations for field work will be Victorian and close to Melbourne. Cloud (online) students will be provided with details to enable field excursions in their local environments. This strategy will have you experiencing learning tasks that will be useful with your future students. The two assessments will cultivate your curriculum and resource development.

## Assessment

- Assessment 1 – Resource Development (1600 words or equivalent) – 40%
- Assessment 2 – Curriculum Development (2400 words or equivalent) – 60%



## ESS444 – Science: Curriculum Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peter Hubber*

*Cohort rule: Must be enrolled in D342, D344, D351, E359, E365, E377 or E455*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 hours per week undertaking weekly tasks within the cloud site.*

### 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

- Assessment 1 – Presentation of a teaching resource from a science education journal (500 words) – 20%
- Assessment 2 – Concept map (500 words or equivalent) – 20%
- Assessment 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.

## ESS467 – Senior Biology: Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amanda Peters*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 hour Collaborate sessions scheduled throughout the trimester and weekly engagement with materials and responses in discussion forums.*

### Content

This unit will develop students' understanding of contemporary theories of teaching and learning in secondary biology with a focus on senior biology (years 11 and 12) both within and beyond Victoria. Consideration will be given to the new (2016–2021) VCE Biology Study Design. Students will reflect on the implications of curriculum change. Students will model current pedagogical practices and consider the relationship of these to research practices in contemporary biology. Students will use literature to design learning sequences involving resource and assessment design to support secondary students' understandings of difficult concepts. Practical, hands-on, inquiry based laboratory, field, and virtual activities will be investigated and adapted to teaching and learning environments.

### Assessment

- Assessment 1 – Resource development (1600 word or equivalent) – 40%
- Assessment 2 – Curriculum development (2400 word or equivalent) – 60%

Assessment will total 4000 words or equivalent.

All tasks are criterion-referenced.

## ESS741 – Science and Environmental Sustainability: Curriculum Study (Years 7–10)

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peta White*

*Cohort rule: Must be enrolled in D304, E760, E763, E763T or E765*

*Prerequisite: D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week for 9 weeks.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including scheduled Collaborate sessions and weekly engagement with materials.*

### Content

The unit aims to lead students to a deeper understanding and appreciation of different approaches to the learning and teaching of education for sustainability, including its relation to socio-scientific issues and environmental education, to lower secondary level years 7 to 10 across a range of curriculum areas and as a whole school approach.

- The nature and purposes of education for sustainability and its relation to socio-scientific issues and environmental education
- Locating opportunities for learning and teaching through education for sustainability in the Australian National Curriculum
- Approaches to learning and teaching through education for sustainability
- Assessment for and of learning through education for sustainability
- Learning and teaching resources for education for sustainability.

### Assessment

- Design a lower secondary (years 7 to 10) program in education of sustainability, socio-scientific issues, and/or environmental education across a range of curriculum areas and/or as a whole school approach (3000 words or equivalent) – 60%

- Assessment 2 (Group) – Design a resource (share it via presentation) to support an aspect of student learning from the assessment 1 program, include a description (with task details) of how to assess for and of learning (2000 words per person or equivalent) – 40%

## ESS742 – Senior Environmental Science: Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jorja McKinnon*

*Cohort rule: Must be enrolled in D304, E760, E763, E763T or E765*

*Prerequisite: D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive mode – 4 x 5.5 hour seminars held either in the field or at Burwood campus*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly Collaborate sessions and weekly engagement with materials and responses in discussion forums (invited to attend field work experiences).*

### Content

Senior Environmental Science: Curriculum Study is a hands-on unit that will prepare you to teach Earth and Environmental Science (based on the Australian senior secondary curriculum with comparison to other state and territory curricula). This unit is offered via a series of modules each supported by learning materials and intensively offered seminars and, where appropriate, field excursions. Cloud students will be provided with support materials that will enable field excursions in local environments. This strategy will have you experiencing learning tasks that will be useful with your future students. The assessments focus on designing curriculum sequences and conducting practical investigations and designing appropriate teaching and learning resources.

## Assessment

- Assessment 1 – Resource Development (based on Practical Investigation) (2000 words or equivalent) – 40%
- Assessment 2 – Curriculum Development (Teaching and learning sequence) (3000 words or equivalent) – 60%

## ESS744 – Science: Curriculum Study

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peter Hubber*

*Cohort rule: Must be enrolled in D304, E760, E763, E763T or E765*

*Prerequisite: D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 hours per week undertaking weekly tasks within the cloud site.*

## 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;
- Australian National Curriculum: Science 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

- Assessment 1 – Oral presentation and concept map (2000 words) – 40%
- Assessment 2 – Unit development and literature review (3000 words) – 60%

## ESS745 – Senior Physics Curriculum Study

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Cripps Clark*

*Cohort rule: Must be enrolled in D304, E760, E763, E763T or E765*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour Seminar weeks 1–5, 10 & 11*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly tasks within the cloud site.*

## Content

This unit has a focus on the teaching and learning of science at the middle and senior levels of secondary schooling as it pertains to the science area of physics. It explores and critiques the literature as it relates to the research in students' understandings of physics and implications for best practice in the teaching of concepts and skills in contemporary physics classrooms. Students will apply their knowledge of inquiry-based approaches to teaching and learning to development of appropriate activities and curriculum that might be incorporated into Year 11 and 12 physics classroom practice.

## Assessment

- Assessment 1 – Research Assignment (2500 words) – 50%
- Assessment 2 – Unit of Work (2500 words) – 50%

## ESS755 – Resources in the Contemporary Science Curriculum

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Seamus Delaney*

*Cohort rule: Must be enrolled in D304, E760, E763, E763T or E765*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 hours per week undertaking weekly tasks within the cloud site.*

### Content

This unit focuses on the teaching and learning of science in practical activity situations, the role of digital technology in the science classroom and the affordances to learning science through student engagement in informal settings. This unit also has a focus on critiquing and developing resources to enhance the teaching and learning of science.

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 teacher's 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

- Assessment 1 – Research Assignment (3000 words) – 40%
- Assessment 2 – Electronic Portfolio (2000 words) – 60%

## ESS767 – Senior Biology: Curriculum Study

*Enrolment modes:*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Peta White*

*Cohort rule: Must be enrolled in D304, E760, E763, E763T or E765*

*Prerequisite: D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 7 x 1 hour scheduled seminars over the trimester and weekly engagement with materials and responses in discussion forums.*

### Content

This unit will develop students' mastery of contemporary theories of teaching and learning in secondary biology with a focus on senior biology (years 11 and 12) both within and beyond Victoria. Consideration will be given to the new (2016–2021) VCE Biology Study Design.

Students will critically reflect on the implications of curriculum change. Students will model and critically evaluate current pedagogical practices and analyse the relationship of these to research practices in contemporary biology. Students will use research literature to design innovative learning sequences involving resource and assessment design to support secondary students' understandings of difficult concepts.

Practical, hands-on, inquiry based laboratory, field, and virtual activities will be investigated and adapted to complex teaching and learning environments.

## Assessment

- Assessment 1 – Resource development (2000 word or equivalent) – 40%
- Assessment 2 – Curriculum development (3000 word or equivalent) – 60%

Assessment will total 5000 words or equivalent.

All tasks are criterion-referenced.

## ESS768 – Curriculum Studies (Senior Chemistry)

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Seamus Delaney*

*Prerequisite: D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 hours per week undertaking weekly tasks within the cloud site.*

## Content

The principal aim of this unit is to prepare students for teaching as specialist education practitioners through a study of Senior Chemistry. The unit 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 the specialism will complement and support specialisms offered in other Education Discipline Studies.

## Assessment

- Assessment 1 – Emerging Science (1500 words) – 30%
- Assessment 2 – Teaching a Difficult Chemical Concept (2000 words) – 40%
- Assessment 3 – Analysis of an Area of Study and planning a unit of work (1500 words) – 30%

## EST400 – Primary Technology Education: Creativity and Design

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wendy Jobling*

*Campus contact: Wendy Jobling (Burwood (Melbourne))*

*Coral Campbell (Waurin Ponds (Geelong), Warrnambool)*

*Prerequisite: Students must have passed 12 credit points including 4 credit points at level 3*

*Corequisite: Must be enrolled in E359*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week for 10 weeks*

## 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

- Assessment 1 – Seminar response activities – 20%
- Assessment 2 – Design Curriculum Task: Written report, which will focus on curriculum development within the primary school context – 30%
- Assessment 3 – Community Project: Written report and presentation in response to a community need – 50%

Assessment will total the equivalent of 4000 words.



## ETL700 – Pedagogy for EAL Classrooms

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ruth Arber*

*Trimester 2 Unit Chair: Ruth Arber*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL751, ESJ759*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit examines EAL and TESOL pedagogies for primary and secondary teachers, the debates and issues which underpin those issues and the development of pedagogies for diverse students in different socio-cultural and institutional contexts in Australia and overseas.

The unit considers approaches and methods related to teaching language form and communication and the ways these can be integrated into programs that include cultural and language awareness and content based teaching for students in diverse contexts.

The unit includes an overview of the ways that students learn languages, the different language, educational and learning experiences that students bring to the classrooms, the engagement of students within language classrooms and within social contexts which are cultured and empowered. Students examine the development of popular methods and approaches; current research and its implications for the teaching of speaking, listening, reading and writing; the development of multi-literacies, approaches for teaching language form, communication and culture, the development of integrated approaches for teaching EAL and TESOL and the engagement of that skill and knowledge for different genres of literature.

### Assessment

- Assessment 1 – Essay (2500 words) – 50%
- Assessment 2 – Reflective Analysis (2500 words) – 50%

## ETL701 – TESOL Method

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ruth Arber*

*Trimester 2 Unit Chair: Ruth Arber*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL751*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – Log book (2500 words) – 50%
- Assessment 2 – Negotiated Task (2500 words) – 50%

## ETL702 – Linguistics for Second Language Teachers

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Leonardo Veliz*

*Trimester 2 Unit Chair: Hossein Shokouhi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL753*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

Second Language Teachers need not only to be able to speak and understand the language they are teaching but have an understanding of how the language works – its systems and rules of usage.

This unit focuses on raising awareness of traditional and modern perspectives of grammar. As such, it is relevant to students' professional development as language teachers. It develops not only a thorough understanding of the formal aspects of language, but it teaches you the metalanguage that is needed for talking about these aspects of language. It also introduces participants to current issues concerning the role of grammar in Second Language Teaching and Learning and to various ways in which this knowledge could be used for the teaching of spoken and written discourses.

### Assessment

- Assessment 1 – Literature Review on a linguistic issue (2500 words) – 50%
- Assessment 2 – Analysis of written sample of language (2500 words) – 50%

## ETL703 – Intercultural Communication in Language Classrooms

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Zosia Golebiowski*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – Responses to theoretical issues and practical activities in logbook format (2000 words) – 40%
- Assessment 2 – An essay on an issue in intercultural communication in a language classroom (to be selected from a list of topics included the Unit Guide) (3000 words) – 60%

## ETL704 – Innovation in Language Curriculum

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Leonardo Veliz*

*Trimester 2 Unit Chair: Leonardo Veliz*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL752, ESJ760*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit aims to develop students' understanding of EAL and languages curriculum by enabling them to take on the broader and more complex role of planning, designing and evaluating language programs for particular second language learners and contexts.

The units comprises case studies of innovative approaches to syllabus design and content; it discusses teacher and learner roles in particular political, social and institutional contexts; frameworks for planning curriculum change; planning and teaching language courses online; materials evaluation; and assessment including the role of examinations.

### Assessment

- Assessment 1 – Critical evaluation of a sample EAL program (2000 words) – 40%
- Assessment 2 – Report on an agreed aspect of developing or evaluating languages programs (3000 words) – 60%

## ETL705 – Pedagogic Grammar

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Leonardo Veliz*

*Trimester 2 Unit Chair: Rod Neilsen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL753*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

EAL Teachers need to have an in-depth understanding of all systemic aspects of language- lexical, morphological, syntactical, and phonological, and their associated structures and functions. This unit enhances these understandings and also raises awareness of the pedagogical applications of linguistic knowledge. In this unit students will also develop the ability to assess the spoken and written language abilities of EAL learners at different levels of proficiency and monitor their development through stages.

This unit is tailored specially for VIT registered teachers who seek additional expertise in dealing with non-English speaking background students in mainstream classes.

### Assessment

- Assessment 1 – Analysis of a grammatical feature (2000 words) – 40%
- Assessment 2 – Analysis of written and spoken learner language (3000 words) – 60%

## ETL706 – Reflective Practice in EAL and Languages Classrooms

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ruth Arber*

*Trimester 2 Unit Chair: Ruth Arber*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL755*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

*Professional Experience: Students will be required to complete a 22 day professional experience placement*

### Content

This unit covers how curriculum, pedagogy and language content and form are understood and implemented in classrooms in Australia. Students will become cognisant of the curriculum and practical requirements of the institutions in which they will teach, the cultural, educational and linguistic profile of their students and teaching and learning community, and the implications for languages and TESOL/EAL teaching methodology and practice.

The unit includes a 22 day supervised professional experience placement in an appropriate primary/secondary/adult education setting.

### Assessment

- Assessment 1 – Report (2000 words) – 40%
- Assessment 2 – Portfolio (3000 words) – 60%

## ETL708 – Language Teaching in Practice

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hossein Shokouhi*

*Trimester 2 Unit Chair: Indika Iiyange*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL754*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit introduces students to the practice of second language teaching, through a combination of lectures, peer teaching, micro-teaching, and classroom observation of practising language teachers. Specifically, this unit focusses on practical aspects involved in adult TESOL education contexts in Australia and overseas. It examines the fundamentals of teaching English as an additional language and provides a forum for discussing issues in professional practice of language teachers.

The unit provides pedagogical strategies to develop skills of listening, speaking, reading and writing as embedded in various contexts of language teaching.

Grammar and vocabulary teaching and the integration of information technology with different aspects of language learning will also be covered.

### Assessment

- Assessment 1 – A written lesson plan and 15 minute oral presentation (a mini lesson) (equivalent to 2000 words) – 40%
- Assessment 2 – Unit of work (3000 words) – 60%

## ETL709 – Multilingualism and Multilingual Education in Global Contexts

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Carolina Cabezas*

*Trimester 2 Unit Chair: Carolina Cabezas*

*Prerequisite: D303 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: ESJ758*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit focuses on a range of theories, policies and current developments and discussions in regards to multilingualism in global and Australian contexts. Students explore in detail the issues of multilingual languages education across a range of social-cultural, political and institutional contexts.

The unit covers core concepts and understandings from a range of perspectives, paying particular attention to theories of language and cognition, languages education policies, multilingual curricula and education programs, multilingualism and teacher-learner identities, and the characteristics of multilingual speech.

The unit also looks at the ways in which research into multilingualism can inform both the languages pedagogies and the effective learning of an additional language.

### Assessment

- Assessment 1 – Essay based on interview (2500 words) – 50%
- Assessment 2 – Essay (2500 words) – 50%

## ETL710 – Teaching and Learning in Languages Classrooms

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michiko Weinmann*

*Prerequisite: D303 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: ECL751, ESJ757*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit provides an extensive overview of languages teaching methodology for qualified teachers. It considers the ways that languages are learnt by diverse students in different contexts.

This unit aims to develop a comprehensive understanding of the context of languages education with a view to critically evaluating and reflecting on the history of the discipline, the contemporary policy context the implementation of current approaches to pedagogy provision, in particular integrated approaches such as CLIL.

In this unit students explore languages acquisition theory and its implications for languages teaching and a wide range of languages teaching methodologies. Students will apply different strategies for teaching assessment and evaluation and implement these in their assessments.

### Assessment

- Assessment 1 – Written essay (2500 words) – 50%
- Assessment 2 – Lesson plan sequence (equivalent to 2500 words) – 50%



## ETL711 – Learning An Additional Language

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Zosia Golebiowski*

*Trimester 2 Unit Chair: Zosia Golebiowski*

*Trimester 3 Unit Chair: Zosia Golebiowski*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL774*

*Scheduled learning activities – campus:*

*Trimester 1 & 2: 1 x 3-hour seminar per week*

*Trimester 3: 2 x 3-hour seminars per week in weeks 5, 6, 7, 8, 9 plus 1 x 3-hour seminar in week 10*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit explores the processes involved in learning a language, and how these are researched using notions such as error analysis, contrastive analysis and learner language. It considers how the acquired language is studied, and the relationship between first and additional language acquisition. Among the factors discussed are learner variability, silent period and language production, and cognitive effects of second language acquisition.

Other topics covered include the features of the sociocultural context of language learning that influence acquisition and the experience of language immersion.

The unit explores also features of the second language classroom that impact the acquisition, including feedback and noticing, teacher-role and learning strategies.

### Assessment

- Assessment 1 – Learning log (2500 words) – 50%
- Assessment 2 – Analysis of classroom lesson from language acquisition perspective (2500 words) – 50%

## ETL712 – Discourse Analysis for Language Teaching

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Zosia Golebiowski*

*Trimester 3 Unit Chair: Zosia Golebiowski*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in E700, E752, E753, E754, E756, E757, E758 or E780*

*Incompatible with: ECL756*

*Scheduled learning activities – campus: 1 x 3 hour*

*Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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 Gricean 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

- Assessment 1 – Responses to theoretical and analytical activities in a logbook format (3000 words) – 60%
- Assessment 2 – 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 (2000 words) – 40%

## ETL713 – Learning Global English in Diverse Social Contexts

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hossein Shokouhi*

*Trimester 3 Unit Chair: Zosia Golebiowski*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: ECL773*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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.

*Note: Study school program at Burwood (Melbourne) campus for Cloud (online) enrolled students subject to demand. Campus based version subject to demand.*

### Assessment

- Assessment 1 – Learning log, topics 1–2 (1250 words) – 25%
- Assessment 2 – Essay (2250 words) – 45%
- Assessment 3 – Learning log, topics 3–9, (1500 words) – 30%

## ETL714 – Language Testing and Assessment

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Leonardo Veliz*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – A description and evaluation report on a language assessment instrument (2500 words) – 50%
- Assessment 2 – An essay on a current issue in language assessment (2500 words) – 50%

## ETL715 – Internationalising the Curriculum

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ruth Arber*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EXE739*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Assessment 1 – 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%
- Assessment 2 – 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%

## ETL716 – CLIL Pedagogy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Michiko Weinmann*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit provides students with a grounding in the pedagogical principles and practice of Content and Language Integrated Learning (CLIL). Students will learn how to plan for, teach and assess in a CLIL program, considering the specific requirements of an approach integrating language and discipline areas. This unit aims to deepen students' understanding of the relationship between language, concepts, cognition and communication, and to develop further teachers' capacity to scaffold and support their students' learning through a second language.

### Assessment

- Assessment 1 – Essay (2500 words) – 50%
- Assessment 2 – Module of work (2500 words equivalent) – 50%

## ETM701 – Knowledge, Learning and Learners in STEM

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Judy Mousley*

*Cohort rule: Must be enrolled in E557*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### Content

This unit will build participants' awareness of the nature of learning in STEM and of STEM pedagogies, interrogate what STEM is and can be within a professional setting, the inclusiveness of STEM education, and the usefulness of reflection on practice, and assessment for and as learning. Drawing on discussions of resources including personal experience, videos, and publications, participants will compare and contrast pedagogical practices and connect them to learning theories applicable to STEM education. Resources that can support educator learning will be explored, as will multi-disciplinary STEM pedagogical practices. Scenarios associated with contemporary learning practices will be problematized and discussed to link these with their own practices and with learning theories. Participants will begin to understand how knowledge and use of learning theories can enhance their STEM educational practices by investigating or extending some aspect of these in light of learning theories. The outcomes of their investigation will enable participants to evaluate how these learning theories can be used to shape current and future practice.

### Assessment

- Assessment 1 – Presentation (10 minutes) – 40%
- Assessment 2 – Report (3000 words) – 60%

## ETM702 – Designing Contemporary STEM education programs

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sandra Herbert*

*Cohort rule: Must be enrolled in E557*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online sessions via CloudDeakin*

### Content

This unit awakens participants to STEM possibilities, opportunities, resources and processes. It raises awareness of contexts that can promote STEM experiences within the classroom and informal settings. STEM experiences associated with the creation of new ideas, development of insights, problem solving, modelling, design and the high level intellectual and affective engagement associated with them are examined. Differences and similarities between these in the different learning domains will be examined (e.g., construction of mathematical knowledge, science as human endeavour, engineering design processes, designing digital solutions). Participants select a learning context and design and trial a sequence of lessons/presentations based on a STEM experience. Participants may work as a team, or with others, depending on their role, and will invite colleagues to participate and trial and/or, observe and provide feedback. Participants will identify and/or create STEM resources and provide a rationale for their use in the classroom or informal setting. Participants will be expected to explore and critique STEM resources in addition to creating a portfolio of resources with rationale within a digital format (for example, a website).

### Assessment

- Assessment 1 – Design, implementation and evaluation of a STEM experience (2500 words) – 50%
- Assessment 2 – Digital portfolio of STEM resources (2500 words) – 50%

## ETM703 – Researching your practice as a STEM Educator and Leader

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Linda Hobbs*

*Cohort rule: Must be enrolled in E557*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and some scheduled collaborate sessions.*

*In-person attendance requirements: This unit includes a minimum of 35 hours of intensive classroom activity*

### Content

In this unit, participants critically engage with a learning environment, with colleagues' perspectives, and with the research literature, to formulate a question they want to explore. They collaborate with colleagues to design and undertake a research project that involves collecting and analysing data to generate evidence aimed at transforming their practice. In doing so, they will develop their skills in working collaboratively and work towards developing and sustaining a community of practice. They will follow an appropriate research approach and processes to complete this project. The intention is that participants will share their findings with a broader audience beyond their own organisation (e.g. School/organisation networks, professional networks or targeted conferences).

### Assessment

- Assessment 1 – Research Proposal (1500 words or equivalent) – 30%
- Assessment 2 – Research Report (3500 words or equivalent) – 70%

## ETM704 – Supporting and Leading Development of Communities of STEM Practice

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wendy Jobling*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials.*

*In-person attendance requirements: This unit includes a minimum of 35 hours of intensive classroom activity*

### Content

This unit draws on contemporary research into collaborative learning to analyse and synthesise prevailing perspectives on effective models, and how this enhances the effective support for learning in context. This unit will raise participants' awareness of the extent and nature of support and collaboration in STEM at their school/organisation. Participants will critically examine relevant research and documentation to enhance their knowledge and understanding of possible models of collaborative practice. Using this knowledge they will start to build communities of STEM practice within and across their school/organisation for effective education of STEM. Participants will continue to develop and implement new elements of STEM practice and begin to engage and lead others in these practices and opportunities to enhance.

### Assessment

- Assessment 1 – Action Plan (2000 words) – 40%
- Assessment 2 – Progress Report (1000 words) – 20%
- Assessment 3 – Report on Outcomes (2000 words) – 40%



## ETP101 – Perspectives On Learning and Teachers’ Work

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lynette Longaretti*

*Campus contact: Peter O’Keefe (Burwood (Melbourne))*

*Lynette Longaretti (Waurin Ponds (Geelong))*

*Gaelene Hope-Rowe (Warrnambool)*

*Prerequisite: E200 students: Must have passed at least three units from EAD110, EAD111, EAD112, EAD113*

*Corequisite: Must be enrolled in E200 or E359*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

### Content

This unit introduces students to the nature of learning, teaching and the teaching profession. It considers major theoretical approaches to learning which will enable a critical perspective on the complexities of teaching.

As students transition toward becoming a teacher, they will consider how assumptions and beliefs associated with learning and teaching translate to the classroom. The unit will require students to individually and collaboratively consider teaching and learning within the context of the broader purposes of schooling. Students will be introduced to the Professional Portfolio where they will begin to collect evidence of their on-going professional learning.

Students are introduced to aspects of professional experience and make links to the Australian Institute for Teaching and School Leadership (AITSL) standards. Through observation and reflection students will consider how these standards may guide classroom practice.

### Assessment

- Assessment 1 – Reflective Response (1600 words) – 40%
- Assessment 2 – Analytical Essay (2400 words) – 60%

## ETP102 – Social Contexts of Education

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shaun Rawolle*

*Campus contact: Peter O’Keefe (Burwood (Melbourne))*

*Shaun Rawolle (Waurin Ponds (Geelong))*

*Terri Redpath (Warrnambool)*

*Prerequisite: For E359 students: ETP101. For E200 students: Must have passed at least three units from EAD110, EAD111, EAD112, EAD113*

*Corequisite: Must be enrolled in E200 or E359*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Professional Experience: Students are also required to attend a 5 day professional experience placement*

### Content

This unit introduces students to some of the key social and political contexts of education in contemporary Australian society. The notion of ‘context’ will be unpacked at the local, school, national and global levels. The unit introduces some of the key conceptual tools of the field of sociology of education, such as ‘sociological imagination’ and ‘hidden curriculum’. Through a sociological lens, students will reflect upon the relationship between individuals and educational settings and the ways in which individuals’ cultural and social backgrounds shape the experience of education. They will examine and explore how education and schools might mediate and/or redress forms of social inclusion and marginalization by focusing on particular social issues that are pertinent in twenty-first century Australian society. Students undertake a 5 day professional experience placement in this unit, in which they will collect evidence about how social contexts of education shape life in schools, and make links to the Australian Institute for Teaching and School Leadership (AITSL) standards, in particular standard 1.

### Assessment

- Assessment 1 – Sociological imagination narrative (2000 words) – 50%
- Assessment 2 – Analysis of life in a school (2000 words) – 50%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ETP200 – Classroom Relationships

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gaelene Hope-Rowe*

*Campus contact: Julie Arnold (Melbourne Burwood)*

*Di Toe (Geelong Waurin Ponds)*

*Prerequisite: ETP101 and ETP102*

*Corequisite: Nil*

*Incompatible with: ETP201*

*Scheduled learning activities – campus: 4 x 2 hour Class in week 1, 2, 3 and 11. 1 x 2 hour Seminar per week*

*Professional experience: Students will be required to complete a 10 day professional experience placement*

### Content

This unit aims to develop a strong understanding of how classroom relationships underpin classroom management and support positive behaviour for learning. It will examine a range of frameworks for supporting positive behaviour in educational settings and make links between these frameworks and theories of learning and motivation. The ways that learner characteristics, classroom and school context impact on classroom relationships and interact with these approaches to support positive behaviour will be explored in some depth. This unit will support the development of classroom communication skills in preservice teachers. Preservice teachers will explore ways of engaging parents in the education of their children and building relationships with families.

This unit includes a two week placement in schools and opportunities to reflect on classroom relationships and management so as to apply this knowledge to the development of a personal classroom management plan. The learnings and placement experience are designed to support the development of preservice teachers towards the APST with particular emphasis on Standards 3 and 4.

### Assessment

- Assessment 1 – Collaborative investigation of approaches to supporting positive behaviour (equivalent 1600 words) – 40%
- Assessment 2 – Personal Classroom Management Plan (2400 words) – 60%

### Hurdle requirement

Satisfactory completion of the 10 day professional experience placement is required in order to pass this unit.

## ETP300 – Educating Students with Additional Needs

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kim Davies*

*Prerequisite: Students in course version E359 (commence prior to 2017): ETP201. Students in course version E359 (commenced from 2017): ESM211*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week and online discussions on CloudDeakin*

*Professional experience: Students will be required to complete a 10 day professional experience placement*

### Content

This unit is designed to introduce students to the role of an inclusive educator, with specific reference to learners with 'additional needs'. This unit will involve in-depth and contextualized discussion of the ways learners with additional needs are 'known' in classrooms. It will explore labels and myths of learners with additional needs and introduce students to the Disability Standards for Education (2005) and the Disability Discrimination Act (1992). Students will explore the developmental framework of childhood and analyse 'how' and 'why' childhood development can be altered/adjusted. A range of additional needs including neurological disorders, behavioural conditions, attentional deficits, muscular – skeletal disorders, sensory impairments, and high intellectual potential will be introduced. Specific diagnosis such as the Autism Spectrum, ADHD, oppositional defiance, cerebral palsy, gifted learners, mild intellectual disability and muscular dystrophy will be explored. Students will discuss the impact of 'additional needs' on curriculum planning and child learning.

Teaching strategies, including working with specialists, community, and parents will be explored and evaluated to support curriculum development and interventions taught through the lens of the strengths based model of special education. This unit is designed around the APST, with particular emphasis on Standards 1 and 4. It includes a Professional Experience placement where preservice teachers will apply their learning in school contexts.

*Note: Commencing 2019*

## Assessment

- Assessment 1 – Seminar presentation with peers (1800 words or equivalent) – 40%
- Assessment 2 – Case study report from teaching placement (2400 words) – 60%

## Hurdle requirement

Satisfactory completion of the 10 day professional experience placement is required in order to pass this unit.

# ETP303 – Curriculum and Pedagogy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong), Warrnambool, \*CBD*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Charles*

*Prerequisite: Students in course version E359.4 (offering years 2012-2025): ETP301 or ETP300. Students in course version E359.5 (offering years 2017-): ETP300*

*Corequisite: Must be in course E359*

*Incompatible with: ETP302*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Professional experience: Students will be required to complete 10 placement days*

## Content

This unit introduces students to curriculum and pedagogy theory, and considers the role of teachers as curriculum workers.

Pre-service teachers will analyse a range of political, populist, and theoretical positions related to curriculum and pedagogy, and put forward their own aspirations as curriculum workers. They will investigate how to plan for student learning in light of leading theories about learning and student agency, and they will explore some key curriculum and pedagogical frameworks that are influential in schools both nationally and globally.

Pre-service teachers will utilise the diverse resources that students bring to plan for and implement effective teaching and learning by establishing challenging learning goals, effectively structuring and sequencing learning programs and choosing and using appropriate teaching strategies and resources.

They will examine why the rationale of any curriculum and pedagogical approach is central to all educational practice and they will design praxis to provide experiences which can be justified as offering educative value for all students in local and global contexts.

*Note: Commencing 2019*

*\* CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment 1: (Group component) Inquiry Task, 1600 words, 40%
- Assessment 2: (Individual) Critical Evaluation of Curriculum and Pedagogy, 2400 words, 60%

## Hurdle requirement

Satisfactory completion of the 10 day professional experience placement is required in order to pass this unit.

# ETP400 – Assessment: Ways of Knowing Learners

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Josephine Lang*

*Campus contact: Josephine Lang (Burwood (Melbourne))*

*Edwina El Hachem (Warrnambool (Geelong))*

*Vivienne Stevens (Warrnambool)*

*Prerequisite: ETP303*

*Corequisite: Must be enrolled in E359*

*Incompatible with: EEP401*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week when not on professional experience placement*

*Professional experience: Students will be required to complete a 20 day professional experience placement*

## Content

This unit will focus on the functions and roles of assessment in the process of learning and how it may be used to positively support learning. The unit will examine the complexity of assessment from multiple contexts such as international and national testing as well as the practices within the classroom.

Preservice teachers will review, refine and develop their knowledge and skills associated with being an assessment literate teacher, which will include, for example, to: critically reflect on the purposes and roles of diverse assessment strategies and their impacts on student learning processes as well as their influence on curriculum and pedagogical practices; understand how to record and represent students' assessment data; analyse and interpret diverse assessment data and how it informs learning and teaching; provide and analyse feedback on student learning; examine how to engage in classroom assessment practices in order to make consistent and comparable judgements of students' assessment tasks and the place of reporting on student learning.

This unit draws upon professional experience placements undertaken earlier in the course for the coursework and assessment tasks.

*Note: Commencing 2020*

### Assessment

- Assessment 1 – Diversity in Assessment: Analysing Functions & Roles (equivalent to 1600 words) – 40%
- Assessment 2 – Designing Assessment for Learning (equivalent to 2400 words) – 60%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ETP401 – Assessment: Ways of Knowing Learners

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong), Warrnambool*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Edwina El Hachem*

*Prerequisite: Students must have passed ETP302 or ETS302*

*Corequisite: Must be enrolled in E359*

*Incompatible with: EEP401*

*Scheduled learning activities – campus: 1 x 1 hour Class per week and 1 x 2 hour Seminar per week when not on professional experience placement*

*Professional experience: Students will be required to complete a 10 and 15 day professional experience placement*

### Content

This unit will focus on the functions and roles of assessment in the process of learning and how it may be used to positively support learning. The unit will examine the complexity of assessment from multiple contexts such as international and national testing as well as the practices within the classroom.

Preservice teachers will review, refine and develop their knowledge and skills associated with being an assessment literate teacher, which will include, for example, to: critically reflect on the purposes and roles of diverse assessment strategies and their impacts on student learning processes as well as their influence on curriculum and pedagogical practices; understand how to record and represent students' assessment data; analyse and interpret diverse assessment data and how it informs learning and teaching; provide and analyse feedback on student learning; examine how to engage in classroom assessment practices in order to make consistent and comparable judgements of students' assessment tasks and the place of reporting on student learning.

This unit draws upon professional experience placements undertaken earlier in the course for the coursework and assessment tasks.

### Assessment

- Assessment 1 – Diversity in Assessment: Analysing Functions & Roles (equivalent to 1600 words) – 40%
- Assessment 2 – Designing Assessment for Learning (equivalent to 2400 words) – 60%

### Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

## ETP402 – University-To-Work Transition

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong), Warrnambool*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Edwina El Hachem*

*Campus contact: Peter O'Keefe (Burwood (Melbourne))*

*Edwina El Hachem (Warrnambool (Geelong))*

*Gaelene Hope-Rowe (Warrnambool)*

*Prerequisite: Students must have passed ETP401*

*Corequisite: Must be enrolled in E359*

*Incompatible with: EEP402, EEP403*

*Scheduled learning activities – campus: 3 x 3 hour Classes (Week 3, 6 & 9), 1 x 2 hour Seminar (Week 1, 2, 4, 5, 7, 8, 10), Whole day conference (Final assessment in Week 11)*

*Professional experience: Students will be required to complete a 20 day professional experience placement*

## Content

This capstone unit provides students with the opportunity to integrate their knowledge and skills with their teacher beliefs, values and practices from their course and professional experience. The students will complete a review of their studies and present their learning to the cohort in small groups. The capstone enables students to explicitly demonstrate what they have learned throughout their degree. They will: produce a critical reflection on their practice drawing on theoretical and practical knowledge and construct a showcase portfolio as further evidence of their own learning. The content prepares them for the transition to the workplace and the profession. The capstone requires students to select and design an investigation into a topic relevant to them as emerging professionals to support their ongoing engagement with the profession.

This unit includes a professional experience placement during which 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 a whole class for at least two lessons a day leading to full control for an extended period; become fully involved in the life and operations of the school, as per a beginning teacher. At the conclusion of this placement, the supervising teacher will complete a report and indicate whether the pre-service teacher is 'Ready to Teach'.

## Assessment

- Digital Portfolio and Oral Presentation (3000 words or equivalent) – 60%
- Professional Development Project (2000 words or equivalent) – 40%

## Hurdle requirement

Hurdle: Satisfactory completion of the professional experience placement is required in order to pass this unit.

# ETP403 – University-To-Work Transition

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Edwina El Hachem*

*Campus contact: Peter O'Keefe (Burwood (Melbourne))*

*Edwina El Hachem (Waurin Ponds (Geelong))*

*Gaelene Hope-Rowe (Warrnambool)*

*Prerequisite: ETP400*

*Corequisite: Must be enrolled in E359*

*Incompatible with: EEP402, EEP403*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Professional experience: Students will be required to complete a 15 day professional experience placement*

## Content

This capstone unit provides students with the opportunity to integrate their knowledge and skills with their teacher beliefs, values and practices from their course and professional experience. The students will complete a review of their studies and present their learning to the cohort in small groups. The capstone enables students to explicitly demonstrate what they have learned throughout their degree. They will: produce a critical reflection on their practice drawing on theoretical and practical knowledge and construct a showcase portfolio as further evidence of their own learning. The content prepares them for the transition to the workplace and the profession. The capstone requires students to select and design an investigation into a topic relevant to them as emerging professionals to support their ongoing engagement with the profession.

This unit includes a professional experience placement during which 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 a whole class for at least two lessons a day leading to full control for an extended period; become fully involved in the life and operations of the school, as per a beginning teacher.

At the conclusion of this placement, the supervising teacher will complete a report and indicate whether the pre-service teacher is 'Ready to Teach'.

*Note: Commencing 2020*



## Assessment

- Assessment 1 – Review of Past Learning, Oral Presentation – 30%
- Assessment 2 – Showcase Portfolio – 30%
- Assessment 3 – Professional Development Project (Equivalent to 1600 words) – 40%

## Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

# ETS301 – Pedagogy – Middle Years (7–10)

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kim Davies*

*Prerequisite: Students must contact Student Services office to enrol in this unit*

*Corequisite: Must be enrolled in E359*

*Incompatible with: EEP301, EPP207, ETP301, ETP302*

*Scheduled learning activities – campus: 1 x 1-hour Class per week and 1 x 2 hour Seminar per week when not on professional experience placement*

*Professional experience: Students will be required to complete a 10 day professional experience placement*

## Content

This unit is designed to introduce students to the role of an inclusive educator, with specific reference to learners with 'additional needs'. This unit will involve in-depth and contextualized discussion of the ways learners with additional needs are 'known' in classrooms. It will explore labels and myths of learners with additional needs and introduce students to the Disability Standards for Education (2005) and the Disability Discrimination Act (1992). Students will explore the developmental framework of childhood and analyse 'how' and 'why' childhood development can be altered/adjusted. A range of additional needs including neurological disorders, behavioural conditions, attentional deficits, muscular – skeletal disorders, sensory impairments, and high intellectual potential will be introduced. Specific diagnosis such as the Autism Spectrum, ADHD, oppositional defiance, cerebral palsy, gifted learners, mild intellectual disability and muscular dystrophy will be explored. Students will discuss the impact of 'additional needs' on curriculum planning and child learning.

Teaching strategies, including working with specialists, community, and parents will be explored and evaluated to support curriculum development and interventions taught through the lens of the strengths based model of special education. This unit is designed around the APST, with particular emphasis on Standards 1 and 4. It includes a Professional Experience placement where preservice teachers will apply their learning in school contexts

## Assessment

- Assessment 1 – Seminar presentation with peers (1800 words or equivalent) – 40%
- Assessment 2 – Case study report from teaching placement (2400 words) – 60%

## Hurdle requirement

Satisfactory completion of the professional experience placement is required in order to pass this unit.

# ETS302 – Curriculum Inquiry – Middle Years (7–10)

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Charles*

*Prerequisite: ETS301 & students must contact Student Services office to enrol in this unit*

*Corequisite: Must be enrolled in E359*

*Incompatible with: EEP302*

*Scheduled learning activities – campus: 1 x 1 hour Class per week, 1 x 2 hour Seminar per week*

*Professional experience: Students will be required to complete a 10 day professional experience placement*

## Content

This unit introduces students to curriculum and pedagogy theory, and considers the role of teachers as curriculum workers.

Pre-service teachers will analyse a range of political, populist, and theoretical positions related to curriculum and pedagogy, and put forward their own aspirations as curriculum workers. They will investigate how to plan for student learning in light of leading theories about learning and student agency, and they will explore some key curriculum and pedagogical frameworks that are influential in schools both nationally and globally.

Pre-service teachers will utilise the diverse resources that students bring to plan for and implement effective teaching and learning by establishing challenging learning goals, effectively structuring and sequencing learning programs and choosing and using appropriate teaching strategies and resources. They will examine why the rationale of any curriculum and pedagogical approach is central to all educational practice and they will design praxis to provide experiences which can be justified as offering educative value for all students in local and global contexts.

## Assessment

- Assessment 1: (Group Component) – Inquiry Task (1600 words) – 40%
- Assessment 2: (Individual) Critical Evaluation of Curriculum and Pedagogy, 2400 words, 60%

## Hurdle requirement

Satisfactory completion of the 10 day professional experience is required in order to pass this unit.

- 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.

*Note: Final year of offer 2019, students to contact Student Services [artsed@deakin.edu.au](mailto:artsed@deakin.edu.au).*

## Assessment

- Written assignment (2000 words equivalent) – 50%
- Written assignment (2000 words per person) – 50%

# EXC425 – Literacy and Numeracy Across the Curriculum

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jude Ocean*

*Cohort rule: Must be enrolled in E377 or D351*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar per week (11 weeks)*

## 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.

# EXC440 – Teaching for Diversity

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kim Davies*

*Cohort rule: Must be enrolled in D344 from 2005, or D351 from 2007 or currently enrolled D347 students*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar per week*

## Content

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, gender and other differences are enacted in the secondary classroom.

The unit focuses on independent research and exploration of the ethical responsibilities that educators have to teach for diversity, and how curriculum, pedagogies and assessment approaches can address diversity.

*Note: \*2019 will be the final year of offer for this unit. Students to complete EDU301*

## Assessment

- Assessment 1 – Written response to key readings (2000 words) – 50%
- Assessment 2 – Independent research project (2000 words) – 50%

## EXC725 – Literacy and Numeracy Across the Curriculum

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Zara Ersozlu*

*Trimester 3 Unit Chair: Carly Sawatzki*

*Cohort rule: Must be enrolled in D303, D304, E760, E763 or E763T*

*Prerequisite: D303 and D304 students must have passed 24 credit points of study at levels 1, 2 & 3 with a minimum WAM of 60%, otherwise Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 scheduled one-hour online seminar per week*

## Content

This unit will enable students to have a clear understanding of the nature of numeracy and literacy. It emphasises that numeracy 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 the context within which these concepts and skills are to be applied. It features language and literacy as social constructs and addresses 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.

Teaching, learning and assessment materials from a literacy and numeracy perspective will be critically evaluated, including an examination of the language of texts and genres across different curriculum areas. Students will develop teaching strategies to discern and respond to the inherent literacy and numeracy demands and opportunities across the curriculum.

In addition, students will also identify and address the numeracy and literacy demands on teachers in their professional lives in areas such as planning, timetabling, assessment and reporting, and their role in developing a whole school approach to literacy and numeracy.

## Assessment

- Assessment 1: (Individual) – Online learning portfolio consisting of a number of written pieces in response to tasks detailed on the CloudDeakin site (3000 words) – 60%
- Assessment 2: (Individual) – A Cross-Curriculum Understanding of Teaching Literacy – 40%

## EXE723 – Curriculum and Assessment Design

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Scott Webster*

*Trimester 2 Unit Chair: Scott Webster*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: Burwood: 1 x 3 hour Class*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## Content

This unit acknowledges that curriculum policy and hence curriculum design and implementation is not isolated from debates and influences of society's expectations, visions, hopes and politics. Therefore curriculum and assessment policy and design is situated within societal contexts, often managing conflicting tensions.

The unit focuses on examining broad theoretical ideologies or paradigms that shape the landscape of curriculum policy during contemporary history of education. The exploration of these theoretical perspectives examine the roles that society, educational researchers and philosophers, education systems and institutions, and the broader teaching community play in the interpretation and implementation of curriculum and assessment policy.

In particular, the unit will investigate the creative work of the teacher in curriculum and assessment design and planning. Furthermore, the unit will explore and challenge the theoretical perspectives and your teacher beliefs that inform your curriculum and assessment design.

## Assessment

- Assessment 1 – Theoretical exposition (2000 words) – 40%
- Assessment 2 – Curriculum or assessment design, analysis and critical reflection task (3000 words equivalent) – 60%

# EXE731 – Professional Learning and Development

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cheryl Ryan*

*Trimester 2 Unit Chair: Gayle Jenkins*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

## Content

This unit explores a range of perspectives on theories that underpin the design of professional learning programs for educators and trainers in schools and workplaces. The intention is to build capacities around professional learning through reading literature in the field and engaging in critical reflection of professional learning programs. Through the learning involved students will become more self-sufficient in managing their personal professional learning and be prepared to contribute to the development of effective professional learning programs for themselves and for their work places.

The unit aims to support students to develop awareness of the centrality and significance of professional learning to every profession and every professional, provide opportunities to test assumptions and beliefs about Professional Learning within a conceptual framework that enables meaningful contributions to the field, connect with immediate work place needs and explore issues in a range of settings/context; and link theory and practice to professional learning contexts.

## Assessment

- Assessment 1 – An essay based on a critical review and analysis of the perspectives on professional learning introduced in the study materials and readings and a comparison with previous experiences of professional learning. Students must make effective use of the literature to support their writing – 50%
- Assessment 2 – For this assignment students prepare a comprehensive proposal for a professional learning program for their current or previous workplace which draws on the unit content and wider reading and demonstrates the understandings they have developed through interactions with of the unit content and fellow students – 50%

## EXE732 – Social Justice and Difference

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wendy Kortman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EEI702*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly engagement with materials and responses in discussion forums.*

### 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

- Visual Media Journal (2500 words or equivalent) – 50%
- Critical Essay (2500 words) – 50%

### Hurdle requirement for E734 and E744SP students only:

Completion and documentation of 2 days of professional development relating to the Practicum Case Study.

Students who fail a hurdle requirement will be ineligible for a Pass Conceded grade for that unit and will receive a result of no more than 44% for that unit, waived under special consideration arrangements.

## EXE734 – New Technologies in Education and Training

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Glenn Auld*

*Trimester 2 Unit Chair: Mifrah Ahmad*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3-hour seminar per week for 6 weeks; 1 online learning activities (online discussions and other specified tasks) per week for 9 weeks; 3 x 1-hour video meetings (audio-recorded) across trimester. Self-managed online collaboration with small group across first four weeks.*

*Scheduled learning activities – cloud (online): 1 x online learning activities (online discussions and other specified tasks) for 9 weeks; 3 x 1-hour video meetings (audio-recorded) across the trimester. Self-managed online collaboration with small group across first four weeks.*

### Content

New technologies are widely used in schools, universities, vocational education and training, and workplaces, to support and enhance teaching and learning. New technologies also 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 and inclusive 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 new approaches to curriculum and pedagogy (such as mobile learning and game-based learning), and considerations for inclusive practices (for example, in non-western contexts, in Indigenous contexts, and to support students with special needs).

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

- Assessment 1 (Group) – Curate Digital Learning Resources (2400 words) – 40%
- Paper on issues associated with the education use of new technologies (3600 words) – 60%



## FMB701 – Foundations of Materials Modelling

*Enrolment modes:*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tiffany Walsh*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit focuses on contemporary mathematical and analytical models, used to predict and interpret the behaviour of materials, including crystalline, amorphous and nanostructured materials, ranging from inorganic network solids to soft matter. Prediction and interpretation of structure/property relationships will be a chief focus, including a wide range of properties, such as mechanical response and transport properties.

### Assessment

- Three scientific reports (20% each) 60%
- Oral test 40%

## FMB702 – Advanced Materials Characterisation

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ross Marceau*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

### Content

Unit FMB702 introduces students to the fundamental concepts and principles of state-of-the-art materials characterisation techniques for structural, mechanical and chemical investigation of materials on the macro, micro and nano scales. Examples of such techniques include electron microscopy, x-ray diffraction, atom probe tomography and nuclear magnetic resonance spectroscopy. The discipline specific knowledge and critical thinking skills explored and learned in this unit will aid students in developing research ideas and planning projects to undertake their own cutting edge research in the area of materials science.

### Assessment

- Literature review 20%
- Report 20%
- Learning folio 20%
- Critical reflection 40%

## FME801 – Electro materials Synthesis and Characterisation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dr Jenny Pringle*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 1: 3 hours per week*

### Content

This unit will teach the students about the synthesis and analysis of new electro materials, particularly focussing on those with known or emerging applications in energy and bionics.

On completion of the unit student will be able to:

- Prepare and characterise different classes of electro materials, such as conducting polymers, nanocarbons and electrocatalysts and appreciate how a materials properties change as its dimensions are reduced to the nanoscale.
- Apply the principles of electrochemistry and spectroscopy to assess the charge transport and physical properties of electromaterials.

- Demonstrate an understanding of the origin of photoactive behaviour in materials and the application of key analytical techniques.
- Critique the properties of presently used electromaterials and how these can be improved by materials design and modelling.
- Demonstrate an understanding of the synthesis, characterisation and properties of biomaterials, biopolymers, hydrogels and their integration with electromaterials for use in biomedical applications.
- Critically analyse the ethical implications of electromaterials research in the areas of energy and medicine.

### Assessment

- 30% written assignment
- 45% lab
- 25% test(s)

## FME802 – Electromaterials Fabrication and Application

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dr Jenny Pringle*

*Prerequisite: FME801 – Electromaterials Synthesis and Characterisation*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 2: 3 hours per week*

### Content

This unit will teach students about the application of different electromaterials studied in FME801. They will also learn about the advanced fabrication techniques being developed that allow the combination and assembly of electromaterials into different devices and for rapid prototyping. This unit will teach the students about the application of a range of electromaterials in different technologies, from energy storage to solar fuel production to medical bionics.

On completion of the unit student will be able to:

- Apply the principles of photo/electrochemistry to the selection and use of materials for energy generation.
- Critique the design and assessment of electromaterials and/or their integration with biomaterials for selected energy and medical applications.
- Demonstrate an understanding of how materials such as biomaterials, biopolymers and hydrogels are developed as printable materials and bio-inks for additive fabrication processes.
- Apply the concepts of advanced materials nanofabrication and additive fabrication to the design of functional and 3D electromaterial structures for specific applications.
- Interpret data on electrochemical device performance and evaluate the limiting material properties.
- Critically analyse the ethical and public engagement implications of specific electrochemical device development

### Assessment

- 30% written assignment
- 45% lab
- 25% test(s)

## FMF801 – Advanced Fibre Science

*Enrolment modes: Warrn Ponds Campus*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Christopher Hurren*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## Content

FMF801 consists of the following modules:

### 1. Fibre Science of Natural, Man-Made and High Performance fibres (15hrs)

In this section the unit will introduce a number of different fibres from each of the three key areas and will discuss their key attributes including unique structure, physical properties and chemistry.

- Natural
  - Cotton
  - Wool
  - Silk
  - Bast
  - Coir
  - Mineral
- Natural material derived man made
  - Viscose/Lyocel/Tencel
  - Basalt/Slate
  - Glass
  - Polylactic acid
  - Algenate
- Synthetic man made
  - Polyester
  - Nylon
  - Polyacrylonitrile
  - Polypropylene
  - Polyethylene
- High performance man made
- Aramid
- UHMWPE
- PBO
- Carbon

### 2. Yarn Formation (15hrs)

In this section the unit will examine a number of the different yarn formation methods including preparation for spinning, staple spinning, extrusion of synthetic fibres and the production of carbon fibres.

- Preparation of raw fibres
- Types of spinning process
  - For Staple Yarn
- Ring Spinning
- Rotor Spinning
- Friction Spinning
- Self-Twist Spinning
- Electro Static Spinning
- Vortex Spinning
- Air Jet Spinning
- Twist Less spinning
  - For Filament Yarn
- Wet spinning
- Dry Spinning
- Melt Spinning
- Bi-Component Spinning
- Film Splitting Reaction Spinning

- For Integrated Multi-Component Yarns
  - Integrated Component Spinning
  - Cover Spun
  - Selfil Yarn Spinning
  - Acro Dynamic Spinning
- Twisting

*Note: This unit will introduce you to the world of fibres in order to understand the fundamental fibre structure, physics and chemistry. It will develop core knowledge of fibre science, with a detailed focus on the physics and chemistry of fibres and principles of yarn processing methods. This unit will cover a wide spectrum of fibres from natural – cotton, wool through to synthetic – polyester, nylon, polyethylene, polypropylene, polyacrylonitrile and high performance fibres – carbon, para-aramid, ultra-high molecular weight polyethylene. The knowledge and skills learned in this unit will assist you in developing deeper understanding of fibre and will enable you to develop research ideas and projects in the field of textile science and manufacturing.*

### Study commitment

Students will on average spend 150 hours over the trimester undertaking the learning and assessment activities for the unit. This will include a minimum of 35 hours of intensive classroom activity.

### Assessment

- 30% Literature review
- 30% presentation
- 30% Novel process involving a fibre
- 10% practicals

## FMM801 – Materials for Additive Manufacturing

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Daniel Fabijanec*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## Content

Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for this unit. This will include 4 face-to-face contact hours per week (1x2 hour class and 1 x 2 hour seminar/workshop).

The classes will develop from the basic principles and underpinnings of material science. The accepted theory and principles will be covered and related to additive manufacturing. Appropriate case studies will be provided and future directions in additive manufactured materials development will be outlined. The classes will be recorded using the Echo system and saved to the cloud.

Workshops are aimed to encourage student interaction among their cohort and with a wider teacher base (demonstrators and other researchers). These are multi-functional, providing feedback and discussion on the summative assessment items, encompass student seminars, and demonstrations of equipment and techniques. Students will be expected to interact during classes and seminars. The classes will be aimed at generating curiosity and driving them to find out more during the workshops. Students will be required to share their experiences in relation to an objective-specific problem during workshop time.

*Note: FMM801 will introduce the student to the unique process-structure-property relationships displayed by additive manufactured metal alloys, polymers/composites and bio-materials. This unit will explain material selection principles applied to current materials for 3D printing and understand the motivations for the latest in alloy/material development for additive manufacturing. In the context of additive manufacturing, in-depth material science concepts will be covered and key advanced material testing and characterisation tools will be introduced.*

## Assessment

Two reports and associated oral presentations to be produced for 50% each.

## FMR801 – Rt1: Research Thesis 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Professor Matthew Barnett*

*Trimester 2 Unit Chair: Professor Matthew Barnett*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 1, 2 and 3: At least 36 hours per week for full time study, with regular contact with the supervisors*

## Content

This unit entails independent research conducted individually under the guidance of supervisors. Students are required to work closely with advice from their supervisor for the duration of their candidature. The research project is to be undertaken over four trimester's fulltime duration. At the end of their study in this unit students will be required to complete a major research thesis, which gives them an opportunity to apply and present knowledge gained through their research investigation in a chosen field of study. Assessment of student learning will include the submission of a major thesis that will be assessed by at least two examiners.

On completion of the unit student will be able to:

- Apply expert scientific knowledge to the design, development and implementation of experiments and experimental
- Apply discipline knowledge and skills in authentic research environments individually or as a part of a
- Plan and execute a research project to demonstrate responsibility, personal accountability and reflective practice through achievement of anticipated
- Generate and evaluate complex ideas and concepts autonomously in a range of contexts including new and unknown situations to demonstrate professional
- Use creativity and judgement in the application of scientific methodologies to test and contest laws, principles and theories of

Present a well-rounded and justified argument through formulation of research questions, testing of hypotheses, analysis and experimentation of scientific evidence and discussion of findings.

## Assessment

Confirmation of Candidature 100%.

## FMR802 – Rt2: Research Thesis 2

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Professor Matthew Barnett*

*Trimester 2 Unit Chair: Professor Matthew Barnett*

*Prerequisite: FMR801 – Research Thesis*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 1, 2 and 3: At least 36 hours per week for full time study, with regular contact with the supervisors*

### Content

This unit entails independent research conducted individually under the guidance of supervisors. Students are required to work closely with advice from their supervisor for the duration of their candidature. The research project is to be undertaken over four trimesters fulltime duration. At the end of their study in this unit students will be required to complete a major research thesis, which gives them an opportunity to apply and present knowledge gained through their research investigation in a chosen field of study. Assessment of student learning will include the submission of a major thesis that will be assessed by at least two examiners

On completion of the unit student will be able to:

- Apply expert scientific knowledge to the design, development and implementation of experiments and experimental
- Apply discipline knowledge and skills in authentic research environments individually or as a part of a
- Plan and execute a research project to demonstrate responsibility, personal accountability and reflective practice through achievement of anticipated
- Generate and evaluate complex ideas and concepts autonomously in a range of contexts including new and unknown situations to demonstrate professional
- Use creativity and judgement in the application of scientific methodologies to test and contest laws, principles and theories of

Present a well-rounded and justified argument through formulation of research questions, testing of hypotheses, analysis and experimentation of scientific evidence and discussion of findings.

### Assessment

Submission of Thesis 100%.

## FMS001 – Ifm Level 1 Safety Unit

*Enrolment modes: Online unit. No lectures for this unit*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Prerequisite: Enrolled student with the Institute for Frontier Materials*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 45 Minutes*

### Content

FMS001 consists of four modules:

1. Introduction to general safety
2. Chemical and biological safety
3. Physical and electrical safety
4. Laser and radiation safety

Administrative staff must complete only the first module. Topics covered in the first module include, building evacuation in emergency, introduction to key staff at IFM, first-aid and medical emergencies, IFM facilities, safety legislations, and work safety assessments.

Modules 2, 3, and 4 explain the most common hazards in IFM labs and steps taken to minimise or eliminate the occurrence of these hazards. Storage of dangerous goods, transporting hazardous material, dangers of heavy equipment, risk control measures, and waste management are some of the topics covered in these modules.

*Note: FMS001 is a compulsory unit for all new staff and students intending to work at IFM. This unit is an introduction to general safety and will help to understand the importance and purpose of safety IN THE workplace. This unit serves as an induction to administrative staff and safety training for research staff and students.*

### Assessment

Assessment to measure the level of student's success in achieving learning outcomes, is done via multiple choice question tests (MCQ tests). To be eligible to obtain a pass, pupil must achieve a mark of at least 80% in the unit assessment.



Assessment weight percentage for each module is detailed below:

Module	Name	Multiple choice questions	Percentage
1	Introduction and general safety	10	40%
2	Chemical and biological safety	5	20%
3	Mechanical and electrical safety	5	20%
4	Laser and radiation safety	5	20%
	TOTAL NUMBER OF QUESTIONS	25	100%

## HAI010 – Academic Integrity

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Lynn Riddell*

*Trimester 2 Unit Chair: Lynn Riddell*

*Trimester 3 Unit Chair: Wendy Sutherland-Smith and Dionne Holland*

*Prerequisite: N/A*

*Corequisite: N/A*

*Incompatible with: STP050, AAI018, MAI010*

*Scheduled learning activities – cloud (online): This unit consists of approximately 3 hours of online learning experiences delivered through CloudDeakin. There are no classroom or scheduled learning activities. Students undertake independent learning activities at their own pace.*

### Content

The Academic Integrity Unit is a compulsory zero credit point unit in all Faculty of Health courses. The unit learning and assessment activities provide students with guidance on what constitutes academic integrity. It will allow students to develop knowledge, skills and good practice principles to avoid plagiarism and collusion and thereby maintain academic integrity.

### Assessment

Assessment Task 1: Online multiple-choice quiz.

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve 85% in the online quiz. Students are allowed unlimited attempts of the online assessment.

## HBS107 – Understanding Health

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waurn Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Trish Taylor*

*Trimester 2 Unit Chair: Sonia Nuttman*

*Trimester 3 Unit Chair: Trish Taylor*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent learning and 1x2 hour on campus seminar per week.*

*Scheduled learning activities – cloud (online): Online independent learning and 1x2 hour online seminar per week.*

### Content

This interdisciplinary unit examines a determinants approach to health and wellbeing, including: 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: The concepts of health, the social determinants of health, health systems, the biological and environmental determinants, health promotion, indigenous health, settings for health, marginalised populations and global health.

### Assessment

- Assessment task 1: Managing My Career Written Report (1000 words) 25%
- Assessment task 2: A Health Plan Written Report (1600 words) 40%
- Assessment task 3: Group Oral Presentation: Health profile of an Australian Indigenous population group (10 minutes) 35%

## HBS108 – Health Information and Data

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shane Kavanagh*

*Trimester 2 Unit Chair: Justin Lawson*

*Trimester 3 Unit Chair: Jan Garrard*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HNN108 and HPS104*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly scheduled 1 hour online seminars*

### Content

This unit is intended to provide first year undergraduate students from all Schools across the Faculty of Health, as well as students from other faculties who elect to study HBS108, with the basic skills necessary to be consumers and ultimately providers of health research information. The unit comprises nine 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

- Assessment task 1: Assignment (800 words) 20%
- Assessment task 2: Assignment (1200 words) 30%
- Assessment task 3: Examination (2 hours) 50%

## HBS109 – Human Structure and Function

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Waurm Ponds (Geelong), Warrnambool, Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Craig Wright*

*Trimester 2 Unit Chair: Craig Wright*

*Trimester 3 Unit Chair: Giselle Allsopp*

*Campus contact:*

*Trimester 1:*

*Burwood (Melbourne): Daniel Belavy*

*Waurm Ponds (Geelong): Craig Wright*

*Trimester 2:*

*Burwood (Melbourne): Rhiannon Snipe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: EEH103*

*Scheduled learning activities – campus:*

*Trimester 1 and Trimester 2 only:*

*2 x 1 hour classes per week (weeks 1–3 only)*

*1 x 1 hour seminars per week (weeks 4–11)*

*4 x 2 hour practical classes per trimester*

*1 x online module per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1 and Trimester 3 only:*

*1 x online module per week*

*5 x 2 hour online seminars/workshops per trimester*

*(weeks 1, 3, 5, 7, 9)*

*6 x 1 hour “drop-in” sessions per trimester (hosted online in weeks 2, 4, 6, 8, 10, 11)*

### 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, including cardiovascular, respiratory, digestive, urinary and immune systems.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: 3 x Online Quizzes 20%
- Assessment task 2: Case Base Learning assignment (Approximately 2000 words) (Plan: 5%; Final submission: 25%)
- Assessment task 3: Practical Portfolio (20%)
- Assessment task 4: End-Trimester Exam (1.5 hours) 30%

## Recommended texts

Anatomy and Physiology by OpenStax College  
<http://cnx.org/content/col11496/latest/>. This text can be downloaded for free in various formats, check the website for details.

Elaine N Marieb. Essentials of Human Anatomy & Physiology, 11th Edition, Pearson Education

## HBS110 – Health Behaviour

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Warrnambool (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Melissa Hayden*

*Trimester 2 Unit Chair: Melissa Hayden*

*Trimester 3 Unit Chair: Michael Barham*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (online), 1 x 1.5 hour (online) seminar per week*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Warrnambool (Geelong) Campus.*

*As a general rule, students should expect to allocate approximately 10 hours per week to each one-credit-point unit. For Cloud (online) students, this commitment will comprise 10 hours of private study per week, guided by the unit materials.*

*HBS110 is designed to provide you with flexibility in your learning experiences. Class recordings run for 2 hours. Recordings of each class (lecture) are available via the unit site accessed in Deakin Sync.*

## Content

This unit explores relevant health behaviour issues and their impact on an individual's 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, 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 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

Quota applies. Online teaching methods require internet access.

## Assessment

- Assessment task 1: 3 x health behaviour journal entries (800-1200 words per entry) 45%
- Assessment task 2: 10 x online quizzes 10%
- Assessment task 3: Multiple Choice Examination (2 hours) 45%

## Prescribed texts

Donatelle, R. J., Morrison, V., Bennett, P., Butow, P., Mullan, B., Sharpe, L., ... Moxham, L. (2019). HBS110 Health Behaviour (3rd ed.). Melbourne, Australia: Pearson Australia

## HBS300 – Ethics: Frameworks and Decisions

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Amie O'Shea*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including a minimum of 6 scheduled online seminars across the trimester*

### 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

- Assessment task 1: Completion of two activities (a. 1000 words, 25%, b. 760 words 19%) 44%
- Assessment task 2: Cloud (online) exercises and a journal 26%
- Assessment task 3: Pose an ethical argument on a topic of choice (1200 words) 30%

### Prescribed texts

Thiroux, J., Krasemann, K., Ethics Theory and Practice (Pearson/Prentice Hall, New Jersey, 11th edn, 2012)

## HBS340 – Interdisciplinary Health Study Tour

*Offering information: Not offered Trimester 3 2019, next offered Trimester 3 2020*

*Enrolment modes: Trimester 3: International study tour*

*Only available to Australian citizens. Students cannot receive a Student Grant to undertake a Mobility Project in a Host Location in which they have dual citizenship or residency rights.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Lata Satyen*

*Prerequisite: Completion of at least eight credit points of study, including all core Level 1 units, in a course offered by the Schools of Psychology, Nursing and Midwifery, Health and Social Development, or Exercise and Nutrition Sciences.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: During the study tour, positive participation in all activities is expected and at times the general rule of 10 contact hours per week for units may be exceeded for the actual study tour timeframe. This unit also requires students to be ambassadors for the Faculty of Health, Deakin University.*

### Content

This elective unit will provide second and third year students within the Faculty of Health the opportunity for interprofessional learning and intercultural pedagogy about health and health care systems from an international perspective. The unit will be conducted in the form of a study tour to a host country and is designed to provide students with the opportunity to enhance their understanding of cross-cultural health and care. Students will examine specific health conditions such as diabetes and post-traumatic stress from an interdisciplinary perspective, and consider how cultural issues impact on the presentation and treatment of these conditions. The study tour will engage students in a range of activities designed to link them with policy makers, health care workers, health consumers and health agencies in the host country. Students may also participate in the development of culturally-informed public health interventions during the study tour.

*Note: Applications for the 2018 Study Tour to Sri Lanka are now open and are due by Friday 11 May 2018 at the Deakin Abroad Applicant portal. The tour duration is two weeks (10–24 of November, 2018) conducted in Trimester 3, 2018.*

## Assessment

- Assessment task 1: Pre-departure Group Presentation (20 minutes total – 15 minute group presentation and 5 minutes for discussion) and Overview (1000 words) 30%
- Assessment task 2: Journal (2000 words) 40%
- Assessment task 3: Individual policy brief (1500 words) 30%

## Prescribed texts

Unit Nations, Transforming our world: The 2030 agenda for sustainable development, (Geneva, UN, 2015)  
Available at [sustainabledevelopment.un.org](http://sustainabledevelopment.un.org)

DFAT (2014) Policy Brief Template. (This will be provided to students.)

## HBS345 – Collaborative Practice in Healthcare

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sherryn Evans*

*Cohort rule: Must be enrolled in course H326, H330, H355*

*Prerequisite: One of HNN122, HSO206, or HSW313*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1.5 cloud (online) seminars across trimester. Dates to be advised at the start of the trimester.*

## Content

HBS345 is a Cloud (online) unit involving students from Nursing, Psychology, Occupational Therapy, Social Work, Optometry, Medical Imaging and Medicine.

In this unit, students are allocated in to interprofessional student teams. In these teams, they develop care plans for complex cases by participating in Blackboard Collaborate case conferences and by ongoing cloud based discussion to finalise the care plans.

Students also explore the key competency domains of collaborative practice such as role clarification, team functioning, collaborative leadership, interprofessional conflict resolution, interprofessional communication and patient-centred care, along with how their personality style impacts on their teamwork.

## Assessment

- Assessment task 1: Interprofessional team care plan development including Blackboard Collaborate case conferences, CloudDeakin discussions and finalised team care plans 45%
- Assessment task 2: Online Multiple Choice Quizzes 15%
- Assessment task 3: Reflective piece (1500 words) 40%

## HBS400 – Research Methods

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Lukar Thornton*

*Cohort rule: Only available to students enrolled in Faculty of Health Honours courses*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 hours of seminars per week or equivalent*

## 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 iv) Medicine stream. Each of the elective streams provides students with the necessary methodological, technical and analytical skills and knowledge required for research practice.



## Assessment

- Assessment task 1: Compulsory stream: written assessment (1500 words) or equivalent 25%
- Assessment task 2: Compulsory stream: written assessment (1500 words) or equivalent 25%
- Assessment task 3: Elective: written assessment (3000 words) or equivalent 50%

## HBS745 – Collaborative Practice in Healthcare

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Catherine Ward*

*Prerequisite: HSW714 or HNM703*

*Corequisite: Nil*

*Incompatible with: HBS345*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1.5 cloud (online) seminars across trimester. Dates to be advised at the start of the trimester.*

## Content

HBS745 is a Cloud (online) unit involving students from Nursing, Psychology, Occupational Therapy, Social Work, Optometry, Medical Imaging and Medicine.

In this unit, students are allocated in to interprofessional student teams. In these teams, they develop care plans for complex cases by participating in Blackboard Collaborate case conferences and by ongoing cloud based discussion to finalise the care plans.

Students also explore the key competency domains of collaborative practice such as role clarification, team functioning, collaborative leadership, interprofessional conflict resolution, interprofessional communication and patient-centred care, along with how their personality style impacts on their teamwork.

## Assessment

- Assessment task 1: Interprofessional team care plan development including Blackboard Collaborate case conferences, CloudDeakin discussions and finalised team care plans 45%
- Assessment task 2: Online Multiple Choice Quizzes 15%
- Assessment task 3: Reflective Piece (1500 words) 40%

## HDS101 – Communication and Diversity

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kate Anderson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HDS715*

*Scheduled learning activities – campus: Online independent and collaborative learning activities, and a 2 hour face-to-face seminar each week.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including a 2 hour online seminar each week.*

## Content

This unit examines the principles of effective communication and how these can be applied in a range of clinical and professional situations. The unit has a focus on communication with people with a disability, and those from diverse cultural and linguistic backgrounds. Students will learn about the process involved in spoken, written, and non-verbal communication, and the impact of communication partners and environments. They will examine communication issues specific to physical disability, autism spectrum disorder, brain injury, and vision/hearing impairment. Students will also practice applied communication skills including sign language, assertive listening, professional writing and communication resource development.

## Assessment

- Assessment task 1: Online multiple choice quiz 20%
- Assessment task 2: Reflective essay (1600 words) 40%
- Assessment task 3: Communication profile (1600 words equivalent) 40%

## HDS106 – Diversity, Disability and Social Inclusion

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kate Anderson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HDS104*

*Scheduled learning activities – campus: Average of 2 hours each week on campus plus additional online learning experiences*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including a 2 hour online seminar each week*

### Content

Disability is part of the natural diversity of humankind. This unit explores the complex and dynamic interrelationships between people who have a disability and the society in which they live. Students learn about the different models and frameworks used in defining disability, and their impact on social structures and policy. The unit examines the mechanisms behind social inclusion and exclusion of people with disability, including structural, environmental, and personal influences, from childhood to old-age. Throughout the unit students practice applying inclusion philosophies such as Universal Design, to optimise inclusion across a range of participation settings (e.g., education, recreation, accommodation, sexuality, and family life). 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.

### Assessment

- Assessment task 1: Online multiple choice quiz 20%
- Assessment task 2: Online roleplay (1600 words equivalent) 40%
- Assessment task 3: Multimedia presentation and annotated bibliography (1600 words) 40%

## HDS209 – Inclusive Services

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Linda Wilson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HDS102*

*Scheduled learning activities – campus: Weekly completion of a Learning module (1 hour online) and 2 hour seminar per week (On campus)*

*Scheduled learning activities – cloud (online): Weekly completion of a Learning module (1 hour online) and 1 x 2 hour scheduled online seminar.*

### Content

The primary focus of this unit is the identification and mapping, of individualised and inclusive services. The unit will introduce students to the service provision process while still maintaining a focus on the individual, using best practice examples. Several sociocultural contexts will be explored for example cultural differences as well as rural and remote services. Topics covered include the service provision process and key characteristics of inclusive services, for example independence and control, informed decision making, consent, capacity building, advocacy, power dynamics and the relationship between service providers and service users and individualisation through Family-centred and Person-centred approaches. Preparation for, and the impact of the NDIS. These will be discussed in the context of key life experiences of people with a disability, for example, individuals with complex mental and physical health needs, dementia and end of life decisions.

### Assessment

- Assessment task 1: Exercise (1400 words) 35%
- Assessment task 2: Team assignment (1400 words or equivalent) 35%
- Assessment task 3: 6 x seminar activities total 30%

## HDS210 – Diversity At Work

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kevin Murfitt*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Average of 3 hours per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour classes (recordings provided) and 10 x 1 hour online seminars*

### 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, job and work analysis and strategies that promote employer confidence with employees who have a disability.

### Assessment

- Assessment task 1: Weekly quiz (10 weeks x 3 marks) 30%
- Assessment task 2: Annotated bibliography (1200 words) 30%
- Assessment task 3: Assignment (1600 words) 40%

### Prescribed texts

Mor Barak, M. E. (2016). *Managing diversity: Toward a globally inclusive workplace*. 4th ed., Thousand Oaks, CA: Sage Publications

## HDS301 – The Inclusive Practitioner

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Linda Wilson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Average of 3 hours per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour class per week (recordings provided) and a minimum of 3 online seminars*

### 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 inclusion and disability. Topics include: policies related to disability and inclusion; individualised services and funding; person-centred approaches; community inclusion; community capacity building and community development; and practices for working with Aboriginal and Torres Strait Islander people with disability, and with people with severe and profound intellectual disability (such as supported decision making). The unit also focuses on the National Disability Insurance Scheme and the opportunities it provides for changing all professions, services and the community at large to be more inclusive. The unit engages students to think about their own professional roles and discipline and to identify opportunities to utilise inclusive practice.

### Assessment

- Assessment task 1: Case study written assignment (1800 words) 45%
- Assessment task 2: Project proposal/funding submission – written assignment (2200 words) 55%

## HDS310 – Human Rights and Advocacy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kevin Murfitt*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Average of 3 hours per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour classes (recordings provided) and 10 x 1 hour online seminars*

### 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
- Contemporary rights issues such as human rights legislation in Australia, and asylum seekers and refugees
- 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

- Assessment task 1: Assignment (1600 words) 40%
- Assessment task 2: Annotated bibliography (1200 words) 30%
- Assessment task 3: Case study (1200 words) 30%

### Prescribed texts

Ife, J. (2012). Human rights and social work: towards rights based practice, 3rd ed., Cambridge University Press.

## HDS730 – Disability and Inclusion: Contemporary Theory and Lived Experience

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Joanne Watson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

### Content

This unit engages students in developing a comprehensive understanding about the way disability and inclusion are understood from a contemporary theoretical and policy context. Key conceptual models, international and national legal and policy frameworks are presented, critically examined and applied through examination of social inclusion in contemporary society. Knowledge developed by students in this unit is informed by research and the theory applied through an examination of the lived experience of disability.

### Assessment

- Assessment task 1: UNCRPD presentation (20 minutes) 40%
- Assessment task 2: Written paper (3000 words) 60%

## HDS731 – Planning for Inclusion Across the Life Course

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Patsie Frawley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

## Content

An understanding of the theory and practice of inclusive and participatory individualised planning approaches with people with disabilities is developed in this unit. Key components underpinning effective planning with people with disabilities are presented including understanding complex communication needs, supported decision making, self-determination and knowledge of advocacy and self-advocacy. Students develop knowledge and skills in person centred and family centred planning approaches. These will be explored within an individualised funding context including an introduction to the current service and support landscape and a lifespan framework.

## Assessment

- Assessment task 1: Case study – critical issues in planning. Written paper (2500 words) 50%
- Assessment task 2: Case study – detailed individualised plan (2500 words) 50%

## HDS732 – Determinants of Health and Wellbeing in the Lives of People with Disability

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Angela Dew*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

## Content

A social determinants of health framework is presented in this unit to develop an understanding of the health and wellbeing status of people with disabilities across the life span. Students develop an awareness of best practice in promoting accessible and responsive services, programs and supports to address health inequities and to increase social and economic participation of people with disabilities. Women's health, sexual health, prevention of violence, abuse and neglect, mental health and key physical health challenges for people with disabilities will be explored using current research. Students will apply their knowledge through project based work.

## Assessment

- Assessment task 1: Ecological map 1 (individual) (2000 words) 40%
- Assessment task 2: Ecological map (population group) (3000 words) 60%

## HDS733 – Community Capacity Building – Theory and Practice for Inclusion

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Joanne Watson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

## Content

Community development theory and practice as it is applied to disability and inclusion is the focus of this unit. Participation in the community and the development of accessible social, economic, and citizenship opportunities for people with a disability requires that mainstream society builds its capacity to include people with disability. Students will develop knowledge and skills in community engagement, inclusive consultation and research and cross sector collaboration. A critical analysis of barriers and solutions to participation and inclusion will underpin this unit.

## Assessment

- Assessment task 1: Inclusion audit (2000 words) 40%
- Assessment task 2: Inclusion strategy (3000 words) 60%



## HDS734 – Inclusive Design and Technology

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Joanne Watson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

### Content

In contemporary society, design and technology provide multiple opportunities and mechanisms to break down barriers to inclusion for people with a disability. The application of design and technology to disability and inclusion is the focus of this unit. The unit will focus on how technology is designed and used to advance inclusive lives for people with disability, using a problem based learning approach.

Students will develop broad knowledge of design principles and technology particularly in relation to how they can be used to enhance participation, performance and social inclusion for people with disability. The unit will engage students' thinking and awareness broadly around what is possible in terms of inclusive technology and design for people with disability. The unit will introduce students to the application of generic technologies as well as dedicated and specialized assistive technologies (e.g. augmentative communication, computer access, environmental modifications, seating and wheeled mobility) in the lives of people with disability.

### Assessment

- Assessment task 1: Written paper – critical analysis of scenario (2000 words) 40%
- Assessment task 2: Online collaboration, problem solving (minimum 1000 words) 20%
- Assessment task 3: Presentation (15 minutes, 2000 words) 40%

## HDS735 – Inclusive Engagement: Advocacy and Participation

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Patsie Frawley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

### Content

This unit engages students in developing a comprehensive understanding about the theory and practice of active engagement of people with disabilities in political and public life and how they have a say as citizens about their own lives and collective disability rights. The overarching focus of this unit will be Article 29 of the United Nations Convention on the Rights of Persons with Disabilities and how people with disabilities and disability organisations are enacting the right to 'have a say'. Contemporary research and models of advocacy and participation are presented and critically examined to identify core concepts, knowledge, policy and practice and applied through examples of lived experience of people with disabilities internationally.

### Assessment

- Assessment task 1: Individual presentation (1000 words) 20%
- Assessment task 2: Content review report – Student pairs (1500 words) 30%
- Assessment task 3: Individual paper (2500 words) 50%

## HDS736 – Disability Research – Inclusive Approaches

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Patsie Frawley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Learning experiences are via weekly modules on CloudDeakin which includes readings, topic notes, learning activities, online discussion questions and a minimum of five online seminars during the trimester.*

*Scheduled learning activities – cloud (online): Learning experiences are via weekly modules on CloudDeakin which includes readings, topic notes, learning activities, online discussion questions and a minimum of five online seminars during the trimester.*

### Content

This is a core research unit for the Master of Disability and Inclusion. The unit engages students in developing an understanding of academic research including research integrity and ethics, the role of theory in research, qualitative, quantitative and mixed methods research and using inclusive and participatory research methods in research with people with disabilities and community partners. There is a focus on research translation to theory, policy and practice in disability.

### Assessment

- Assessment task 1: Quiz – research methodologies 20%
- Assessment task 2: Research project critique and review (2000 words) 40%
- Assessment task 3: Research proposal (2000 words) 40%

### Prescribed texts

Research design: qualitative, quantitative & mixed methods approaches/John W. Creswell & J. David Creswell

## HME401 – Medicine 4A

*Enrolment modes: Medicine Semester 1: Waurin Ponds (Geelong)^*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Semester 1 Unit Chair: Karen Dwyer*

*Cohort rule: Available to H311 Bachelor of Medicine*

*Bachelor of Surgery students only*

*Prerequisite: Must have passed HME302*

*Corequisite: Nil*

*Incompatible with: Nil*

### 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 24 hours of clinical activity, 8 hours of formal teaching activities and 8 hours 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, 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 Professionalism (ELP) and Public Health Medicine (PHM) 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 Longitudinal Integrated Clerkship with the Rural Community Clinical School (RCCS) 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.

In order to comply with Commonwealth Department of Health requirements for rural clinical placements, at least 50% of students will need to complete at least 4 weeks of a dedicated rural attachment within their clinical years. For students attached to Geelong and Eastern Health Clinical Schools throughout Year 3 and 4, this is most likely to occur within the GP rotation in HME401 or the Elective/Selective/Pre-internship program in HME402. John Flynn Scholarship placements occurring outside of Deakin semester periods cannot fulfil these requirements.

Note: ^ Students enrol at Waurin Ponds (Geelong) but will be based at one of the following Clinical Schools; Eastern Health, Geelong, Rural Community, Warrnambool or Ballarat.

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 19 September 2014.*

### 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 satisfactorily complete all rotations and must pass each theme, rotation and the HME401 OSCE.

Students are required to meet the attendance requirements of each of the four clinical rotations during HME401 and to demonstrate competence in clinical assessments and assessment tasks associated with the ELP and PHM themes during each rotation (see below).

Students who do not meet these requirements will be reviewed by the Academic Progress Committee, who may arrange support and/or further assessment and/or support as appropriate.

Rotation marks will be determined by combining results from intrarotational DP assessment, performance in rotation specific MCQs from the Year 4 Progress test and performance in rotation specific OSCE stations.

To pass the OSCE a student must pass a minimum of 7 out of 12 stations and an overall pass for the determined 12 station aggregate OSCE score. A pass in an OSCE station is defined as a score equal to or greater than the cut score for that station.

Students who do not achieve a pass score will be reviewed by the Academic Progress Committee. The Academic Progress Committee may consider further assessment. For further detail see the course progression rules.

### Ethics, Law and Professionalism

The ELP theme constitutes 12.5% of the marks for HME401. Assessment for ELP consists of:

1. Podcast (developed in pairs) discussing ethico-legal aspects of a clinical case (10 minutes, equiv. 1250 words per student, 50% of theme marks)
2. Satisfactory completion of the Professional Competence Process (hurdle requirement)
3. Discussion paper examining a reported case of a lapse in professionalism (1250 words, 50% of theme marks)

### Public Health Medicine

The PHM theme constitutes 12.5% of the marks for HME401. Learning in PHM will be assessed through a 1250 word written report (100% of total PHM mark).

### Doctor and Patient

The DP theme constitutes 37.5% of the marks for HME401. DP is assessed both within each individual clinical rotation (combined value of 20% of 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 (80% of the total DP mark). Intra-rotation assessment has four 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, case journeys, oral or written case commentaries or analyses.

### ***b. 'Clinical Skills Assessment'***

The precise format and weighting will vary between rotations and may take the form of a brief clinical examination, a focused presentation on a ward round, a brief history and clinical assessment of a patient in the mini-clinical evaluation exercise, (mini-CEX) format).

### ***c. 'Clinical Challenges'***

Skills or activities that are considered vital components of the rotation.

The OSCE at the end of Year 4 comprises multiple stations which assesses material covered in HME301, HME302 and HME401 (0.5 day clinical examination). Standard setting will be used to determine a pass score for each station and an overall pass grade. Students who fail the OSCE will be awarded a fail (N) grade for HME401. Students who fail will be required to repeat all components of Year 4.

## **Knowledge of Health and Illness**

The KHI theme constitutes 37.5% of the marks for HME401. A mark for HME401 will be awarded based on performance in a 3 hour MCQ summative Progress Test at the end of HME401. The Progress Test is a continuation of the assessment mode used in HME301/302. 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 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 HME401. Students who fail will be required to repeat all components of Year 4. Students who are borderline will be reviewed by the Academic Progress Committee, who will arrange reassessment and/or support 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 is preparation and participation in a hypothetical presentation, including a group task of 2500 word written submission (58%), participation in 4 interactive, online virtual simulations (MedeSims) for end-of-life communication (32%), seminar attendance with submission of answers to a number of short answer questions (10%) and completion of the Professional Competence Process (hurdle requirement).

## **Public Health Medicine**

The Public Health Medicine theme constitutes 12.5% of the marks for HME401. Assessment for PHM is integrated across two equally weighted written submissions totalling ~1250 words per submission (50% each).

## **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 (combined value of 40% of 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 (60% 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, a focused presentation on a ward round, a brief history and clinical assessment of a patient in the mini-clinical evaluation exercise, (mini-CEX) format).

### ***c. 'log book and clinical activities form'***

Each student will be required to record clinical activities and procedures in a log book or specific rotation forms available on CloudDeakin during each rotation (for example, performing an electrocardiogram, inserting an intravenous line, attending operating or procedural sessions or participating in a multidisciplinary team meeting).

The Objective Structured Clinical Examination at the end of Year 4 comprises a multi station OSCE which assesses material covered in HME301, HME302 and HME401 (0.5 day clinical examination). Standard setting will be used to determine a pass score for each station and an overall pass grade. Students who fail the OSCE will be awarded a fail (N) grade for HME401. Students who fail will be required to repeat all components of Year 4.

## 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 3 hour MCQ summative Progress Test at the end of HME401.

The Progress Test is a continuation of the assessment mode used in HME301/302. 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 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 HME401. Students who fail will be required to repeat all components of Year 4.

Students who are borderline will be reviewed by the Academic Progress Committee, who will arrange reassessment and/or support as appropriate.

### Hurdle requirement

- Pass of each theme –DP, ELP, PHM and KHI including Progress Test pass
- Satisfactory completion of each of the four clinical rotations
- OSCE pass – 7 out of 12 stations and an overall pass

## HME402 – Medicine 4B

*Enrolment modes: Medicine Semester 2: Waurm Ponds (Geelong)^*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Semester 2 Unit Chair: Karen Dwyer*

*Cohort rule: (Available to H311 Bachelor of Medicine Bachelor of Surgery students only)*

*Prerequisite: Must have passed HME401*

*Corequisite: Nil*

*Incompatible with: Nil*

## 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.

In order to comply with Commonwealth Department of Health requirements for rural clinical placements, at least 50% of students will need to complete at least 4 weeks of a dedicated rural attachment within their clinical years. For students attached to Geelong and Eastern Health Clinical Schools throughout year 3 and 4, this is most likely to occur within the GP rotation in HME401 or the Elective/ Selective/Pre-internship program in HME402. John Flynn Scholarship placements occurring outside of Deakin semester periods cannot fulfil these requirements.

*Note: ^Students enrol at Waurm Ponds (Geelong) but will be based at one of the following Clinical Schools: Eastern Health, Geelong, Rural Community, Warrnambool or Ballarat.*

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 19 September 2014.*



## Assessment

Students are required to meet the attendance requirements of each of the elective/selective/pre-internship rotations during HME402 and to demonstrate competence in clinical knowledge, skills and professionalism. Each rotation is a hurdle and must be successfully completed to pass HME402. Student performance is assessed by successful completion of learning outcomes for each rotation as assessed by their clinical supervisor and the satisfactory completion of a report for the selective and elective rotations (maximum length 1000 words). As a hurdle requirement, a professionalism report must also be completed with the clinical supervisor during the pre-internship selective in addition to the prescribing skills assessment. There are no examinations.

Unsatisfactory performance in a selective can lead to a remedial placement(s) such as via a directed elective or selective placement. This is determined by the selective supervisor along with the HME402 Unit Chair and Academic Progress Committee. Students who do not meet the requirements listed above or whose performance is borderline will be reviewed by the Academic Progress Committee, who will arrange redirected placements or rotations/or support as appropriate.

### Hurdle requirement

- Satisfactory completion of each of the elective/selective/pre internship rotations
- Professionalism report

## HME703 – Clinical Leadership 3: Clinicians Consumers and Their System

*Enrolment modes: Trimester 3 2018: Residential*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair:*

*Cohort rule: Must be enrolled in H502 Graduate Certificate of Clinical Leadership or H602 Graduate Diploma of Clinical Leadership or H702 Master of Clinical Leadership, other students wanting to enrol please contact [medinfo@deakin.edu.au](mailto:medinfo@deakin.edu.au).\**

*Prerequisite: Nil*

*Corequisite:*

*Incompatible with:*

*Scheduled learning activities – campus:*

*Scheduled learning activities – cloud (online):*

## 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.

*Note: \* This unit is suitable for clinicians in one of the registered professions who wish to develop their skills in clinical leadership. Clinicians who are not from one of the registered professions should contact the Course Director, who has discretion to consider enrolment of other professions.*

*^ There are additional fees associated with the residential. For more information on fees please refer to: [deakin.edu.au/medicine/study-options/master-of-clinical-leadership](http://deakin.edu.au/medicine/study-options/master-of-clinical-leadership)*

## Assessment

- Assessment task 1: Written assignment (2500 words) 50%
- Assessment task 2: Individual presentation (20 minutes) 35%
- Assessment task 3: Written reflective piece (750 words) 15%

## HME704 – Fundamentals of Health Informatics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Paul Cooper*

*Trimester 2 Unit Chair: Paul Cooper*

*Trimester 3 Unit Chair: Paul Cooper*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HBS703*

*Scheduled learning activities – campus: A minimum of 20 hours of intensive classroom activity.*

### Content

Healthcare delivery in this day and age has the potential to be enhanced by digital technology. But successful implementations of digital systems require a holistic approach that encompasses the human aspects of usability of systems, avoidance of risk with privacy and security issues, overcoming problems of incompatible systems and obtaining best value for money out of the capabilities available

This unit aims to introduce students to the fundamental theories and concepts underlying health informatics and introduces and explores the impact of the Information Technology (IT) on the delivery of health care and services. In addition to developing a solid grounding in health informatics, students will acquire the knowledge and skills required to critically evaluate the myriad of solutions now being designed for healthcare contexts as well as understand key barriers and possibilities of using new technologies including connected devices, advanced analytics, AI and mobility-enabled solutions in healthcare and mobile technology.

### Assessment

- Assessment task 1: Online Quizzes (5 across trimester) 10%
- Assessment task 2: Case Summaries (4 case studies x 500 words each) 40%
- Assessment task 3: Research Report (3000 words) 50%

### From Trimester 3, 2019

- Assessment task 1: Online Quizzes (5 across trimester) 10%
- Assessment task 2: Case Reports (3 case studies x 650 words each) 35%
- Assessment task 3: Research Report (3000 words) 55%

## HME705 – Hospital Financing

*Enrolment modes:*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Rasa and Scott Bennett*

*Cohort rule: This unit is only available to students enrolled in H578 – Graduate Certificate of Hospital Administration*

*Prerequisite: N/A*

*Corequisite: N/A*

*Incompatible with: N/A*

*Scheduled learning activities – cloud (online): The unit is delivered as a FutureLearn program made up of five credit bearing courses that are released progressively across the trimester. Students will, on average, spend 150 hours over the trimester undertaking the learning and assessment activities for the unit. Students will engage in online independent and collaborative learning activities, including five scheduled online seminars. Open to anyone, available 24/7 and accessible by mobile, tablet or desktop, Deakin's courses on FutureLearn fit study around your life. Learn from Deakin's best educators and connect with others in an enjoyable, social environment.*

### Content

The financing of hospitals is a critical element in delivery of health services, reducing barriers for access to healthcare and attaining improvement in health outcomes. By undertaking this unit, you will develop knowledge and skills in raising funds for hospital service delivery, an understanding of the bodies responsible for hospital funding and the basis of allocating funds for hospital services. The unit will also examine the different means through which countries finance their hospitals.

While using specific examples from Australia, UK, USA, Singapore, China and India, HME705 will also describe the principles and practice of healthcare financing more broadly to provide students with a general orientation to hospital financing and budgeting mechanisms.

HME705 adopts an interactive approach through strategically placed seminars and discussion forums, case studies and authentic assessments to ensure practicality and industry relevance of the unit content and outcomes. Upon completion of the unit, students will understand how hospital services are financed through different mechanisms and why hospital financing is a critical element for viable health service delivery.

*Note: New unit 2019*

## Assessment

- Assessment task 1 (individual): Case study analysis (1000 words) 25%
- Assessment task 2 (group): Preparation of a hospital service budget (1000 words) 25%
- Assessment task 3 (individual with peer feedback): Preparation of a business case (3000 words) 50%

## Prescribed texts

Relevant resources and links to external material will be included in the cloud site.

# HME706 – Fundamentals of Digital Health in Hospitals

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Imran Muhammed*

*Trimester 3 Unit Chair: Paul Cooper*

*Cohort rule: This unit is only available to students enrolled in H578 – Graduate Certificate of Hospital Administration*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HBS703*

*Scheduled learning activities – cloud (online): Learning experiences are via FutureLearn.*

*Regular online seminars and discussion.*

*Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for the unit.*

## Content

Digital technology is transforming healthcare with the potential to revolutionise information access, management and use in hospitals. The ability to derive meaningful benefits from digitisation of hospitals is a focus of hospital administrators, clinicians and informaticians and will become increasingly more important as the capabilities and impacts of digital healthcare continue to expand.

In this unit you will explore the fundamental concepts, principles and theories which underpin digital healthcare in hospitals.

You will critically analyse the problems and challenges of digital information, systems and solutions in hospitals including cost, usability, privacy and security.

You will examine critical success factors when implementing and delivering hospital services using digital information systems including the value of co-design of systems.

You will investigate current and emerging digital technology and solutions and consider how to address a problem/s or opportunity in a particular hospital context based on the understanding you have gained throughout the trimester.

## Assessment

- Assessment Task 1: Case study analyses and review (800 words) 15%
- Assessment Task 2: Case study analysis (1200 words) 30%
- Assessment Task 3: Report (3000 words): 55%

# HME707 – Hospital Operations

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Rasa*

*Trimester 3 Unit Chair: John Rasa*

*Cohort rule: This unit is only available to students enrolled in H578 – Graduate Certificate of Hospital Administration*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via Future Learn.*

*Approximately 150 hours across the trimester, including online materials, readings, online discussions, assessment tasks and at least four online seminars via Bb Collaborate Ultra.*

## Content

This unit explores hospital operations and presents strategies, concepts and methods that can improve the delivery of patient services by increasing efficiency and effectiveness. By providing a toolkit for better understanding and managing queueing, scheduling, capacity planning and process design, this unit equips graduates to seek out, analyse and solve the many causes of hospital delays. By using real world examples that situate hospital operations within the broader health sector and budgetary contexts, the unit will develop your capacity to apply theory, methods and tools to hospital operations both in Australia and internationally.

*Note: You will study this unit via the FutureLearn online learning platform. Learn more about studying through Future Learn.*

## Assessment

- Assessment task 1: (individual): Review of patient flow: Case study analysis (1000 words) 25%
- Assessment task 2: (individual): Application of queueing theory: Numerical exercise (200 words + calculations) 10%
- Assessment task 3: (Individual with peer review component): Improving patient experience: Action plan (600 words) 20%
- Assessment task 4: (individual): Hospital operations: Summative report (2000 words) 45%

## HME710 – Health Management Practicum

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sandeep Reddy*

*Trimester 3 Unit Chair: Sandeep Reddy*

*Cohort rule: Must be enrolled in M703 to enrol in this unit*

*Prerequisite: Completion of at least 10 units from the MBA (Health Management), of which at least 4 must be 'H' coded.*

*Corequisite: Nil*

*Incompatible with: MWL701, MWL702, MWL703, MWL704*

## Content

This unit provides students with an opportunity to demonstrate the application of knowledge and skills acquired in their course while developing further skills by undertaking a project located at a host workplace within the health sector. Students identify and negotiate a specific issue in the host workplace, use skills gained from previous units to explore and analyse the issue, and propose a solution. It develops skills in problem identification, research, information gathering, analysis, project management, negotiation and communication. Students who are currently working within the health sector may apply to undertake the Health Management Practicum in their usual place of work. Where appropriate, the Practicum may be undertaken as a team.

The unit requires approximately 120 hours (unpaid) work in the host organisation and approximately 25 hours work on assessment tasks. The Practicum does not normally involve any patient interaction and does not require AHPRA registration although this might be a requirement of some projects with specific organisations. Similarly, some projects could require a Criminal Records Check, a Working with Children Check and/or a non-disclosure agreement.

*Note: New unit 2018*

Limited preapproved placements are available for enrolled students but the selection process is competitive.

Placements in self-selected organisations need to meet Unit placement criteria.

Please contact the Unit Chair to enrol into this unit and discuss details of your placement

## Assessment

- Assessment task 1: Practicum Project Proposal (1000 words) 20%
- Assessment task 2: Reflective journal (1000 words) 20%
- Assessment task 3: Post-placement report (3000 words) 60%

## HME711 – Health Law and Ethics

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Evie Kendal*

*Trimester 3 Unit Chair: Dominique Martin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1–2 online modules per week and 1 x 2 hour interactive seminar on campus per week for ten weeks*

*Scheduled learning activities – cloud (online):*

*Trimester 2: 1 x 2 hour seminar (equivalent) per week.*

*Independent and collaborative learning activities include 3 scheduled consultations throughout trimester conducted either on campus or online, as appropriate*

*Trimester 3: 1–2 online modules per week, 10 interactive online workbooks, and 3 scheduled online consultations*

### Content

The unit aims to equip students with the skills to manage ethical and legal issues that may arise in the context of health service delivery in Australia. It presents an overview of current legislation governing Australia's multifaceted healthcare system and of contemporary ethical issues in health service delivery. Students in the Unit will examine the application of legal and ethical principles in the context of operational decisions in healthcare. Students will be introduced to the underlying concepts, values, and principles of health law and ethics, and learn to apply these in the analysis of issues and in the resolution of dilemmas in professional decision-making and policy-making. Topics covered will include ethical theory and Australian health law; confidentiality, privacy and consent; justice in resource allocation; professional issues such as conflicts of interest, competency, and reporting obligations; complaints, negligence, and liability; management of novel or emerging ethicolegal issues; professional boards and ethical governance mechanisms.

### Assessment

**Trimester 2:**

- Assessment task 1: Analysis of an ethicolegal issue in health service delivery (2250 words) 45%
- Assessment task 2: Professional education ethicolegal resource (1250 words) 25%
- Assessment task 3: Contributions to ethicolegal discussions on CloudDeakin (1500 words) 30%

**Trimester 3:**

- Assessment task 1: Professional education ethicolegal presentation (1250 words equivalent) 25%
- Assessment task 2: Contributions to ethicolegal discussions on CloudDeakin (1500 words) 30%
- Assessment task 3: Analysis of an ethicolegal issue in health service delivery (2250 words) 45%

### Prescribed texts

(Health law in Australia. 3rd Edition. McDonald FJ, Willmott L, editors. Lawbook Company; 2018)

## HME712 – Healthcare Operations

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sandeep Reddy*

*Trimester 2 Unit Chair: Sandeep Reddy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Online independent and collaborative learning activities including 3 scheduled online seminars will be conducted during the trimester. This unit will involve 150 hours in total including self-directed learning and directed teaching (contact hours about 5 hours per week). All work will be presented online. Students are expected to engage with weekly online discussions.*



## Content

This unit explores healthcare operations and presents strategies, concepts and methods that can improve the delivery of healthcare by increasing efficiency and effectiveness. By providing a toolkit for better understanding and managing queueing, scheduling, capacity planning and process design, this unit equips graduates to seek out, analyse and solve the myriad causes of delays. By using real world examples that situate healthcare within a broader health sector and budget context, the unit equips students with the capacity to apply theory, methods and tools to healthcare in Australia and internationally.

*Note: New unit 2017*

## Assessment

- Assessment task 1: Case Study Analysis (1000 words) 25%
- Assessment task 2: Numerical Exercise (Calculation + 200 words) 10%
- Assessment task 3: Summative Report (2000 words) 45%
- Assessment task 4: Contribution to Online Discussion topics (no word limits) 20%

## HME713 – Clinical Governance

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sandeep Reddy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HNN749*

*Scheduled learning activities – cloud (online): A minimum of 3 online synchronous interactive seminars will be conducted during the trimester.*

## Content

The English NHS and the Australian Council of Healthcare Standards defines clinical governance as 'The framework through which health care organisations are accountable for continuously improving the quality of their services and safeguarding high standards of care by creating an environment in which excellence in clinical care will flourish'. HME713 has incorporated this definition as a defining theme in the development of its content.

HME713 covers the theories behind, and processes involved in, setting up a clinical governance framework. The unit adopts an interactive approach through strategically placed classes and discussion forums, case studies and authentic assessments to ensure practicality and industry relevance of the content and outcomes. Upon completion of the unit, students will have the necessary knowledge to implement aspects of clinical governance in order to carry out audits, adhere to the tenets of evidence-based medicine, deal appropriately with adverse events and use technology to minimise patient safety-related risks.

*Note: This unit is replacing HNN749 as a core unit in the M703 MBA (Healthcare Management) from Trimester 1 2019 onwards*

## Assessment

- Assessment task 1: Case Study Analysis (1500 words) 30%
- Assessment task 2: Clinical Audit Report (500 words) 10%
- Assessment task 3: Clinical Governance Framework (3000 words) 60%

## HME714 – Hospital Clinical Governance

*Enrolment modes:*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Scott Bennett*

*Cohort rule: This unit is only available to students enrolled in H578 – Graduate Certificate of Hospital Administration*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Students will on average spend 150 hours over the trimester undertaking the learning and assessment activities for the unit. Students will engage in online independent and collaborative learning activities, including four scheduled online seminars.*

## Content

This unit explores the concept of clinical governance as it applies to hospital environments and presents strategies, concepts and methods that can improve the quality of acute care through evidence-based approaches. Clinical Governance is a key driver of quality improvement and corporate responsibility in hospitals. Over many years and as the complexity of care has increased, reported safety and quality related incidents in hospitals have increased. The causes of these incidents may vary from equipment failure, errors of judgement, inadequate training and systems. Clinical governance has been found to be effective in mitigating, preventing and managing adverse incidents in hospitals when appropriately implemented. We will review different clinical governance theoretical frameworks and implementation approaches and importantly, how they contribute to creating a continuous quality improvement environment in hospitals.

*Note: You will study this unit via the FutureLearn online learning platform. Learn more about studying through FutureLearn.*

## Assessment

- Assessment task 1: (Individual) Case Study Analysis (1500 words) 30%
- Assessment task 2: (Group) Clinical Audit Report (1000 words) 20%
- Assessment task 3: (Individual) Clinical Governance Framework (2500 words) 50%

## HME803 – Clinical Anatomy Investigation

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Glenn Guest*

*Trimester 2 Unit Chair: Glenn Guest*

*Trimester 3 Unit Chair: Glenn Guest*

*Cohort rule: Unit only available to students enrolled in H801 Master of Surgical Research*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students will spend approximately 220 hours, across the trimester, on their research, laboratory investigations and assignment completion*

## Content

This unit will provide an introduction to the process of undertaking a research study in surgery. Students will identify a key question, or series of questions, relating to a specific aspect of human anatomy of their choosing. They will then either carry out an extensive review of the anatomical literature, or undertake a more limited review of the literature and collect a limited amount of anatomical data, either through dissection or through observation in the operating theatre, thus extending the understanding of the area through critical evaluation and interpretation. The final output will be a dissertation, detailing the findings of this research and articulating its significance to the surgeon. Other assessment tasks in the unit are designed to align with and, contribute to, the achievement of this endpoint.

## Assessment

- Assessment task 1: Project outline and proposal (1500 words) 10%
- Assessment task 2: Literature review and dissertation plan (4000 words) 30%
- Assessment task 3: Final dissertation, incorporating the updated literature review, (7000 words) 60%

## HME805 – Research Project in Surgery

*Enrolment modes: Quarters 1–4: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in H801 – Master of Surgical Research*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students will spend approximately 440 hours, across each trimester, on their research, laboratory investigations and assignment completion*

## Content

This unit will provide the opportunity for students to undertake a significant, novel, independent research study in the medical speciality of surgery. Students will usually be working or training in the field, or preparing to undertake training in the field. With the help of their supervisor, they will identify a key issue in the field, design a study to address the associated research question(s) and carry out the study.

The main student output will be a thesis, detailing the findings of their research, articulating its significance to the surgeon and demonstrating the student's capacity to communicate the significance to both an expert and broader audience. Other assessment tasks in the unit align with and, contribute to, the achievement of this final outcome.

*Note: Students to contact a student advisor to assist with enrolling in this unit*

Students are advised that, where possible, they should endeavour to complete HMH800, HMH810, HMH811 and HME803 (Clinical Anatomy Investigation) prior to commencing this unit. However, it is acknowledged that this particular sequencing of units may not always be practical or possible.

Supervisors and students must also ensure that they have obtained ethics approval for the project before enrolling in this unit.

### Assessment

- Assessment task 1: Confirmation Process (30 minute seminar presentation and 30 minute panel meeting) 10%
- Assessment task 2: Thesis (approximately 30,000 words) and skills performance during research work 60%
- Assessment task 3: Seminar Presentation (45 minutes) 30%

### Hurdle requirement

Successful completion of the Confirmation Process is a Hurdle requirement.

## HME806 – Research Project in Surgery

*Enrolment modes: Quarters 1–4: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Cohort rule: This unit is only available to students enrolled in H801 – Master of Surgical Research*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students will spend approximately 440 hours, across each trimester, on their research, laboratory investigations and assignment completion.*

### Content

This unit will provide the opportunity for students to undertake a significant, novel, independent research study in the medical speciality of surgery. Students will usually be working or training in the field, or preparing to undertake training in the field. With the help of their supervisor, they will identify a key issue in the field, design a study to address the associated research question(s) and carry out the study. The main student output will be a thesis, detailing the findings of their research, articulating its significance to the surgeon and demonstrating the student's capacity to communicate the significance to both an expert and broader audience. Other assessment tasks in the unit align with and, contribute to, the achievement of this final outcome.

*Note: Students to contact a student advisor to assist with enrolling in this unit*

Students are advised that, where possible, they should endeavour to complete HMH800, HMH810, HMH811 and HME803 (Clinical Anatomy Investigation) prior to commencing this unit. However, it is acknowledged that this particular sequencing of units may not always be practical or possible.

Supervisors and students must also ensure that they have obtained ethics approval for the project before enrolling in this unit.

### Assessment

- Assessment task 1: Confirmation Process (30 minute seminar presentation and 30 minute panel meeting) 10%
- Assessment task 2: Thesis (approximately 30,000 words) and skills performance during research work 60%
- Assessment task 3: Seminar Presentation (45 minutes) 30%

### Hurdle requirement

Successful completion of the Confirmation Process is a Hurdle requirement.

## HME807 – Research Project in Surgery

*Enrolment modes: Quarters 1–4: Waurin Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Cohort rule: This unit is only available to students enrolled in H801 – Master of Surgical Research*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students will spend approximately 440 hours, across each trimester, on their research, laboratory investigations and assignment completion*

### Content

This unit will provide the opportunity for students to undertake a significant, novel, independent research study in the medical speciality of surgery. Students will usually be working or training in the field, or preparing to undertake training in the field. With the help of their supervisor, they will identify a key issue in the field, design a study to address the associated research question(s) and carry out the study. The main student output will be a thesis, detailing the findings of their research, articulating its significance to the surgeon and demonstrating the student's capacity to communicate the significance to both an expert and broader audience. Other assessment tasks in the unit align with and, contribute to, the achievement of this final outcome.

*Note: Students to contact a student advisor to assist with enrolling in this unit*

Students are advised that, where possible, they should endeavour to complete HMH800, HMH810, HMH811 and HME803 (Clinical Anatomy Investigation) prior to commencing this unit. However, it is acknowledged that this particular sequencing of units may not always be practical or possible.

Supervisors and students must also ensure that they have obtained ethics approval for the project before enrolling in this unit.

### Assessment

- Assessment task 1: Confirmation Process (30 minute seminar presentation and 30 minute panel meeting) 10%
- Assessment task 2: Thesis (approximately 30,000 words) and skills performance during research work 60%
- Assessment task 3: Seminar Presentation (45 minutes) 30%

### Hurdle requirement

Successful completion of the Confirmation Process is a Hurdle requirement.

## HME911 – Medicine 1A

*Enrolment modes: Medicine Semester 1: Waurin Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Semester 1 Unit Chair: Jacqueline Savard and Janet McLeod*

*Cohort rule: This unit is only available to students enrolled in H911 – Doctor of Medicine*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HME101*

*Scheduled learning activities – campus: Students are expected to attend all seminars, classes, clinical skills and problem based learning activities which will typically include the equivalent of 40 hours per week for the duration of semester incorporating clinical activities, formal teaching, personal reflection and self-directed learning.*

### Content

HME911 represents Semester 1 of Year 1 of the Doctor of Medicine (MD) course and consists of a single unit of four credit points. The unit is structured in two blocks, Human Biology and Infection, Defence and Repair, and within each block the themes of Medical Sciences and Clinical Practice, Public Health Medicine, and Ethics, Law and Professionalism are discussed. Students will also undergo a series of clinical placements in the clinical environment.

## Laptop computer requirement

Students enrolled in the MD require a wireless-enabled, personal laptop computer to undertake scheduled learning activities. 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 MD.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 are also required to hold a current Working with Children Check and will be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Assessment

Assessment in the MD course is designed to demonstrate attainment of competency across all aspects of the course. A series of assessment tasks is therefore undertaken within each block. Students must pass each block of HME911 (Human Biology and Infection, Defence and Repair), based on the cumulative outcome of the assessment tasks in each block, in order to be eligible for an overall pass grade in HME911.

Further information is available to enrolled students in the Unit Guide and Course Progression Rules.

*Note: Assessment in HME911 is an ungraded pass (UP) or Fail (N) grade only.*

## Hurdle requirement

Students must pass each block of HME911 (Human Biology and Infection, Defence and Repair) in order to be eligible for an overall pass grade in HME911.

# HME912 – Medicine 1B

*Enrolment modes: Medicine Semester 2: Waurin Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Semester 2 Unit Chair: Erik Martin and Malik Mahmood*

*Cohort rule: This unit is only available to students enrolled in H911 – Doctor of Medicine*

*Prerequisite: Must have passed HME911*

*Corequisite: Nil*

*Incompatible with: HME102*

*Scheduled learning activities – campus: Students are expected to attend all seminars, classes, clinical skills and problem based learning activities which will typically include the equivalent of 40 hours per week for the duration of semester incorporating clinical activities, formal teaching, personal reflection and self-directed learning.*

## Content

HME912 represents Semester 2 of Year 1 of the Doctor of Medicine (MD) course and consists of a single unit of four credit points. The curriculum throughout the MD course is organised into four themes: Ethics, Law and Professionalism (ELP); Public Health Medicine (PHM); Doctor and Patient (DP); and Knowledge of Health and Illness (KHI). Students will also undergo a series of clinical placements, including dedicated rural placements.

## Laptop computer requirement

Students enrolled in the MD require a wireless-enabled, personal laptop computer to undertake scheduled learning activities. 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 MD.



## Department of Human Services policy – Police Record Check and Working With Children Check

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 are also required to hold a current Working with Children Check and will be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

Assessment in the MD course is designed to demonstrate attainment of competency in biomedical and clinical knowledge, clinical skills and professional standards. Students must pass each KHI topic (50% of unit marks) and each of the DP (25% of unit marks), ELP (12.5% of unit marks) and PHM (12.5% of unit marks) themes as academic hurdles in order to be eligible for an overall pass grade in HME912.

Further information is available to enrolled students in the Unit Guide and Course Progression Rules.

*Note: Assessment in HME911 is an ungraded pass (UP) or Fail (N) grade only.*

### Hurdle requirement

Pass in each topic/theme for KHI, DP, ELP and PHM

## HME921 – Medicine 2A

*Enrolment modes: Medicine Semester 1: Waurin Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Semester 1 Unit Chair: Nicole Stupka and Prabhat Lamichhane*

*Cohort rule: This unit is only available to students enrolled in H311 – Bachelor of Medicine Bachelor of Surgery, H911 – Doctor of Medicine*

*Prerequisite: Must have passed HME912*

*Corequisite: Nil*

*Incompatible with: HME201*

*Scheduled learning activities – campus: Students are expected to attend all seminars, classes, clinical skills and problem based learning activities which will typically include the equivalent of 40 hours per week for the duration of semester incorporating clinical activities, formal teaching, personal reflection and self-directed learning.*

### Content

HME921 represents Semester 1 of the Year 2 of the Doctor of Medicine (MD) course and consists of a single unit of four credit points. The unit is structured in two blocks, Endocrine and Lifecycle and Musculoskeletal and Metabolism, and within each block the themes of Medical Sciences and Clinical Practice, Public Health Medicine, and Ethics, Law and Professionalism are discussed. Students will also undergo a series of clinical placements in the clinical environment.

### Laptop computer requirement

Students enrolled in the MD require a wireless-enabled, personal laptop computer to undertake scheduled learning activities. 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 MD.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 are also required to hold a current Working with Children Check and will be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

Assessment in the MD course is designed to demonstrate attainment of competency across all aspects of the course. A series of assessment tasks is therefore undertaken within each block. Students must pass each block of HME921 (Endocrine & Lifecycle and Musculoskeletal and Metabolism) as academic hurdles in order to be eligible for an overall pass grade in HME921.

Further information is available to enrolled students in the Unit Guide and Course Progression Rules.

*Note: Assessment in HME921 is an ungraded pass (UP) or Fail (N) grade only.*

### Hurdle requirement

Students must pass each block of HME921 (Endocrine and Lifecycle and Musculoskeletal and Metabolism) as academic hurdles in order to be eligible for an overall pass grade in HME921.

## HME922 – Medicine 2B

*Enrolment modes: Medicine Semester 2: Waurin Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Semester 2 Unit Chair: Melanie Sullivan-Gunn and Tamara Browne*

*Cohort rule: This unit is only available to students enrolled in H311 – Bachelor of Medicine Bachelor of Surgery, H911 – Doctor of Medicine*

*Prerequisite: Must have passed HME921*

*Corequisite: Nil*

*Incompatible with: HME202*

*Scheduled learning activities – campus: Students are expected to attend all seminars, classes, clinical skills and problem based learning activities which will typically include the equivalent of 40 hours per week for the duration of semester incorporating clinical activities, formal teaching, personal reflection and self-directed learning.*

### Content

HME922 represents Semester 2 of Year 2 of the Doctor of Medicine (MD) course and consists of a single unit of four credit points. The unit is structured in two blocks: Brain and Behaviour, and Transition to Clinical Practice. Within each block the three themes of Medical Sciences and Clinical Practice, Public Health Medicine, and Ethics, Law and Professionalism are explored. Students will also undergo a series of clinical placements, including dedicated rural placements.

### Laptop computer requirement

Students enrolled in the MD require a wireless-enabled, personal laptop computer to undertake scheduled learning activities. 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 MD.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 are also required to hold a current Working with Children Check and will be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

Assessment tasks include written tasks, examinations, and practical activities in which students can demonstrate their knowledge, skills and competency across all domains of the curriculum.

*Note: Assessment in HME922 is an ungraded pass (UP) or Fail (N) grade only.*

### Hurdle requirement

Students must pass two hurdles to be eligible for an overall pass grade in HME922:

1. Cumulative performance across a series of written and practical assessment tasks, and
2. The Objective Structured Clinical Examination (OSCE).

Students must pass each of the two assessment hurdles in order to be eligible for an overall pass grade in HME922.

Further information is available to enrolled students in the Unit Guide and Course Guide.

## HME931 – Medicine 3A

*Enrolment modes: Medicine Semester 1: Waurin Ponds (Geelong)^*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Semester 1 Unit Chair: Karen Dwyer*

*Cohort rule: This unit is only available to students enrolled in H311 – Bachelor of Medicine Bachelor of Surgery, H911 – Doctor of Medicine*

*Prerequisite: HME922*

*Corequisite: Nil*

*Incompatible with: HME301*

*Scheduled learning activities – campus: Students are expected to attend all rotation requirements which will typically include the equivalent of 40 hours per week for the duration of each rotation (6 x 7 week rotations) which incorporates clinical activities, formal teaching, personal reflection and self-directed learning.*

## Content

HME931 represents the first half (Semester 1) of Year 3 of the Doctor of Medicine (MD) course. The two semesters of Year 3 are combined into an integrated year-long program of study of 8 credit points. Students are attached to one of five clinical schools to further develop their knowledge and skills in clinical medicine. Students will either rotate through the clinical disciplines of Medicine, Surgery, Children's Health and Women's Health, at hospitals and other clinical sites, or are attached to a rural general practice where the exposure to each of the rotations is conducted longitudinally in an integrated manner. For all students, a period of placement at a rural site is a requirement.

The grading of HME931 is combined with HME932 so that a year grade is awarded only after assessments in all rotations and themes have occurred at the end of the year.

*Note:*

1. *^Students enrol at Waurin Ponds (Geelong) but will be based at one of the following Clinical Schools: Eastern Health, Geelong, Rural Community, Warrnambool or Ballarat.*
2. *The third year of the Doctor of Medicine (MD) course consists of two integrated semester units of four credit points each (HME931 and HME932). Students must complete both units in sequence in order to successfully transition to the fourth year of the course.*
3. *Upon completion of HME931 students are awarded an initial grade of RP (Result not applicable) and are graded for both units at the completion of HME932.*

## Laptop computer requirement

Students enrolled in the MD require a wireless-enabled, personal laptop computer to undertake scheduled learning activities. 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 MD.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 are also required to hold a current Working with Children Check and will be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Assessment

Students are required to satisfactorily complete all hurdles of HME931-932 (OSCE, Knowledge Test, Research Scholar Program and Workplace-based Assessments) to progress to HME941. Students are required to meet the attendance requirements of each of the six clinical rotations or the longitudinal clerkship during HME931 and HME932

Further information is available to enrolled students in the Unit Guide and Course Progression Rules.

## Pre-reading

Students who are accepted into H911 Doctor of Medicine 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.

# HME932 – Medicine 3B

*Enrolment modes: Medicine Semester 2: Waurm Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Semester 2 Unit Chair: Karen Dwyer*

*Cohort rule: This unit is only available to students enrolled in H311 – Bachelor of Medicine Bachelor of Surgery, H911 – Doctor of Medicine*

*Prerequisite: Must have passed HME931*

*Corequisite: Nil*

*Incompatible with: HME302*

*Scheduled learning activities – campus: Students are expected to attend all rotation requirements which will typically include the equivalent of 40 hours per week for the duration of each rotation (6 x 7 week rotations) which incorporates clinical activities, formal teaching, personal reflection and self-directed learning.*

## Content

HME932 represents the second half (Semester 2) of Year 3 of the Doctor of Medicine (MD) course. The two semesters of Year 3 are combined into an integrated year-long program of study of 8 credit points. Students are attached to one of five clinical schools to further develop their knowledge and skills in clinical medicine. Students will either rotate through the clinical disciplines of Medicine, Surgery, Children's Health and Women's Health, at hospitals and other clinical sites, or are attached to a rural general practice where the exposure to each of the rotations is conducted longitudinally in an integrated manner. For all students, a period of placement at a rural site is a requirement.

*Note:*

- 1. ^ Students enrol at Waurm Ponds (Geelong) but will be based at one of the following Clinical Schools: Eastern Health, Geelong, Rural Community, Warrnambool or Ballarat.*
- 2. The third year of the Doctor of Medicine course consists of two integrated semester units of four credit points each (HME931 and HME932). Students must complete both units in sequence in order to successfully transition to the fourth year of the course.*
- 3. Upon completion of HME931 students are awarded an initial grade of RP (Result not applicable) and are graded for both units at the completion of HME932.*

## Laptop computer requirement

Students enrolled in the MD require a wireless-enabled, personal laptop computer to undertake scheduled learning activities. 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 MD.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 are also required to hold a current Working with Children Check and will be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Assessment

Students are required to satisfactorily complete all hurdles of HME931-932 (OSCE, Knowledge Test, Research Scholar Program and Workplace-based Assessments) to progress to HME941. Students are required to meet the attendance requirements of each of the six clinical rotations or the longitudinal clerkship during HME931 and HME932.

Further information is available to enrolled students in the Unit Guide and Course Progression Rules.

## Pre-reading

Students who are accepted into H911 Doctor of Medicine 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.

## HME941 – Medicine 4A

*Enrolment modes: Medicine Semester 1: Waurin Ponds (Geelong)^*

*Credit point(s): 4*

*Semester 1 Unit Chair: Karen Dwyer*

*Cohort rule: This unit is only available to students enrolled in H911 – Doctor of Medicine*

*Prerequisite: Must have passed HME932*

*Corequisite: Nil*

*Incompatible with: HME401*

*Scheduled learning activities – campus: Students are expected to attend all rotation requirements which will typically include the equivalent of 40 hours per week for the duration of each rotation (6 x 5 week rotations) which incorporates clinical activities, formal teaching, personal reflection and self-directed learning.*

### Content

In Year 4 HME941 and HME942, students undertake a clinical attachment to one of four clinical schools. Throughout year 4, students undertake five rotations at hospitals and other sites attached to the clinical schools: Emergency Medicine, Aged Care/Palliative Care/Rehabilitation, Intensive Care/Anaesthetics, Mental Health and General Practice, as well as an Extended Studies Program, an Elective and the Pre-Internship. Students are also required to complete a period of placement at a rural site.

*Note: ^ Students enrol at Waurin Ponds (Geelong) but will be based at one of the following Clinical Schools; Eastern Health, Geelong, Warrnambool or Ballarat.*

The fourth year of the Doctor of Medicine course consists of two semester units of four credit points each (HME941 and HME942), which are combined into a single unit of eight credit points.

### Laptop computer requirement

Students enrolled in the MD require a wireless-enabled, personal laptop computer to undertake scheduled learning activities. 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 MD.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 are also required to hold a current Working with Children Check and will be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

Students are required to satisfactorily complete all rotations and must pass each theme, rotation and the HME941 Objective Structured Clinical Examination. Students are required to meet the attendance requirements of each of the clinical rotations during HME941 and to demonstrate competence in clinical assessments and other assessment tasks.

Further information is available to enrolled students in the Unit Guide and Course Progression Rules.

## HME942 – Medicine 4B

*Enrolment modes: Medicine Semester 2: Waurin Ponds (Geelong)^*

*Credit point(s): 4*

*Semester 2 Unit Chair: Karen Dwyer*

*Cohort rule: This unit is only available to students enrolled in H911 – Doctor of Medicine*

*Prerequisite: Must have passed HME941*

*Corequisite: Nil*

*Incompatible with: HME402*

*Scheduled learning activities – campus: Students are expected to attend all rotation requirements which will typically include the equivalent of 40 hours per week for the duration of each rotation (6 x 5 week rotations) which incorporates clinical activities, formal teaching, personal reflection and self-directed learning.*



## Content

In Year 4 HME941 and HME942, students undertake a clinical attachment to one of four clinical schools. Throughout year 4, students undertake five rotations at hospitals and other sites attached to the clinical schools: Emergency Medicine, Aged Care/Palliative Care/Rehabilitation, Intensive Care/Anaesthetics, Mental Health and General Practice, as well as an Extended Studies Program, an Elective and the Pre-Internship. Students are also required to complete a period of placement at a rural site.

*Note: Students enrol at Waurin Ponds (Geelong) but will be based at one of the following Clinical Schools: Eastern Health, Geelong, Warrnambool or Ballarat.*

The fourth year of the Doctor of Medicine course consists of two semester units of four credit points each (HME941 and HME942), which are combined into a single unit of eight credit points.

## Laptop computer requirement

Students enrolled in the MD require a wireless-enabled, personal laptop computer to undertake scheduled learning activities. 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 MD.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 are also required to hold a current Working with Children Check and will be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Assessment

Students are required to meet the attendance requirements of each of the elective/selective/pre-internship rotations and to demonstrate competence in clinical knowledge, skills and professionalism.

Further information is available to enrolled students in the Unit Guide and Course Progression Rules.

## HMF701 – Agricultural Health and Medicine

*Enrolment modes: Trimester 1: Residential*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Susan Brumby*

*Campus contact: Susan Brumby, Director, National Centre for Farmer Health, Telephone: +61 3 5551 8460, email: [susan.brumby@deakin.edu.au](mailto:susan.brumby@deakin.edu.au)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This unit will run in residential mode from Monday 26 February to Friday 2 March 2018.*

*\* Location: The Auditorium, Western District Health Service, Foster Street, Hamilton, VIC, 3300. Will include trips to local agricultural workplaces during the week. There are 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 with the National Centre for Farmer Health (NCFH) staff.*

*In-person attendance requirements: This unit will run in residential mode from Monday 26 February to Friday 2 March 2018.*

*\* Location: The Auditorium, Western District Health Service, Foster Street, Hamilton, VIC, 3300. Will include trips to local agricultural workplaces during the week. There are 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 with the National Centre for Farmer Health (NCFH) staff.*

## 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. Increasing knowledge of these factors will improve the effectiveness of current strategies aimed at improving the health outcomes of farming communities and the agricultural workforce.

*Note: Scholarships are available for this unit, please refer to the Farmer Health website.*

## Assessment

- Assessment task 1: Multiple-choice test 20%
- Assessment task 2: Group development of materials and online participation 25%
- Assessment task 3: Cloud (online) multiple-choice test 20%
- Assessment task 4: Written review exercise 35%

## HMF702 – Healthy and Sustainable Agricultural Communities

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jacque Cotton*

*Campus contact: Susan Brumby, Director, National Centre for Farmer Health, Telephone: +61 3 5551 8460, email: [susan.brumby@deakin.edu.au](mailto:susan.brumby@deakin.edu.au)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## 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.

*Note: Scholarships are available for this unit, please refer to the Farmer Health website.*

## Assessment

- Assessment task 1: Written assignment (2500 to 3000 words) 40%
- Assessment task 2: Online test (45 minutes) 20%
- Assessment task 3: Cloud (online) exercises (comprising input to online discussions 10% and case studies 10%) 20%
- Assessment task 4: Short answer assignment (1000 words) 20%

## HMH401 – Developing Research Skills

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Jeffrey Craig*

*Cohort rule: Must be enrolled in H413 Bachelor of Health and Medical Sciences (Honours)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Nil*

## 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

- Assessment task 1: Literature review (3000 words) 50%
- Assessment task 2: Research proposal (1500–2000 words) 25%
- Assessment task 3: Oral presentation of final research findings (15 minutes for presentation, 5 minutes question time) 25%

## HMH402 – Honours Research Project

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 2 Unit Chair: John Stambas*

*Cohort rule: Must be enrolled in H413 Bachelor of Health and Medical Sciences (Honours)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Nil*

### 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

Assessment task 1: Thesis (12,000 words) 100%

The unit places a strong emphasis on developing the student's understanding of various statistical tests by which to analyse research data, including relevant software. It will also emphasise appropriate professional practice in the workplace and compliance with regulatory authorities.

### Assessment

- Assessment task 1: Statistics in research (20 question quiz) 20%
- Assessment task 2: Written assignment on critiquing research case studies (1500 words) 30%
- Assessment task 3: Written assignment on designing and analysing a research study (2500 words) 50%

## HMH810 – Research Communication

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Tania de Koning-Ward*

*Trimester 2 Unit Chair: Tania de Koning-Ward*

*Cohort rule: Must be enrolled in H800 Master of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 44 hours of intensive classroom activity.*

### Content

This unit will engage students to learn and develop communication skills that are fundamental for a career in research but which will also have broad application in careers other than research. The topics that will be covered include developing effective written and verbal communication skills to interpret and transmit a body of knowledge in the discipline of medical research to specialist and non-specialist audiences, and will incorporate how social media can be used to communicate research and build a researcher's profile. It will include written presentations of a literature review and the research project as well as a verbal presentation of the research proposal.

## HMH800 – Research Design

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ken Walder*

*Trimester 2 Unit Chair: Ken Walder*

*Cohort rule: Must be enrolled in H800 Master of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 22 hours of intensive classroom activity.*

### Content

This unit will complement the teaching given by the research supervisor. In this unit, students will learn how to design a research project, how to formulate a research hypothesis and develop aims along with appropriate study design to test the hypothesis.

## Assessment

- Assessment task 1: Research Overview (Poster presentation), 20%
- Assessment task 2: Communication via social media (4 x 140 words), 10 %
- Assessment task 3: Written Literature Review (4000 words), 50%
- Assessment task 4: Oral presentation (20 minute presentation, 5 minute question time), 20%

## Hurdle requirement

- Oral presentation (10 minute presentation, 3 minutes question time)
- Oral presentation (3 minutes), to be completed individually.

## HMH811 – Research Interpretation and Integrity

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tania de Koning-Ward*

*Cohort rule: Must be enrolled in H800 Master of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 22 hours of intensive classroom activity.*

## Content

This unit will complement the Research supervision process, engaging students in the philosophies, ethics and principles of research integrity. It will also provide students with the skills to be able to critically analyse literature in their chosen area of medical research for their strengths and weaknesses.

## Assessment

- Assessment task 1: Written assignment – ethics (2000 words) 50%
- Assessment task 2: Written essay – critical evaluation (2000 words) 50%

## Hurdle requirement

Research Ethics training and Research Integrity training.

## HMH812 – Research Thesis

*Enrolment modes: Students will be enrolled on a quarterly basis throughout the calendar year and will work continuously on their research project over the two-year period. Students will be eligible for four weeks leave per year.*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Cohort rule: Must be enrolled in H800 Master of Philosophy*  
*Unit chair: Tania De Koning-Ward*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: At least 36 hours per week for full time study, with regular contact with supervisors*

## Content

This Unit entails conducting detailed independent research under the guidance of supervisors. The student is required to work closely with advice from their supervisor. The research is to be undertaken within two calendar years, full-time duration or equivalent. The research topics on offer are broad and are subject to the availability of an appropriate supervisor. The topic selected by the student should relate to the discipline of their prior study (eg. third year undergraduate degree). At the end of this Unit the student will be required to submit a major research thesis, in which they will present the knowledge and findings gained through their research investigation in their chosen field. The thesis will be examined by at least two examiners

## Assessment

Major Thesis (between 30,000–40,000 words, including bibliography, appendices and any notes) 100%.

## Hurdle requirement

Confirmation of Candidature.

## HMH813 – Research Thesis

*Enrolment modes: Students will be enrolled on a quarterly basis throughout the calendar year and will work continuously on their research project over the two-year period. Students will be eligible for four weeks leave per year.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: Must be enrolled in H800 Master of Philosophy*

*Unit chair: Tania De Koning-Ward*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: At least 36 hours per week for full time study, with regular contact with supervisors.*

### Content

This Unit entails conducting detailed independent research under the guidance of supervisors. The student is required to work closely with advice from their supervisor. The research is to be undertaken within two calendar years, full-time duration or equivalent. The research topics on offer are broad and are subject to the availability of an appropriate supervisor. The topic selected by the student should relate to the discipline of their prior study (eg. third year undergraduate degree). At the end of this Unit the student will be required to submit a major research thesis, in which they will present the knowledge and findings gained through their research investigation in their chosen field. The thesis will be examined by at least two examiners

### Assessment

Major Thesis (between 30,000–40,000 words, including bibliography, appendices and any notes) 100%.

### Hurdle requirement

Confirmation of Candidature.

## HMH900 – Research Design

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong), Cloud*

*Trimester 2: Waurin Ponds (Geelong), Cloud*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ken Walder*

*Cohort rule: Must be enrolled in one of courses H800, H860, H900, H940 or H960*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit will complement the teaching given by the research supervisor. In this unit, students will learn how to design a research project, how to formulate a research hypothesis and develop aims along with appropriate study design to test the hypothesis. The unit places a strong emphasis on developing the student's understanding of various statistical tests by which to analyse research data, including relevant software. It will also emphasise appropriate professional practice in the workplace and compliance with regulatory authorities.

*Note: New unit 2017*

### Assessment

- Assessment task 1: Statistics in research (20 question quiz) 20%
- Assessment task 2: Written assignment on critiquing research case studies (1500 words) 30%
- Assessment task 3: Written assignment on designing and analysing a research study (2500 words) 50%

## HMI101 – Medical Radiation Science 1

*Enrolment modes: Semester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Peter Riley*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: Nil*

*Corequisite: HMI102, HMI103*

*Incompatible with: Nil*



*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour simulation per week, and 1 x 1 hour problem based learning seminar per week*

## Content

This introductory unit establishes and relates first principles from classical and radiation physics, radiobiology, electrostatics and electro magnetism to medical imaging technology and diagnostic procedures concerned with the use of ionising radiations for medical and dental use.

The essential themes of discipline based content presented in this unit include: principles and theory of atomic structure; generic characteristics of electromagnetic radiations; x-ray production and emission; essential interactions between x-rays, matter and biological tissues; the characteristics of absorption scatter and attenuation of x-rays; filtration, shielding and detection of x-rays; exposure control and regulation.

The unit features problem based laboratory and radiation simulation exercises to facilitate learning and practical integration.

The laboratory and simulation component involves interactive exercises involving:

1. Development of the ideas of energy deposition in matter by radiation;
2. Consideration of the principles of radiation protection and the statutory requirements of medical x-ray examination system designs.
3. Practical simulations involving the complex technical relationships that exist between x-ray image formation, basic design of x-ray tubes and high voltage generating systems, image processing chains and computerised and digital imaging systems.

## Assessment

- Assessment task 1: Laboratory test (1 hour) 25%
- Assessment task 2: Portfolio (1000 words) 25%
- Assessment task 3: End of semester written examination (2 hours) 50%

## Prescribed texts

Bushong, S.C. (2012) Radiologic Science for Technologists: Physics, Biology, and Protection, (10th edition), ISBN: 978-0-32308135-1

Dendy, P.P & Heaton, B. (2012) Physics for Diagnostic Radiology, (3rd edition), ISBN: 978-1-42008315-6

# HMI102 – Foundation Principles and Application of Medical Imaging 1

*Enrolment modes: Semester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Greg Van Egmond*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: Nil*

*Corequisite: HMI101, HMI103*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour simulation per week, and 1 x 1 hour problem based learning seminar per week*

## Content

This is a foundation unit that requires students to assimilate and consolidate foundation themes from human biology specifically the genetic, anatomical and physiological disciplines related to diagnostic radiology and medical imaging theory and practice. Initial emphasis is on foundation principles of biochemistry, cellular biology and tissue histology developed with a combined study of clinically focussed anatomy, integrated with essential physiology. The unit then adopts a regional approach to introduce the specialised language and application of anatomical terminology to general surface anatomy and medical imaging practice. This approach is combined with a structural and spatial approach that emphasises the surface and internal relationships of the various organ systems.

The unit concludes with a regional focus and systematic study of the anatomical arrangement, component parts, essential physiology, and developmental maturation of the post-natal appendicular skeletal components (bones and joints) with comparative analysis of normal appearances and common variants routinely encountered on radiographic images.

## Assessment

- Assessment task 1: Mid-semester test (1 hour) 15%
- Assessment task 2: Practical test (1 hour) 25%
- Assessment task 3: Image (observation, recognition and analysis) test (1 hour) 20%
- Assessment task 4: End of semester written examination (2 hours) 40%

## Prescribed texts

Gunn C. (2007) *Bones and Joints: A Guide for Students*, (5th edition), Churchill Livingstone, ISBN: 0-443-10276-7

Moore K. L. & Dalley A. F. (2010) *Clinically Oriented Anatomy*, (6th edition), Lippincott, Williams & Wilkins, ISBN: 9780781775250

Martini (2014) *Fundamentals of Anatomy & Physiology*, (Latest Edition), ISBN: 978-1-29207487-0

van Egmond & D'Orsa-King (2014) *HMI102 – Foundational Principles of Medical Imaging 1*

Ronald L. Eisenberg MD JR FACR, Nancy M. Johnson Med RT (2011) *Comprehensive Radiographic Pathology*, (5th edition), ISBN: 978-0-32307847-4

## HMI103 – Medical Imaging Practice 1

*Enrolment modes: Semester 1: Waurn Ponds (Geelong) and clinical placement sites*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: James Bainbridge*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: Nil*

*Corequisite: HMI102*

*Incompatible with: Nil*

*Scheduled learning activities – campus: For 13 weeks: 1 x 2 hour class per week, 1 x 2 hour simulation per week, 1 x 1 hour problem based learning seminar per week*

*For 3 weeks: 40 hours of clinical placement per week*

## Content

This foundation unit initiates the clinical skills based developmental continuum of the 'Medical Imaging Professional'. Students formally begin the four-year prescribed sequence, progressing through the various stages of novice to expert culminating on completion in registration and licensed practice.

Students are introduced to the requirements and responsibilities of the 'Australian Health Care System and the Health Care Professional' both in the wider health community and also in the regionally focussed emphasis of the Deakin Medical Imaging program emphasising the principles of patient centred, multi-disciplinary health care and team focussed delivery practices related to diagnostic imaging.

Students are also introduced to the essential ethics, medico-legal issues, safe practice and interpersonal and therapeutic communication strategies commonly adopted in the health care field.

This unit emphasises a simulated practice component designed to integrate the theoretical principles and practice of patient care with the imaging techniques and safe practice requirements of the use of ionising radiation required to perform radiographic examinations of the limbs and the torso.

The simulated practice component progresses to limited supervised clinical involvement that will enable students to apply these principles across a range of specified examinations.

The unit concludes with a consideration of the normal surface and gross anatomical relationships of the major skeletal and soft tissue structures of the thorax, abdomen and limbs.

## Assessment

- Assessment task 1: Lab Reflective Portfolio (500 words) 10%
- Assessment task 2: Self-reflection on professional behaviour (2 page form) Pass/fail
- Assessment task 3: Pre-recorded Image Critique Presentation (4 minutes x 3 images = 12 minutes total) 15%
- Assessment task 4: Clinical Reflective Portfolio (700 words) 15%
- Assessment task 5: Clinical Placement – Pass/fail
- Assessment task 6: End of semester written examination (2 hours) 60%

## Prescribed texts

Bontrager, K. L., & Lampignano, J. (2013). *Textbook of radiographic positioning and related anatomy*. (8th edition) Elsevier Health Sciences, ISBN: 9780323083881

Martensen, K. M. (2014). *Radiographic image analysis*. (4th edition) Elsevier Health Sciences, ISBN: 9780323280525

# HMI104 – Foundation Principles and Application of Medical Imaging 2

*Enrolment modes: Semester 2: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Gregory van Egmond*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI101, HMI102, HMI103*

*Corequisite: HMI105*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 300 hours over the semester undertaking teaching, learning and assessment activities, including a minimum of 6–8 hours per week of classroom based activities, simulation/laboratory activities and PBL sessions*

## Content

This unit introduces the study of essential pathogenic processes and how these influence the structure and function of human body systems in health and disease. It then introduces the anatomical arrangement, spatial and topographic features and physiological significance of the cardio pulmonary, respiratory, renal, haematopoietic, gastrointestinal and reproductive systems.

The unit adopts a PBL approach with associated mini-cases in consideration of common conditions and pathologic processes encountered in the organ systems specified in the unit

The unit develops an in depth understanding of the normal structural and functional relationships of the components of the axial skeleton, vertebral column and bony thorax. The 'Normal-Abnormal' axis of clinical and radio logically significant appearances are also systematically analysed related to case based materials in the context of the contribution of skeletal-muscular imaging to case management.

## Assessment

- Assessment task 1: Mid-semester test (1 hour) 15%
- Assessment task 2: Problem Based Learning (PBL): Case report (2000 words) 20%
- Assessment task 3: Image recognition evaluation and quality assurance test (1 hour) 15%
- Assessment task 4: Clinical case report (2000 words) 20%
- Assessment task 5: End of semester written examination (2 hours) 30%

## Prescribed texts

Please note: Older versions of the following textbooks are acceptable and can be used in HMI104 study. The most up-to-date versions of these books are listed only in case you are going to buy these for the first time and want the newest. Please consult with the Unit chair before purchasing all these textbooks – as there may be recommendations.

Eisenberg, R. L. (2015), Comprehensive Radiographic Pathology, 6th Edition, Elsevier Mosby, St Louis, Missouri, ISBN: 9780323353243

Gunn C. (2018), Bones and Joints: A Guide for Students, 7th Edition, Churchill Livingstone, ISBN: 9780702071737

Moore K. L., Dalley A. F. & Agur A. M. R. (2017), Clinically Oriented Anatomy, 8th Edition, Lippincott, Williams & Wilkins, ISBN: 978-1496347213

Martini et al (2018) Fundamentals of Anatomy & Physiology, 11th Edition, Pearson ISBN: 9781488687488.  
Martini (2014) Fundamentals of Anatomy & Physiology, (Latest Edition), ISBN: 978-1-29207487-0

# HMI105 – Medical Imaging Practice 2

*Enrolment modes: Semester 2: Waurin Ponds (Geelong) and clinical placement sites*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: James Bainbridge*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI101, HMI102, HMI103*

*Corequisite: HMI104*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*For 12 weeks: 1 x 2 hours class per week, 1 x 2.5 hours simulation per week, 1 x 1.5 hours problem based learning seminar per week.*

*For 3 weeks: 35 hours of clinical placement per week.*

## Content

This unit represents stage two of the novice to practitioner developmental continuum and furthers the principles of patient centred and team based approaches to clinical practice. It adopts problem based and case based simulations to formalise patient management principles in medical imaging examination protocols.

This component of the unit is integrated with simulated practice scenarios involving exposure selection; dose calculation and safe radiation practice procedures so that competent operation, performance and quality assurance measures are implemented when using diagnostic imaging equipment.

Simulated clinical examinations and supervised clinical exposure to patients will enable students to apply these principles across a range of examinations involving the shoulder and pelvic girdles, the vertebral column, the bony thorax and respiratory system, and the plain abdomen.

The unit concludes with an introduction to normal surface and gross anatomical relationships of the major skeletal and soft tissue structures of the head, neck, thorax, abdomen and pelvis.

## Assessment

- Assessment task 1: Group oral presentation (10 minutes) and abstract (250 words) 20%
- Assessment task 2: Pre-recorded presentation (4 minutes) 10%
- Assessment task 3: Clinical reflective portfolio (700 words) 10%
- Assessment task 4: Clinical placement Pass/fail
- Assessment task 5: End of semester OSCE (10 stations) 25%. Passing 7 out of 10 OSCE stations and achieving an overall pass mark for the OSCEs
- Assessment task 6: End of semester written examination (2 hours) 35%

## Hurdle requirement

- Professionalism Report Pass/Fail
- Assessment task 2: Clinical placement Pass/fail
- Assessment task 5: End of semester OSCE (10 stations) 25%. Passing 7 out of 10 OSCE stations and achieving an overall pass mark for the OSCEs

## Prescribed texts

Bontrager, K. L., & Lampignano, J. (2013). Textbook of radiographic positioning and related anatomy. (8th edition) Elsevier Health Sciences, ISBN: 9780323083881

Martensen, K. M. (2014). Radiographic image analysis. (4th edition) Elsevier Health Sciences, ISBN: 9780323280525

# HMI201 – Medical Radiation Science 2

*Enrolment modes: Medicine Semester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Peter Riley*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: HMI101*

*Corequisite: HMI202 and HMI203*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 150 hours over the semester undertaking teaching, learning and assessment activities, including a minimum of four hours per week of classroom based activities, simulation/laboratory activities and PBL sessions*

## Content

This unit develops the essential understanding of the technical and physical principles that underpin practices of medical image capture, processing, display and archival storage. It embraces computer applications in medical radiation science and diagnostic systems including digital imaging, image processing and information database practises. The role of the human observer in the image processing chain is considered in the context of digital image processing, computer interfaces, medical image formats, the Dicom standard, image compression and the hospital Picture Archiving and Communication System (PACS). These concepts are applied to advanced imaging modalities and their underlying physical principles of operation, including Digital Subtraction Angiography, Mammography, Ultrasound, Computer Tomography and Magnetic Resonance Imaging.

## Assessment

- Assessment task 1: Image recognition, evaluation and quality assurance test (1 hour) 25%
- Assessment task 2: Evidence based practice portfolio (1000 words) 25%
- Assessment task 3: End of semester written examination (2 hours) 50%

## Prescribed texts

Dendy, P.P & Heaton, B. (2012) Physics for Diagnostic Radiology, (3rd edition), ISBN: 978-1-42008315-6

Carlton, Adler (2013) Principles of Radiographic Imaging: An Art and a Science, (5th edition), ISBN: 978-1-133-70276-4

# HMI202 – Foundation Principles and Application of Medical Imaging 3

*Enrolment modes: Medicine Semester 1: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Boris Penchev*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: HMI104 and HMI105*

*Corequisite: HMI201 and HMI203*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 150 hours over the semester undertaking teaching, learning and assessment activities for the unit, including a minimum of four hours per week of classroom based activities, simulation/laboratory activities and PBL sessions*

## Content

This unit extends the knowledge acquired in year one of the Medical Imaging Course. It introduces the:

- anatomy, physiology, pathology and radiographic pathology of the abdominopelvic cavity and its organs and systems;
- anatomy of skull and facial bones; and
- contrast media applications in medical imaging.

The unit emphasises:

- radiographic and basic ultra sonographic anatomy;
- radiographic presentations of physiological processes;
- radiographic pathology;
- contrast applications, distribution, elimination, complications and management;
- diagnostic and interventional vascular imaging;
- integration of the above in analysis of medical images in terms of:
  - image quality and contents;
  - diagnosis, differential diagnoses and complications;
  - need of complementary medical imaging examinations;
  - medical imaging assisted therapeutic procedures

## Assessment

- Assessment task 1: Mid semester written test – 1 hour + 10 minutes reading time. 30% of final grade.
- Assessment task 2: Group presentation of a comparative report of two clinical cases. 15 minute duration. 20% of final grade.
- Assessment task 3: End of semester written examination – 2 hours + 15 min reading time. 50% of final grade.

## Prescribed texts

Gunn C. (2007) *Bones and Joints: A Guide for Students*, (5th edition), Churchill Livingstone, ISBN: 0-443-10276-7

Moore K. L. & Dalley A. F. (2010) *Clinically Oriented Anatomy*, (6th edition), Lippincott, Williams & Wilkins, ISBN: 9780781775250

Eisenburg R.L. & Johnson N.M. (2015) *Comprehensive Radiographic Pathology*, (6th edition), Elsevier, ISBN: 9780323353243.

Martini F. H, Nath J.L & Bartholomew E.F (2018) *Fundamentals of Anatomy & Physiology*, (11th edition), Pearson, ISBN: 9781292074870.

The Martini textbook comes bundled with Martini's Atlas of the Human Body at no extra charge. Perhaps this would be a suitable alternative for the Gilroy title seen in the recommended learning resources below.

# HMI203 – Medical Imaging Practice 3

*Enrolment modes: Semester 1: Waurn Ponds (Geelong) and clinical placement sites*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gail Powe*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: HMI105 and HMI104*

*Corequisite: HMI201 and HMI202*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour simulation per week, 1 x 1 hour problem based learning seminar per week and a 4-week clinical placement*

## Content

This unit furthers the developmental sequence of student progression through the novice to expert continuum. Initially it provides students with the foundation elements of contrast and therapeutic imaging related to examinations of the gastrointestinal genito-urinary and hepato-biliary system with technical emphasis on the management of both fixed and mobile digital fluoroscopic systems. This approach is clinically integrated with consideration of the role of the radiographer/technologist in managing and implementing protocols that direct these procedures.



Stage two of the unit initiates the development of the broader general radiographic skills required for modified positioning of the vertebral skeleton with emphasis on the radiography of the upper cervical region leading to the plain radiography of the skull and facial bones inclusive of planar dental imaging (OPG).

Simulated practice and supervised clinical exposure to patients will enable students to apply these principles across a wide range of examinations.

Stage three of the unit introduces the basic principles and analytic approaches involved in the systematic interpretation of radiographic images. Students will initially consolidate their understanding of the normal appearances and common variants of the axial and appendicular skeleton, chest and abdominal structures. The process will be developed to extend their recognition capability to identify imaging appearances consistent with common types of abnormalities consistent with clinical cases that commonly present in practices in regional and rural locations.

## Assessment

- Assessment task 1: Clinical Reflective Portfolio (700 words) 10%
- Assessment task 2: Literature review 20%
- Assessment task 3: Pre-recorded Procedural Case Review Presentation (12 minutes) 20%
- Assessment task 4: End of semester written examination (2 hours) 50%

## Hurdle requirement

- Passing the Clinical Placement is a pass/fail Hurdle requirement
- Completing and passing a Self-Reflection on Professional Behaviour is a pass/fail Hurdle requirement

## Prescribed texts

Carver E. & Carver B. (2006) Medical imaging, Churchill Livingstone, Edinburgh

Weller B. (2005) Bailliere's Nurses' Dictionary: for nurses and health care workers, Bailliere Tindall

# HMI204 – Foundation Principles and Application of Medical Imaging 4

*Enrolment modes: Medicine Semester 2: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Gregory Van Egmond*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI201, HMI202 and HMI203*

*Corequisite: HMI205*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 150 hours over the semester undertaking teaching, learning and assessment activities, including a minimum of four hours per week of classroom based activities, simulation/laboratory activities and PBL sessions.*

## Content

This unit offers an emphasis on organ systems integrating the anatomy, physiology and pathology of the nervous and endocrine systems. This approach is extended to include analysis of routine sectional CT and MR appearances of the normal brain, pituitary region, orbit and organs of hearing balance and equilibrium.

Common conditions encountered during routine CT and MR of the head and neck such as trauma of the skull and facial bones and cervical spine, demyelinating diseases and tumours of the brain and their image characteristics critically analysed and discussed.

## Assessment

- Assessment task 1: Image Anatomy and Image Analysis Folio (2000–2500 words inclusive of images) 30%
- Assessment task 2: Written assignment (1500 words) 20%
- Assessment task 3: End of semester written examination MCQ, SAQ, and longer essay question (2 hours) 50%

## Prescribed texts

Gunn C. (2007) Bones and Joints: A Guide for Students, (5th edition), Churchill Livingstone, ISBN: 0-443-10276-7

Moore K. L. & Dalley A. F. (2010) Clinically Oriented Anatomy, (6th edition), Lippincott, Williams & Wilkins, ISBN: 9780781775250

# HMI205 – Medical Imaging Practice 4

*Enrolment modes: Semester 2: Waurin Ponds (Geelong) and clinical placement sites*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Gail Powe*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI201, HMI202 and HMI203*

*Corequisite: HMI204*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 150 hours over the semester undertaking teaching, learning and assessment activities for the unit, including a 4-week clinical placement, which is supported through online technologies, contributing to the MRPBA competencies and capabilities framework required by the course accreditation body, AHPRA.*

## Content

This unit furthers the sequence of student progression through the novice to expert continuum. It provides students with a foundation to consent challenges in medical imaging and extends students in their practice of general radiography with respect to accident and emergency, paediatric and geriatric patient presentations. The unit also provides a comprehensive introduction to the foundation elements required in mammography and digital vascular angiography (arterial, venous, cardiac, coronary and interventional).

There is also an emphasis on accident and emergency medical imaging, with an on-going development of broader general radiographic skills requiring modified positioning of the appendicular and axial skeleton and also extended work on the radiography of the skull including dental imaging. There is an emphasis on the mobile imaging techniques used to accommodate clinical and technical challenges when imaging in paediatric and geriatric populations.

Simulated practice and supervised clinical exposure to patients will enable students to apply these principles across a wide range of examination systems and emphasise the professional role of the radiographer in managing these systems and implementing the procedures.

Student recognition capability will be extended in identifying imaging appearances of the common types of abnormalities seen in clinical cases that present in practices in regional and rural locations.

## Assessment

- Assessment task 1: Clinical placement, Pass/Fail, Hurdle requirement
- Assessment task 2: Clinical Reflective Portfolio (700 words) 10%
- Assessment task 3: Literature Review (1500 words) 15%
- Assessment task 4: Pre-recorded Procedural Case Review (10 minutes) 15%
- Assessment task 5: Self-reflection on professional behaviour hurdle (School of Medicine, Professionalism Report), Pass/Fail
- Assessment task 6: End of semester written examination (2 hours) 30%
- Assessment Task 7: End of semester OSCE, 10 stations, Pass/Fail 30%,

## Hurdle requirement

- Assessment task 1: Clinical placement, Pass/Fail, Hurdle requirement
- Assessment task 5: Professional Competence Forms A and B
- Assessment task 7: OSCE Pass

## Prescribed texts

Carver E & Carver B. (2006) Medical imaging, Churchill Livingstone, Edinburgh  
Weller B. (2005) Bailliere's Nurses' Dictionary: for nurses and health care workers, Bailliere Tindall

# HMI301 – Principles of Advanced Modality Imaging 1

*Enrolment modes: Semester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Chris Jansen*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI204 and HMI205*

*Corequisite: HMI302*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 150 hours over the semester undertaking teaching, learning and assessment activities, including a minimum of four hours per week of classroom based activities, simulation/laboratory activities and case based analysis.*

## Content

This unit introduces the essential physics of medical ultrasound, emphasising system design and the clinical applications of the various functional modes and data / image display capabilities of the diverse types of ultrasound systems. The unit then considers transducer design characteristics and how these principles influence signal acquisition, signal processing and instrumentation of 2D, 3D and 4D real time images when scanning abdominal structures. Simulated practice will enable students to consolidate and apply these principles across a range of prescribed abdominal scanning procedures.

## Assessment

- Assessment task 1: Written assessment (1000 words) 20%
- Assessment task 2: Clinical practice and case portfolio (1000 words) 20%
- Assessment task 3: End of semester written examination (2 hours) 60%

## Prescribed texts

Kawamura, D.M. Nolan, T.D (2017) Diagnostic Medical Sonography: Abdomen and Superficial Structures (4th ed.) LWW, ISBN: 9781496399359

Gill, R. (2012) The Physics and Technology of Diagnostic Ultrasound -A Practitioner's Guide, High Frequency Publishing, ISBN: 9780987292100

# HMI302 – Medical Imaging Practice 5

*Enrolment modes: Semester 1: Waurn Ponds (Geelong) and clinical placement sites*

*Credit point(s): 3*

*EFTSL value: 0.375*

*Semester 1 Unit Chair: Richard Mansfield*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI204 and HMI205*

*Corequisite: HMI301*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 150 hours over the semester undertaking teaching, learning and assessment activities, additionally including a clinical placement element of 250 hours which is supported through online technologies, contributing to the 2500 total hours required by the course accreditation body, AHPRA*

## Content

This unit introduces the principles of Computed Tomography (CT) emphasising CT physics, data acquisition, and data processing characteristics of this unique modality specialisation. The unit then considers the historical development of the various generations of scanning systems and the engineering principles and image processing potentials made possible with Helical/spiral and multi-slice CT systems. The technical content of the unit concludes with a critical review of CT image quality assurance and analysis of commonly encountered image artefacts encountered during routine scanning. These are further discussed with regard to radiation dose and radiation protection. Simulated practice and supervised clinical involvement with patients will enable students to apply these principles across a wide range of examinations of the head, chest, abdomen and spine.

## Assessment

- Assessment task 1: Evidence-based assignment and critical review (2000 words) 20%
- Assessment task 2: Laboratory exercises 10%
- Assessment task 3: Clinical reflective and learning portfolio (2000–2500 words) 25%
- Assessment task 4: End of semester written examination (2 hours) 35%
- Assessment task 5: Image evaluation test (1 hour) 10%

## Hurdle requirement

- Self-reflection on professional behaviour – Pass/Fail
- Clinical placement – Pass/Fail

## Prescribed texts

Romans, L. (2010) Computed Tomography for Technologists: A Comprehensive Text, ISBN/ISSN: 9780781777513

## HMI303 – Principles of Advanced Modality Imaging 2

*Enrolment modes: Semester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 2 Unit Chair: Richard Mansfield*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI301 and HMI302*

*Corequisite: HMI304*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 150 hours over the semester undertaking teaching, learning and assessment activities, including a minimum of 4 hours per week of classroom based activities, simulation/laboratory activities and case based analysis.*

### Content

This unit introduces the student to Magnetic Resonance Imaging (MRI) as an advanced imaging modality with specific emphasis on routine diagnostic protocols. The essential physics of MRI is considered alongside an integrated analysis of the components of the image processing chain related to magnet strengths coil design and instrumentation, examination of pulse sequences, scanning techniques and protocols and contrast enhanced imaging. It also considers the quality assurance, aspects of sequence design and the factors that determine image contrast and spatial resolution. FID signal sampling and image reconstruction methods are reviewed, in the context of SNR consideration and artefact production. An overview of MRI imaging design sequencing, such as Magnetic Resonance Spectroscopy. MRA dynamic imaging and functional (fMRI) is also included.

### Assessment

- Assessment task 1: Laboratory exercises 10%
- Assessment task 2: Two comparative MRI case analysis reports (1500 words) 30%
- Assessment task 3: Integrated theory and imaging test on MRI (1 hour) 20%
- Assessment task 4: End of semester written examination, MCQ and SAQ (2 hours) 40%

### Prescribed texts

Westbrook, C., Roth, C. K. and Talbot, J. (2011) MRI in Practice (4th edition) (paperback), Wiley-Blackwell

Woodward, Peggy (2001) MRI for Technologists, (2nd edition), McGraw Hill Professional

## HMI304 – Medical Imaging Practice 6

*Enrolment modes: Semester 2: Waurn Ponds (Geelong) and clinical placement sites*

*Credit point(s): 3*

*EFTSL value: 0.375*

*Semester 2 Unit Chair: Chris Jansen*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI301 and HMI302*

*Corequisite: HMI303*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 150 hours over the semester undertaking teaching, learning and assessment activities for this unit. This unit includes a six-week clinical placement block that is supported through online technologies.*

### Content

This practicum unit emphasises and reinforces previous understanding of the appropriate selection of clinical protocols and informed decision making when selecting ultrasound equipment, evaluating technical factors, enhancing image quality and minimising image artefacts. This general approach establishes the foundations for a deeper understanding of sonographic anatomy when examining the liver, gallbladder, biliary system, anterior abdominal wall peritoneum and retro peritoneum. Themes of protocol enhancement and technical specificity are introduced with consideration of the Doppler ultrasound examination of the upper abdomen inclusive of Colour and Spectral Doppler techniques related to their established capability to discriminate normal discrete sonographic appearances and common abdominal pathologies. Simulated practice and supervised clinical contact with patients will enable students to apply these principles across a specified range of abdominal ultrasound examinations. The unit will enhance the on-going development of expertise in general radiography examinations and introduce the scientific principles underpinning breast imaging, with consideration of instrumentation, examination protocols, positioning methods, radiation dosimetry and protective measures associated with breast imaging examinations.

### Assessment

- Assessment task 1: Breast Imaging Test (1 hour) 20%
- Assessment task 2: Abdominal Sonography Test (1 hour) 20%
- Assessment task 3: End of Semester Examination (2 hours) 60%

### Hurdle requirement

- Self-reflection of Professional behaviour Pass/Fail
- Clinical Placement Block (6 weeks) Pass/Fail

### Prescribed texts

Kawamura, D.M. Nolan, T.D. (2017) Diagnostic Medical Sonography: Abdomen and Superficial Structures (4th ed.) LWW, ISBN: 9781496399359

Gill R. The Physics and Technology of Diagnostic Ultrasound – A Practitioner's Guide. Sydney: High Frequency Publishing; 2012

Students will be encouraged to develop their own potential research focus and through the supervision process an advanced level of understanding in a nominated discipline and/or specialist area of medical imaging. Unit outcomes require students to prepare a research proposal inclusive of the potential study design and purposeful rationale supported by a literature review and statement of the scope of ethics submission and approval requirements related to the study design and methodology.

*Note: New unit 2018*

### Assessment

- Assessment task 1: Group oral and poster presentation (10 minutes) 10%
- Assessment task 2: Literature review (3500 words) 45%
- Assessment task 3: Research proposal (2500 words) 35%
- Assessment task 4: Ethics application (1000 words) 10%

## HMI401 – Research Methods and Critical Appraisal

*Enrolment modes: Medicine Semester 1: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Giovanni Mandarano*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI303 and HMI304*

*Corequisite: HMI402*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 240 hours over the semester undertaking teaching, learning and assessment activities. Students will be able to utilise time during their clinical placements to assist in their learning in this unit*

### Content

This unit builds upon content relating to the research process and also research and evidence based clinical practice established in earlier units of the course. It examines in greater depth the culture of health related research and the emergent professional role of the clinician researcher. Unit material is presented in the context of the various research designs and approaches adopted in the health care paradigm.

The unit will also encourage students to differentiate between quantitative and qualitative research methods, understand current trends in research in medical imaging and the implications for evidence based health care, and critically evaluate the veracity of research outcomes.

### Prescribed texts

Jacobsen, K. H. (2011) Introduction to Health Research Methods, Jones and Bartlett Publishers Inc., (paperback), ISBN: 9780763783341 ISBN 10: 076378334X

## HMI402 – Medical Imaging Practice 7

*Enrolment modes: Medicine Semester 1: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Saba Ansari*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI303 and HMI304*

*Corequisite: HMI401*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 440 hours over the semester undertaking teaching, learning and assessment activities, including an extended clinical placement element which is supported through online technologies.*



## Content

In Year 4, with essential x-ray examination and advanced imaging technology competencies established, the student enters into an extended period of clinical practice spread over two semesters to confirm and consolidate the overall range of competencies and fulfil the professional requirements for final qualification and eligible for registration as a medical imaging practitioner.

The Year 4 clinical practicum reinforces and extends previous understanding of the appropriate selection of clinical protocols and informed decision making evaluating technical factors, enhancing image quality, minimising image artefacts and accurately performing the range of examinations within the practitioner's scope of practice. It also emphasises consolidation of the autonomous and multidisciplinary team focussed requirements of the personal and overall professional scope of practice required of the registered practitioner.

In Year 4 students are immersed in the exclusively digitised world of radiographic practice and advanced imaging with clinical involvement across the spectrum of x-ray interventions, imaging techniques and specialisations in Ultrasound, Computed Tomography, Magnetic Resonance, Digital Subtraction Angiography and advanced image processing and archival systems.

Students will also participate in an inter-professional education (IPE) experience module in year 4 titled Collaborative Practice in Healthcare (CPH). In this module students will explore the key concepts of collaborative practice. Students will also be allocated into interprofessional teams with students from clinical courses across the Faculty of Health. They will work with these teams online to develop care plans for three complex cases.

Students enrolled in H309 Bachelor of Medical Imaging must complete the professional learning and practice requirements inclusive of the stipulated period of supervised practice prior to graduation and application for registration issued by the Medical Radiation Practice Board of Australia.

*Note: New unit 2018*

## Assessment

- Assessment task 1: Clinical learning portfolio (3000 words) 50%
- Assessment task 2: Interprofessional team care plan development 45%
- Assessment task 3: Interprofessional online multiple choice questions 5%

## Hurdle requirement

Clinical placement Pass/Fail

## Prescribed texts

MRPBA (2014) Professional capabilities for medical radiation practice, at <http://www.medicalradiationpracticeboard.gov.au>

## HMI403 – Medical Imaging Practice 8

*Enrolment modes: Medicine Semester 2: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Saba Ansari*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI401 and HMI402*

*Corequisite: One of HMI404 or HMI405 or HMI406*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 440 hours over the semester undertaking teaching, learning and assessment activities, including an extended clinical placement element which is supported through online technologies.*

## Content

In Year 4, with essential x-ray examination and advanced imaging technology competencies established, the student enters into an extended period of clinical practice spread over two semesters to confirm and consolidate the overall range of competencies and fulfil the professional requirements for final qualification and eligibility for registration as a medical imaging practitioner.

The Year 4 clinical practicum reinforces and extends previous understanding of the appropriate selection of clinical protocols and informed decision making evaluating technical factors, enhancing image quality, minimising image artefacts and accurately performing the range of examinations within the practitioner's scope of practice. It also emphasises consolidation of the autonomous and multidisciplinary team focussed requirements of the personal and overall professional scope of practice required of the registered practitioner.

In Year 4 students are immersed in the exclusively digitised world of radiographic practice and advanced imaging with clinical involvement across the spectrum of x-ray interventions, imaging techniques and specialisations in Ultrasound, Computed Tomography, Magnetic Resonance, Digital Subtraction Angiography and advanced image processing and archival systems.

Students will also continue their exploration of the key concepts of collaborative practice through completion of online self-directed learning topics.

Students enrolled in H309 Bachelor of Medical Imaging must complete the professional learning and practice requirements inclusive of the stipulated period of supervised practice prior to graduation and application for registration issued by the Medical Radiation Practice Board of Australia.

## Assessment

- Assessment task 1: Clinical reflective portfolio (3000 words) 50%
- Assessment task 2: Interprofessional online multiple choice questions, 10%
- Assessment task 3: Interprofessional collaborative practice, 40%

## Hurdle requirement

Clinical placement Pass/fail

## Prescribed texts

MRPBA (2014) Professional capabilities for medical radiation practice, at <http://www.medicalradiationpracticeboard.gov.au>

# HMI404 – Advanced Modalities

*Enrolment modes: Medicine Semester 2: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Giovanni Mandarano*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI401 and HMI402*

*Corequisite: HMI403*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 240 hours over the semester undertaking teaching, learning and assessment activities*

## Content

This unit incorporates in depth study on the design, clinical applications and research potentials of the following highly specialised imaging modalities:

## Computed Tomography (CT)

Advances in the design and software engineering of computed tomography systems over the last ten years have extended the scope of application of this modality in patient management. The unit considers all aspects of modern CT practice with regard to equipment design, advanced principles of data acquisition and data display systems, and overall applications of multi slice, sequential, spiral, helical and electron beam CT systems.

## Magnetic Resonance Imaging (MRI)

This specialisation offers an advanced consideration and critical review of the essential principles of both structural and functional acquisition sequence designs commonly used in Magnetic resonance studies. The unit will consider both clinical and research approaches that adopt and integrate MR sequencing in their respective methodologies and protocol designs.

The unit offers a critical review of the design principles and scope of application of the MR modality in functional studies in general with specific reference to the brain and the various sequences and data sequencing analysis approaches designed for vascular and perfusion studies and MR spectroscopy.

## Molecular Imaging

This specialisation explores the emergent and expanding field of molecular imaging and is designed to offer a foundation for informed clinical and research based contributions with regard to the specialised modalities that contribute to research designs and molecular imaging.

These modalities include PET, SPECT, CT, MRI, 4D (U) ultrasound and synchrotron imaging. The unit will consider the principles and applications of hybrid imaging technologies in the assessment of biological activity in the body at the molecular level including oncology, neurological and cardiovascular diseases. Recent innovations and developments in imaging technology, radio pharmacy (molecular probes), and image-guided therapy will be considered alongside their respective applications in clinical and research.

*Note: New unit 2018*

## Assessment

- Assessment task 1: Portfolio (3000 words) 45%
- Assessment task 2: Manipulation test (1 hour) 10%
- Assessment task 3: Literature review (3000 words) 45%

## Prescribed texts

Suetens, Paul; Fundamentals of Medical Imaging; 2017; 3rd edition; Cambridge University Press, ISBN 9781107159785

# HMI405 – Practice Management

*Enrolment modes: Medicine Semester 2: Waurm Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Saba Ansari*

*Cohort rule: This unit is only available to students enrolled in H309 – Bachelor of Medical Imaging*

*Prerequisite: All of HMI401 and HMI402*

*Corequisite: HMI403*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 240 hours over the semester undertaking teaching, learning and assessment activities*

## Content

The unit content is arranged in four sections engaging principles of resource and commercial management supported by theory and best practice approaches to the management and organisation of medical imaging departments.

Initially the unit will establish the role of health care delivery and commercial management practices within service based and project delivery organisations, providing students with a framework to develop a critical understanding of the factors that influence commercial management practice. It will also identify generic aspects of practice and provide a theoretical foundation to these activities, by reference to existing and emergent theories and concepts, as well as to relevant management best practice approaches.

- Part 1) Introduction – commercial management explores the nature of commercial practice within service and project-oriented organisations at the consumer and commercial interface by outlining the principle activities undertaken by the commercial function, identifies the skills and abilities that support these activities. It also sets out to identify areas of commonality of practice with associated health oriented organisations, and identifies sources of potential conflict and misunderstanding.
- Part 2) Elements of commercial theory and practice covers commercial leadership; exploring strategy; risk and uncertainty management; financial decision-making; and key legal issues.
- Part 3) Approaches to commercial practice addresses best practice management, and commercial and contracting strategies and tactics.
- Part 4) Case study analysis offers extended case studies and simulated design and operating principles of medical imaging installations including design principles, work flow, resource management and operating systems.

## Assessment

- Assessment task 1: Reflective Portfolio (3000 words) 35%
- Assessment task 2: Case study (3000 words) 35%
- Assessment task 3: Oral presentation (10 minutes) 30%

# HMM101 – Introduction to Medical Biotechnology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sarah Shigdar*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 2 hour (equivalent) cloud (online) class per week*

## Content

This unit provides an introduction to the field of medical biotechnology. It will cover the history and philosophy of medical biotechnology, its influence on daily life, and introduce key issues in the field, including ethics, patenting and commercialisation. The unit will develop an understanding of the diverse disciplines comprising medical biotechnology and their skill requirements, and provide an overview of the careers available and key information sources in biotechnology and medicine.

## Assessment

- Assessment task 1: Written assignment (700 words) 15%
- Assessment task 2: Written assignment (1000 words) 25%
- Assessment task 3: Weekly multiple choice questions 10%
- Assessment task 4: Written examination (2 hours) 50%

## Prescribed texts

Glick, B. R., Delovitch, T. L., & Patten, C. L. (2013). Medical Biotechnology. [Electronic resource]. Washington : ASM Press, 2013

## HMM102 – Principles of Gene and Genomic Technology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rasika Samarasinghe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 2 hour seminar workshops, 5 x 3 hour practical classes, and 22 online lectures per trimester*

### Content

This unit explores the recent advances in gene and genomic technologies and their application in the fields of biomedical science, forensics and medicine. It includes topics such as DNA recombinant techniques, gene therapy and editing, DNA sequencing, bioinformatics, proteomic and transcriptome technologies. Additionally, in practical classes students will develop laboratory skills in gene technologies and apply their theoretical and practical knowledge in interpreting experimental data and writing scientific reports.

### Assessment

- Assessment task 1: Seminar questionnaire (5 seminars x 2%) total 10%
- Assessment task 2: Practical class worksheets (5 classes x 5%) total 25%
- Assessment task 3: Scientific laboratory report 15%
- Assessment task 4: Examination (2 hours) 50%

### Prescribed texts

Glick, P and Patten, C, Molecular Biotechnology: Principles Applications of Recombinant DNA, 5th edition, 2017, ASM Press, Washington DC.

## HMM103 – Cell Technology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rasika Samarasinghe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x 2 hour seminar workshops, 5 x 3 hour practical classes, 1 x 1 hour test and 22 online lectures per trimester*

### Content

This unit explores cell and tissue development and its molecular and genetic controls, and perturbations of these processes in human disease. It also considers cell manipulation as a mechanism for research into disease, with practical classes providing skill development in the key technologies.

### Assessment

- Assessment task 1: Mid-trimester class test (45 minutes) 20%
- Assessment task 2: Portfolio of laboratory reports (1200 words) 30%
- Assessment task 3: End of trimester written examination (2 hours) 50%

### Prescribed texts

Alberts, B. 2014, Essential Cell Biology, 4th Edition, Garland Publishing, New York, USA.

## HMM105 – Applied Ethics

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Evie Kendal and Dominique Martin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This unit introduces you to the theoretical foundations of applied ethics, including core ethical concepts and principles and commonly applied theories. You will learn how to apply ethical principles and frameworks in the analysis of contemporary and emerging issues, so as to evaluate and discuss real world dilemmas. You will complete a five-week block of applied ethics training, using a case-based approach to explore the foundations of ethical theory. In week 6, you will select and follow a set of weekly topic modules that comprise a topic stream. Streams will include: Health, Genomics and genetic medicine, Reproduction, Technology, and Psychology. The knowledge and skills acquired through completion of this unit will equip you to engage with ethical issues that arise in your future studies or professional careers.

*Note: New unit Trimester 3 2019*

## Assessment

- Assessment task 1: Ethical analysis of case scenarios (1400 words equivalent) 35%
- Assessment task 2: Commentary on an ethical issue in the media (1000 words) 25%
- Assessment task 3: Position statement on an ethical issue (1600 words) 40%

## HMM201 – Medical Nanotechnology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wei Duan*

*Prerequisite: HMM102 or HMM103*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour seminar per week, 3 x 1 hour seminars per trimester, and Cloud (online) exercises and discussions*

## Content

This unit aims to provide students with a comprehensive understanding of the role that nanotechnology will play in the diagnosis and treatment of medical conditions in the future. This unit will look at how this rapidly developing field will impact human health and the challenges involved.

## Assessment

- Assessment task 1: Mid-trimester test (45 minutes) 30%
- Assessment task 2: Group research project and presentation (20 minutes per group) 20% and written report (~1000 words) 10%
- Assessment task 3: Examination (2 hours) 40%

## HMM202 – Molecular Diagnostics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Richard Williams*

*Prerequisite: HMM102 or HMM103*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 2 hour seminar workshops, 5 x 3 hour practical classes, and 22 face-to-face classes lectures per trimester*

## Content

This unit will introduce students to the roles that genes and proteins play in normal cell function and dysfunction and their role in disease progression. The role of aberrations in these processes will be discussed, along with how they are detected and the clinical implications of these molecular signatures. The current and future benefits of this field will also be considered, with a focus on diagnostic, prognostic and therapeutic applications.

## Assessment

- Assessment task 1: Mid-trimester test (45 minutes) 20%
- Assessment task 2: Practical class assessment and written report (1500 words) 30%
- Assessment task 3: Examination (2 hours) 50%

## Prescribed texts

Patrinos G P, Ansong W J. 2010. Molecular Diagnostics (Second Edition). Elsevier Inc. (Online book)



## HMM203 – Human Anatomy

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Garth Stephenson*

*Prerequisite: HBS109 OR SLE111 and SLE132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 2 hour practical per week, 5 x 3 hour workshops throughout the trimester*

### Content

Human Anatomy is a second year unit designed to educate students on the structure of the human body beginning with the general body plan laid down in embryogenesis to the development of organ systems and how these are organized to form the adult body. The unit is structured to expand upon the foundations of human structure and function previously covered in HBS109. All major anatomical systems and compartments will be discussed and class material will be supported by practical sessions.

### Assessment

- Assessment task 1: Mid-trimester multiple choice question (MCQ) test (45 minutes) 20%
- Assessment task 2: Workshop activity based assessments (equivalent to 1000 words) 5 x 4% = total 20%
- Assessment task 3: Practical assessments – Weekly online quizzes (10 x 1% – 7.5 minutes each), and final practical examination (1 x 10% – 60 minutes) total 20%
- Assessment task 4: Written examination (2 hours) 40%

### Prescribed texts

Gray's Anatomy for Students, Drake RL et al: Elsevier, 2015. Clinical Key e-book – <https://www.clinicalkey.com.au/#/browse/book/3-s2.0-C20110061707>

Human Anatomy, Saladin, 5th Edition – Available hardcopy and eBook.

Clinical Key e-book – <https://www.clinicalkey.com.au/#/browse/book/3-s2.0-C20110061707>

## HMM204 – Haematology and Immunology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jeffrey Craig*

*Prerequisite: HMM103*

*Corequisite: Nil*

*Incompatible with: HMM104*

*Scheduled learning activities – campus: 3 x 1 hour classes per week and 1 x 1 hour seminar per week*

### Content

This unit will introduce students to the development and function of cells in the blood, bone marrow and immune tissues, and the role that these cells play in the body. Dysregulation of blood cell production will be explored, as well as the role of white blood cells in immunity. The study of immune response, including innate and acquired immunity will also be discussed.

*Note: New unit 2019*

### Assessment

- Assessment task 1: Mid-trimester test (45 minutes) 25%
- Assessment task 2: Written report (1000 words) 15%
- Assessment task 3: Weekly online quiz questions 15%
- Assessment task 4: Examination (2 hours) 45%

### Prescribed texts

Delves, Martin, Burton & Roitt 'Essential Immunology' (2017 13th Ed) Wiley-Blackwell, London, UK (e-book available)

Mehta and Hoffbrand 'Haematology: at a Glance' (2014 4th Ed) Wiley-Blackwell, London, UK (e-book available)

## HMM301 – Principles of Pharmacology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Craig Smith*

*Prerequisite: SLE212 or HNN215*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 1 hour (equivalent) online class per week and 1 x 1 hour seminar per week*

### Content

This unit provides an introduction to pharmacology at the cellular and molecular level. Topics include drug structure, mode of action, drug-receptor interactions, effects on cell signalling and function, drug absorption and metabolism, pharmacokinetics, toxicity, and gene-drug interactions. This unit will provide a foundation for subsequent studies in therapeutic development and advanced topics in medical biotechnology.

### Assessment

- Assessment task 1: Weekly seminar questionnaire (10 classes x 1%) 10% total
- Assessment task 2: Mid-trimester test (45 minutes) 20%
- Assessment task 3: Written assignment (1200 words) 20%
- Assessment task 4: Examination (2 hours) 50%

### Prescribed texts

Katzung BG, Trevor AJ, 2015, Basic & Clinical Pharmacology, 13th Edition

## HMM302 – Innovations in Medical Biotechnology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jagat Kanwar*

*Prerequisite: HMM201*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week and 1 x 1 hour seminar per week*

### Content

This unit provides a comprehensive overview of the business of medical biotechnology, including innovation management, funding, and the regulatory framework relevant to the industry. It will also explore risk management, and the societal and ethical issues pertinent to medical biotechnology in real-world scenarios.

### Assessment

- Assessment task 1: Written report (1200 words) 30%
- Assessment task 2: Group oral presentation (10 minutes in-class presentation) 20%
- Assessment task 3: Examination (2 hours) 50%

## HMM303 – Emerging Infectious Diseases and Their Control

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Poshmaal Dhar*

*Prerequisite: One of: SLE234, HMM202 or HSH216*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 2 hour (equivalent) cloud (online) class per week*

## Content

This unit will provide students with knowledge of clinically relevant emerging infectious diseases. Current emerging infectious diseases, as well as potential future threats will be considered, as well as the mechanisms responsible for the emergence and re-emergence of infectious diseases. It will also delineate the 'One Health' approach to ameliorating these diseases.

## Assessment

- Assessment task 1: Written case study report (1500 words) 30%
- Assessment task 2: Weekly seminar questionnaire (10 classes x 2%) 20% total
- Assessment task 3: Examination (2 hours) 50%

## HMM304 – Therapeutic Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Craig Smith*

*Prerequisite: HMM202 or SLE212*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 1 hour (equivalent) online class per week and 1 x 1 hour seminar per week*

## Content

This unit describes how therapeutics such as pharmacological drugs are discovered and developed, in order to treat disease. Non-targeted and targeted drug discovery is discussed, in addition to target validation, in the contexts of big pharmaceutical companies and smaller research laboratories. Drug development strategies and pipelines that are adopted by big pharmaceutical companies are then described, including the chemical optimisation of lead compounds, pre-clinical and clinical trials, commercialisation and post-market considerations.

## Assessment

- Assessment task 1: Seminar and workshop assessments (weekly assessments) 15%
- Assessment task 2: Mid-trimester test (45 minutes) 20%
- Assessment task 3: Written report (1500 words) 20%
- Assessment task 4: Examination (2 hours) 45%

## Prescribed texts

Raymond G. Hill & Humphrey P. Rang. Drug Discovery and development second edition 2013.

## HMM305 – Cell and Tissue Engineering

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rupinder Kanwar*

*Prerequisite: HMM202*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*1 x 2 hour (equivalent) cloud (online) class per week*

*1 x 1 hour (face-to-face) class per week*

*1 x 2 hour integrative workshop per week*

## Content

This unit introduces students to the most exciting era of Biomedicine, encompassing recent advances in multidisciplinary research leading to global and a strongly emergent regenerative medicine industry. Cell and tissue (Biomedical) engineering holds vast potential to revolutionise future patient care, and meet critical health care needs regarding tissue and organ replacement. Topics include molecular and biomechanical approaches to the engineering of cells and tissue biomaterials; understanding the power of stem cells; the tissue engineering triad; and bioprinting technology.

## Assessment

- Assessment task 1: Weekly test 10%
- Assessment task 2: Mid-trimester test 20%
- Assessment task 3: Individual (Audio Visual) presentation (6 minutes) 20%
- Assessment task 4: Written examination (2 hours) 50%

## HMO101 – Principles of Optics

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Amanda Edgar*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry.*

*Up to 10 places may be offered to students not enrolled in D302, please contact [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 or 3 hours of classes per week (both face-to-face and online); 1 x 1 hour concept feedback seminar per fortnight; up to 6 x 2 hour application feedback seminars across the trimester; and 4 x 2 hour practical sessions across the trimester.*

### Content

Specific topics include the physical nature of light, colour, reflection, refraction, plane and curved mirrors, thin and thick lenses and ray tracing. In studying these topics, students will also learn to apply the knowledge, for example by performing ray traces through optical elements, such as curved surfaces or lenses, and determining the different characteristics of the images formed by these elements. Practical classes will provide the opportunity for the students to observe the 'real world' effect of the different optical elements on light, whilst also introducing them to working in teams.

### Assessment

- Assessment task 1: 3 x 15 minutes pre-practical quizzes 10%
- Assessment task 2: 4 x Investigative Reports that typically include short answer questions, diagrams and/or calculations (individual reports 20% + peer-review team work 5%) Total 25%
- Assessment task 3: Mid-trimester MCQ examination (1 hour) 20%
- Assessment task 4: Final MCQ examination (2 hours) 45%

### Prescribed texts

Keating, M, Geometric, physical and visual optics. New Boston : Butterworth-Heinemann, c2002, available as downloadable pdf from the Deakin Library.

## HMO102 – Science of Vision 1

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ryan Wood-Bradley*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry.*

*Up to 10 places may be offered to students not enrolled in D302 – please contact [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 2 hour seminar per week*

### 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

- Assessment task 1: Ongoing self-reflection (700 words) 15%
- Assessment task 2: Evidence-Based Patient Communication (1500 words, including review of literature and communication piece) 20%
- Assessment task 3: Indigenous Cultural Safety Assessment comprising a reflective piece of 1500 words, as well as MCQs 20%
- Assessment task 4: Team-based learning assessment (2000 words) 40% and peer evaluation 5% – Total 45%

## HMO103 – Clinical Optics

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dipesh Bhattarai*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry. Up to 10 places may be offered to students not enrolled in D302, please contact [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au)*

*Prerequisite: HMO101*

*Corequisite: Nil*

*Incompatible with: HBS110*

*Scheduled learning activities – campus: Up to 4 x 1 hour classes per week (both face-to-face and online), 4 x 2 hour practical classes, 4 x 2 hour Team Learning Activities across the trimester*

### Content

In this unit, students will build on the knowledge of optics gained in HMO101 in order to understand the basic principles of geometric and visual optics required in clinical practice. At the end of this unit, students will be able to describe the nature of light and the way in which light can interact with matter (for example diffraction, refraction, reflection etc.). Students will develop the ability to perform ray traces through single and multiple element lens systems, describe the effect of aberrations on optical systems (including the human eye) and explain how the optics of spectacle lenses and contact lenses differ when combined with the optics of the eye. Practical classes will provide the opportunity for students to observe the effect on the behaviour of light of different optical devices that are integral to the practice of optometry. The unit will introduce the students to Team Based Learning and peer-to-peer teaching.

### Assessment

- Assessment task 1: 4 x Investigative and Reflective Reports (~1000 words in total) (submission of a minimum of 3 out of 4 reports is a hurdle requirement) 20%
- Assessment task 2: 4 x 2 hour Team Learning Activities 40%
- Assessment task 3: End of trimester examination (2 hours) 40%

### Hurdle requirement

Submission of a minimum of 3 out of 4 reports.

## HMO104 – Ocular Structure

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simon Backhouse*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry. Up to 10 places may be offered to students not enrolled in D302; please contact [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au)*

*Prerequisite: SLE111*

*Corequisite: Nil*

*Incompatible with: SLE211*

*Scheduled learning activities – campus: Up to 3 x 1 hour classes per week and 5 x 2 hour practical classes, 5 x 2 hour Team Learning Activities and 5 x 2 hour Investigative and Reflective Reports across the trimester*

### Content

In this unit, students will develop an understanding of ocular anatomy and be introduced to the basic physiological processes that underlie vision. The unit builds on a basic knowledge of cell biology and introduces concepts of developmental biology as they pertain to ocular structures. Initially, students will learn to identify the cell types that collectively form the eye and consider how the anatomical structure of the eye provides the basis for the function of the eye. Subsequent classes will introduce students to the anatomy and basic physiology of ocular structures and the structure and purpose of the blood ocular barriers. In the latter part of the trimester, classes will investigate the way that systemic factors impact upon ocular health. Team based learning, practical classes, didactic classes and Cloud based learning are all employed.

### Assessment

- Assessment task 1: Investigative Reports (~750 words) (submission of a minimum of 4 out of 5 reports, achieving a pass mark, is a hurdle requirement) 30%
- Assessment task 2: Evidence-based Anatomy Communication (750 words) 10%
- Assessment task 3: Mid-trimester test (45 minutes) 20%
- Assessment task 4: End of trimester examination (90 minutes) 40%

### Hurdle requirement

Submission, and achieving a pass mark, of a minimum of 4 out of 5 investigative reports – see Assessment task 1.



## HMO105 – The Business of Optometry

*Enrolment modes: Trimester 3: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Nick Hockley*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry.*

*Up to 10 places may be offered to students not enrolled in D302; please contact [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class (face-to-face and in Cloud) and 1 x 2 hour Team Based Activity per week*

### Content

This unit will provide students with an introduction to the skills and knowledge required to establish and operate an optometry business. Students will undertake study of different models of optometry business, business planning and practice set-up, finance and accounting (including key sources of revenue and expense), business law, practice operations and management, human resources and staff management, and the retail and supply chain. Students will also undertake the first stage of their Transition to Clinical Practice training, which prepares them both to engage with the learning activities used in Year 2 of the course, and to choose and then undertake a successful Clinical Residential Placement.

### Assessment

- Assessment task 1: Weekly Individual Readiness Assurance Tests (iRATs), prior to Team-Based Activity 30%
- Assessment task 2: Business Plan (1500 words) 30%
- Assessment task 3: Business Plan review meeting 10%
- Assessment task 4: Ethical reflection research paper (1000 words) 20%
- Assessment task 5: Peer review of team 10%

## HMO201 – Science of Vision 2

*Enrolment modes: Trimester 3: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Amanda Edgar*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry.*

*Up to 10 places may be offered to students not enrolled in D302; please contact [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au)*

*Prerequisite: HMO102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 2 hour seminar per week*

### Content

Building on the prerequisite unit HMO102 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

- Assessment task 1: TBL assessment (including iRAT, tRAT and Application Exercises) 30%
- Assessment task 2: Individual contribution and peer review of team members 10%
- Assessment task 3: Critical appraisal of a scientific article – written individual assignment (750–1000 words) and oral presentation 25%
- Assessment task 4: Evidence-based practice assessment – open book (2 hours) 35%

## HMO202 – Ocular Function

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Amanda Douglass*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry.*

*Up to 10 places may be offered to students not enrolled in D302; please contact [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au)*

*Prerequisite: HMO104*

*Corequisite: Nil*

*Incompatible with: SLE221*

*Scheduled learning activities – campus: Up to 3 x 1 hour classes per week plus 5 x 2 hour practical classes, 5 x 2 hour Team Learning Activities and 5 x 2 hour Investigative and Reflective Reports per trimester*

### Content

In this unit, students will develop an understanding of how the visual system processes information from the outside world. The unit extends the anatomical knowledge gained in HMO104. Information provided in the early weeks of trimester emphasise the physiological and biochemical processes that underpin the perception of light in the retina. Later in the unit, the processes that underlie our perception of brightness, colour, movement and depth perception are covered. Throughout the unit students are introduced to the clinical and research based techniques that can be used to measure our ability to see the world.

### Assessment

- Assessment task 1: Investigative Reports (~900 words) and reflection on contribution to team-work 30%
- Assessment task 2: Team Based Learning 30%
- Assessment task 3: End of trimester examination (90 minutes) 40%

### Hurdle requirement

Submission, and achieving a pass mark, of a minimum of 5 out of 6 investigative reports – see Assessment task 1.

### Prescribed texts

Schwartz, S, Visual Perception: A clinical orientation, (Mc Graw Hill Education, 4th edn.)

## HMO203 – Health and Vision Sciences 1

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Luke Chong and James Armitage*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry*

*Prerequisite: All of HBS107, HBS108, HMO101, HMO102, HMO201, MAA103, SLE111 and*

*HBS110 or HMO103 and*

*HMO105 or MMM132 and*

*HMO104 or SLE211 and*

*HMO202 or SLE221 and*

*One of SLE131 or SLE133 or SLE155*

*Corequisite: HMO204*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 hours of problem-based learning seminars; up to 10 hours of supporting classes and seminars and 2 hours of team-based learning for 10 weeks of trimester.*

### 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 disorders of vision. Classes and seminars 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. Transition to Clinical Practice Workshop will prepare students to bridge the gap between the Vision Sciences and clinical practice. Student learning will be consolidated through team-based learning.

### Assessment

- Assessment task 1: Team-based learning – 10 x individual readiness assurance tests 30%, and
- Assessment task 2: Team readiness assurance tests 10%
- Assessment task 3: Team problem-based learning (PBL) research outcomes (Week 2 and Week 4) 10%
- Assessment task 4: Clinical Diagnosis Assessment (500 words) 10%
- Assessment task 5: Examination (2 hours) 40%

### Hurdle requirement

Successful completion of Professionalism and Placement (P & P) requirements in PBL as defined in the Optometry P & P guide.

## HMO204 – Principles and Practice of Optometry 1

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Serap Azizoglu*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry*

*Prerequisite: All of HBS107, HBS108, HMO101, HMO102, HMO201, MAA103, SLE111 and*

*HBS110 or HMO103 and*

*MMM132 or HMO105 and*

*SLE211 or HMO104 and*

*SLE221 or HMO202 and*

*One of SLE131 or SLE133 or SLE155*

*Corequisite: HMO203*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 2 hour clinical skills practicals; and 1 x 2 hour ophthalmic dispensing workshops per week for 10 weeks of trimester. 1 x 8 hour Transition to Clinical Practice workshop and up to 40 hours of clinical placements across the trimester*

### 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; recording of clinical data and an introduction to the practical application of ophthalmic dispensing principles. 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. Transition to clinical practice will introduce students to clinical teaching concepts in preparation for ophthalmic care delivery.

### Assessment

- Assessment task 1: Clinical performance assessment – Practice and log three assigned clinical skills (with formative feedback provided) followed by Individual Procedure Assessments (IPAs). IPAs require demonstration of competency for each of the three skills on two separate occasions 35%
- Assessment task 2: Ophthalmic practical assessment (up to 1 hour) 15%

- Assessment task 3: communication video (10 minutes 20%) and individual reflection (15%); total 35%
- Assessment task 4: Refraction simulator task (3 x 20 minutes) 15%

### Hurdle requirement

- Demonstrate competency on two occasions in each of 3 clinical skills, as described above in AT1
- Successful completion of Professionalism and Placement (P & P) requirements, as defined in the Optometry P & P guide

## HMO300 – Optometric Clinical Skills Refresher

*Enrolment modes:*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 2 Unit Chair: James Armitage*

*Trimester 3 Unit Chair: James Armitage*

*Cohort rule: Pre-requisite for Master of Optometry. Taken by any student who has completed Deakin's Bachelor of Vision Science but not within the previous 3 months, or any student who has completed a qualification deemed the equivalent of Deakin's Bachelor of Vision Science.*

*Prerequisite: Successful completion of Deakin's Bachelor of Vision Science, or equivalent.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Approximately 190 hours of clinical placements across the second half of trimester.*

### Content

In this unit students will refresh their clinical skills and knowledge, across the areas of history taking, patient examination, patient diagnosis and patient management in the context of the common optometric conditions covered in the Bachelor of Vision Science. They will review the professional, public health, legal and ethical issues associated with providing optometric care to such patients, and, ultimately, reconfirm their level of clinical competence, prior to enrolling in the Master of Optometry. In completing this unit, students will consolidate both their foundation knowledge and their capacity to meet the competencies defined by the Optometry Council of Australia and New Zealand (OCANZ).

*Note: Students will be required to supply their own optometric equipment consistent with a list that is available on request from the School of Medicine. Please contact [medinfo@deakin.edu.au](mailto:medinfo@deakin.edu.au) for more information.*

## Assessment

Assessment task 1: A 7 station mini Clinical Evaluation Exercise (mini-CEX) will assess discrete learning outcomes 100%.

An Ungraded Pass/Ungraded Fail is awarded for this unit.

## HMO303 – Health and Vision Sciences 2

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Lucy Ainge and James Armitage*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry*

*Prerequisite: HMO203 and HMO204*

*Corequisite: HMO304*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 hours of problem-based learning seminars, up to 6 hours of classes and practicals and 2 hours of team-based learning for 10 weeks of trimester. 1 x 8 hours of Transition to Clinical Practice workshop.*

## Content

In this unit students will build on and extend their foundation knowledge from previous studies in HMO203, advancing their understanding of the physical and biomedical sciences underpinning optometric practice. 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. Classes and seminars will be offered in support of the problem-based sessions. 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. Transition to Clinical Practice workshops will prepare students to enter into optometry and ophthalmology clinics as observers. Student learning will be consolidated through team-based learning.

## Assessment

- Assessment task 1: Team-based learning – 10 x individual readiness assurance tests 35%, and
- Assessment task 2: Team readiness assurance tests 15%
- Assessment task 3: Examination (2 hours) 40%
- Assessment task 4: Clinical Diagnosis assessment 10%

## Hurdle requirement

- Successful completion of Professionalism and Placement (P & P) requirements as defined in the Optometry P & P guide.
- The requirement for passing the unit is that students score a pass mark in all aspects of the PBL Professionalism rubric for Time Management, Respect for Peers, Preparedness, Quality of Contribution and Teamwork when participating in the PBL tutorials which form the major learning vehicle in this unit.

## HMO304 – Principles and Practice of Optometry 2

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Heather Connor*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry*

*Prerequisite: HMO203 and HMO204*

*Corequisite: HMO303*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 2 hours of clinical skills seminars and 1 x 2 hour dispensing practical per week for 10 weeks of trimester. 1 x 8 hours of transition to clinical practice workshop and up to 70 hours of clinical placements across the trimester*

## Content

In this unit students will build on the foundations developed in HMO203 and HMO204. They will gain further skills in history-taking and patient examination. They will continue to apply other competencies defined by the Optometry Council of Australia and New Zealand (OCANZ) including diagnosis, patient management, recording of clinical data and practical application of ophthalmic dispensing principles. They will further explore legal and ethical issues drawn from the problem-based learning cases presented in HMO303 and gain clinical knowledge and skills in professional practice associated with the cases through clinical skills seminars.

In addition, students will consider in more depth public and population health implications in identifying and managing the conditions presented in the cases. Clinical skills seminars will develop skills based on the cases including developmental and refractive disorders of vision, ocular pathology, and systemic disorders of vision. Transition to clinical practice workshops will prepare students for clinical residential placement and highlight topical issues in optometric practice. Finally, students will be introduced to research methodology in preparation for an extended clinical research project, which will be commenced in later units.

## Assessment

- Assessment task 1: Clinical performance assessment – Practice and log four assigned clinical skills (with formative feedback provided) followed by Individual Procedure Assessments (IPAs). IPAs require demonstration of competency for each of the four skills on two separate occasions 25%
- Assessment task 2: Team-based project to produce a clinical skill demonstration video 20% and a group communication skills discussion and Individual Reflection. 20%
- Assessment task 3: Clinical case report 20%
- Assessment task 4: Refraction simulator task (3 x 20 mins) 15%

## Hurdle requirement

- Demonstrate competency on two occasions in each of 4 clinical skills, as described in AT1
- Successful completion of Professionalism and Placement (P & P) requirements, as defined in the Optometry P & P guide

## HMO305 – Health and Vision Sciences 3

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 3 Unit Chair: Linda Robinson*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry*

*Prerequisite: HMO303 and HMO304*

*Corequisite: HMO306*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 hours of problem-based learning seminars; up to 10 hours of classes; and 2 hours of team-based learning each week for 10 weeks of trimester.*

## Content

In this unit, students will build on, consolidate and then extend their knowledge, from previous units HMO203 and HMO303, in the physical and biomedical sciences underpinning optometric practice. Students will engage in further problem-based learning through cases drawn from a range of straightforward and more complex conditions. Cases will specifically span the refractive, binocular, developmental, age-related and systemic disorders that affect the eye. Classes and seminars will be offered in support of the problem-based sessions. The physical and biomedical sciences covered will be mainly anatomy and physiology, neurology and pharmacology, pathophysiology, therapeutics and advanced visual optics. Optometric diagnosis and management approaches will continue to be developed. Students will continue to exercise academic literacy and research skills through a series of classes and an assignment. Student learning will be consolidated through team-based learning.

## Assessment

- Assessment task 1: Team-based learning (comprising: 10 x individual readiness assurance tests 25%; team readiness assurance tests 10%) 35%
- Assessment task 2: Critical review (3000 words) 30%
- Assessment task 3: Clinical Diagnosis Assessment 10%
- Assessment task 4: Examination (2 hours) 25%

## Hurdle requirement

- Passing the examination is a hurdle requirement.
- Successful completion of Professionalism and Placement (P & P) requirements as defined in the Optometry P & P guide.

## HMO306 – Principles and Practice of Optometry 3

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 3 Unit Chair: Geoff Sampson*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry*

*Prerequisite: HMO303 and HMO304*

*Corequisite: HMO305*

*Incompatible with: Nil*



*Scheduled learning activities – campus: 3 x 2 hour clinical skills seminars per week, 1 x 2 hour ophthalmic dispensing practical per fortnight and up to 8 hours of online IPE across the trimester. Up to 80 hours of clinical placements across the trimester. This includes ACO placements, workshops and external observations at optometry and ophthalmology practices.*

## Content

Students will consolidate, extend and apply their knowledge from previous units, HMO204 and HMO304, on the clinical competencies defined by the Optometry Council of Australia and New Zealand (OCANZ). This includes patient examination, recording of optometric clinical data, ocular diagnosis and patient management. They will also explore the clinical knowledge, professional practice skills, legal and ethical issues, and population health matters drawn from the problem-based learning cases presented in HMO305. Cases will span the refractive, binocular, developmental, age-related and systemic disorders that affect the eye. Knowledge and skills gained will be applied in clinical placements. Students will also prepare for working in a collaborative care environment through inter-professional education (IPE).

## Assessment

- Assessment task 1: Clinical communication workshop reflection (1000 words): 20%
- Assessment task 2: Ten station (10 minutes each) Objective Structured Clinical Exam (OSCE), conducted during exam period (passing 7 out of 10 stations and achieving an overall pass for the determined 10 station aggregate OSCE score is a hurdle requirement): 50%
- Assessment task 3: Case history video (10 minutes) and self-assessment of performance (500 words): 15%
- Assessment task 4: Inter-Professional Education (IPE) – 4 modules of self-directed stream: 15%

## Hurdle requirement

- Hurdle 1: Successful completion of Professionalism and Placement (P & P) requirements, as defined in the Optometry P & P guide
- Hurdle 2: Pass Objective Structured Clinical Exam (OSCE) (Passing 7 out of 10 stations and achieving an overall pass for the determined 10 station aggregate OSCE score is a hurdle requirement)
- Hurdle 3: Demonstrate competency on two occasions in each of 3 clinical skills (monocular refraction with binocular balance, slit-lamp-based fundus assessment, Goldmann tonometry)

# HMO700 – Optometric Clinical Competency Preparation

*Enrolment modes: Trimesters 1, 2 and 3: Waurin Ponds (Geelong)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Alex Gentle and James Armitage*

*Trimester 2 Unit Chair: Alex Gentle and James Armitage*

*Trimester 3 Unit Chair: Alex Gentle and James Armitage*

*Cohort rule: D302 and H710 students only*

*Prerequisite: Successful progression through at least one of the following Master of Optometry units; HMO701, HMO702 or HMO703*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

This unit is available to students who have experienced a delay in progression between units within the Master of Optometry. The unit will enable the students to refresh their clinical skills and demonstrate their level of clinical competence, prior to continuing in the Master of Optometry program. Students will consolidate both their foundation, pre-clinical and clinical knowledge as well as their capacity to practise safely as a student optometrist.

*Note: Students will be required to supply their own optometric equipment consistent with a list that is available on request from the School of Medicine. Please contact [medinfo@deakin.edu.au](mailto:medinfo@deakin.edu.au) for more information.*

## Assessment

Assessment task 1: A 7 station mini Clinical Evaluation Exercise (mini-CEX) will assess discrete learning outcomes 100%.

An Ungraded Pass/Ungraded Fail is awarded for this unit.

## Hurdle requirement

- Attendance at all clinical placements and comprehensive recording of clinical encounters in the online logbook
- Mini-CEX, passing all stations

# HMO701 – Advanced Optometric Studies 1

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Alex Gentle and Ash Chan*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry or H710 Master of Optometry*

*Prerequisite: HMO305 and HMO306*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 hours problem-based learning seminars, 3 x 2 hours of clinical skills practicals, up to 10 hours of supporting classes, and 1 x 2 hours team-based learning sessions for 10 weeks of trimester; 1 x 8 hours of transition to clinical practice workshop, and up to 12 hours of inter-professional care plan development; up to 66 hours of clinical placements at the ACO, 3 x 4 hours of ophthalmology placements, and up to 6 hours of paediatric placement across the trimester.*

## Content

In this unit students will start to demonstrate their capacity to apply knowledge of the physical and biomedical sciences and the professional and business practices underpinning optometry in the clinical setting. Students will engage in problem-based learning cases drawn from more complex optometric conditions, associated with developmental and refractive disorders of vision, ocular disease and therapy and systemic disorders of vision. Classes, seminars, clinical laboratories and optometry and ophthalmology clinical placements will be offered in support of the problem-based sessions.

Students will complete an inter-professional education (IPE) module where they will be allocated into multi-disciplinary teams with students from across the faculty. They will work with these teams online to develop care plans for three complex cases.

Students will continue to gain the competencies for optometric practice, defined by the Optometry Council of Australia and New Zealand (OCANZ), across all aspects of ophthalmic examination and patient management, including: patient examination, diagnosis and management; optometric dispensing and business; and ethics, law and public health. Transition to clinical practice workshops will prepare students for clinical residential placement and highlight topical issues in optometric practice.

In this unit, students will examine their first patients under supervision at the Australian College of Optometry (ACO), and gain their first experiences of designing a clinical research project and collecting data.

*Note: If you have not completed the prerequisites HMO305 and HMO306 in the last three months please contact [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au)*

## Assessment

- Assessment task 1: Team-based learning: 10 x individual readiness assurance tests and team readiness assurance tests 15%
- Assessment task 2: Research proposal (2000 words) and preliminary data submission 15%
- Assessment task 3: Supervisor assessment of ACO patient clinical examinations 20%
- Assessment task 4: Written examination (2 hours) 35%
- Assessment task 5: Inter-professional team care plan development 15%

## Hurdle requirement

- Successful completion of Professionalism and Placement (P&P) requirements, as defined in the Optometry P&P guide
- Ongoing completion of Clinical Skills Practical (CSP) Journal
- Submission of a personal learning plan covering clinical skills development and problem-solving readiness for the residential placement program

# HMO702 – Advanced Optometric Studies 2

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 2 Unit Chair: Alex Gentle and Alissa Maillet*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry or H710 Master of Optometry*

*Prerequisite: HMO701*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Two x 2 hours of problem-based learning seminars, 3 x 2 hours of clinical skills practicals, 1 x 2 hours ophthalmic dispensing workshop, 1 x 2 hours of team-based learning seminar and up to 10 hours of supporting classes per week for 10 weeks of trimester. 1 x 8 hours of Transition to Clinical Practice workshop, 2 x 20 hours of clinical placements and 3 x 4.5 hours of ophthalmology placements across trimester.*

## Content

In this unit students will further develop and demonstrate their capacity to apply knowledge of the physical and biomedical sciences and the professional and business practices underpinning optometry in the clinical setting.

Students will engage in problem-based learning cases on more complex optometric conditions associated with developmental and refractive disorders of vision, ocular disease, ocular therapy and systemic disorders of vision. Classes, seminars, clinical skills practicals and clinical placements will be offered in support of the problem-based sessions.

Students will continue to gain the competencies for all aspects of optometric practice, as defined by the Optometry Council of Australia and New Zealand (OCANZ), including: patient examination, diagnosis and management; optometric dispensing and business; and ethics, law and public health.

Transition to clinical practice workshops will prepare students for clinical residential placement and highlight topical issues in optometric practice.

## Assessment

- Assessment task 1: Team-based learning: 10 x individual readiness assurance tests and team readiness assurance tests 15%
- Assessment task 2: Research data analysis and oral poster presentation (2000 words) 15%
- Assessment task 3: Objective Structured Clinical Examinations (OSCE) 25%
- Assessment task 4: Supervisor assessment of ACO patient clinical examinations 20%
- Assessment task 5: Written examination (2 hours) 25%

## Hurdle requirement

- Passing written examination
- Successful completion of Professionalism and Placement (P&P) requirements, as defined in the Optometry P&P Hurdle document
- Submission of a personal learning plan covering clinical skills development and problem-solving readiness for the residential placement program
- Passing 7 out of 10 OSCE stations and achieving an overall pass mark for the OSCEs is a hurdle requirement.

## HMO703 – Community Optometry 1

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)<sup>^</sup>*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 3 Unit Chair: David Hammond and Jane Duffy*  
*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry or H710 Master of Optometry*

*Prerequisite: HMO702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: The equivalent of four days per week (approximately 8 work hours per day) placement, in community settings (approximately 15 weeks, some of which fall outside of the trimester period), plus one day per week (estimated 8 hour day), across 10 within-trimester weeks, undertaking a structured, Cloud (online) delivered program. This online program will involve engaging with specified resources, Cloud (online) interactivity and weekly webinar participation.*

## Content

In this unit students will undertake clinical placements in community optometry settings in metropolitan, rural and regional Australia for the equivalent of four days per week. Their learning will be supported by access to Cloud-accessible learning materials and an online log-book enabling them to map their clinical development progress. One further day per week will be devoted to completion of a Cloud-delivered learning program, self-directed private study and webinar participation. 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.

*Note: <sup>^</sup>Students enrol at Waurin Ponds (Geelong) and undertake clinical placements in metropolitan, rural and regional Victoria.*

You will need to access substantial learning resources and experiences in CloudDeakin (Deakin's online learning environment). Compliance with the Standards in computing, connectivity and student capability are a condition on your enrolment.

## Assessment

- Assessment task 1: Supervisor's assessment of clinical performance 15%
- Assessment task 2: 2 x case reports (2000 words each) 30%
- Assessment task 3: Weekly online case-based assessment 40%
- Assessment task 4: Personal Learning Plan, Deakin staff assessment of logbook entries and Deakin staff assessment of professional identity 15%

## Hurdle requirement

- Attendance on all scheduled clinical residential placement days.
- Verified completion of on-line log-book entries for each clinical interaction, every day on placement.

# HMO704 – Community Optometry 2

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong)^*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Jane Duffy and Craig Woods*

*Cohort rule: Must be enrolled in D302 Bachelor of Vision Science/Master of Optometry or H710 Master of Optometry*

*Prerequisite: HMO703*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: The equivalent of four days per week (approx. 8 work hours per day) placement, in community settings (approximately 11 weeks, some of which fall outside of trimester time). Approximately 8 hours per week (the equivalent of 1 day), across 10 within-trimester weeks, undertaking a structured, Cloud-delivered program. This online program will involve engaging with specified resources, consisting of an online curriculum and twice-weekly webinar participation. Approximately 5 days (of 8 hours each, distributed across the two weeks constituting the final week of trimester and the study period) of structured consolidation of learning.*

## Content

In this unit students will continue to 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 Cloud-accessible learning materials and an online logbook enabling them to map their clinical development progress. One further day per week will be devoted to completion of a Cloud-delivered learning program, self-directed private study and webinar participation. Students will continue to 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. Students will return to campus in the final two weeks of trimester, for face-to-face teaching and clinical training sessions, in order to consolidate their skills prior to their final assessments. 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.

*Note: ^Students enrol at Waurn Ponds (Geelong) and undertake clinical placements in metropolitan, rural and regional Victoria*

## Assessment

- Assessment task 1: Supervisor assessment of clinical performance 15%
- Assessment task 2: Clinical case communication tasks – 25% total (comprising 1 x case report (2000 words) 15% and 1 x verbal clinical conundrum presentation 10%)
- Assessment task 3: Weekly online case-based assessment 20%
- Assessment task 4: Objective Structured Clinical Examinations (OSCE, end-of-trimester examination period) 25%
- Assessment task 5: Personal Learning Plan, Deakin staff assessment of logbook entries and Deakin staff assessment of professional identity 15%

## Hurdle requirement

- Attendance on all scheduled clinical residential placement days
- Completion of on-line logbook entries for each clinical interaction
- Passing 7 out of 10 OSCE stations and achieving an overall pass mark for the OSCEs.



## HND701 – Pathophysiology of Diabetes

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: HSD701*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cath McNamara*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN720*

*Scheduled learning activities – campus: Learning experiences are via FutureLearn*

### 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 complexities of the 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 contexts. Students will understand the importance of health maintenance in the context of DM and will gain knowledge of how to reduce the risk of diabetes complications.

This unit explores the pathophysiological pathways that occur leading to a diagnosis of both type 1 and type 2 diabetes. The Unit material has been written by experts in their particular field and draws on current research and theory to explain the complexities behind diabetes and its complications.

The unit begins with an historical perspective encompassing the discovery of diabetes, the initial use of insulin in humans and explaining the distinction between the different types of diabetes. An epidemiological perspective shows how diabetes has evolved from a little known condition to a household word with many people in our communities touched somehow by some type of diabetes.

*Note: This unit uses the FutureLearn online learning platform*

### Assessment

- Assessment task 1: Written assignment 1 (2000 words) 40%
- Assessment task 2: Written assignment 2 (3000 words) 60%

### Prescribed texts

Bilous, R & Donnelly, R. 2010. Handbook of Diabetes (4th edition). Wiley-Blackwell, UK.

## HND702 – Management of Diabetes

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cath McNamara*

*Prerequisite: HND701*

*Corequisite: Nil*

*Incompatible with: HSN720*

*Scheduled learning activities – campus: Online independent and collaborative learning activities including online content for each topic which is available on demand*

### 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.

The unit content exposes students to management scenarios for a variety of diabetes related situations. It contextualises the role and scope of practice of varying disciplines now able to apply to become credentialed diabetes educators. It covers the broad spectrum of management from physical to pharmacological, from home to hospital.

*Note: This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn*

### Assessment

- Assessment task 1: Written assignment (2000 words) 40%
- Assessment task 2: Written assignment (3000 words) 60%

### Prescribed texts

Bilous, R & Donnelly, R. 2010. Handbook of Diabetes (4th edition). Wiley-Blackwell, UK.



## HND731 – Learning and Teaching for Health Professionals

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: HND631*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Virginia Hagger*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online content for each topic which is available on demand*

### Content

The aim is for students to develop in-depth knowledge, skills, and values inherent in the teaching and learning processes that are important to practice as diabetes educators. People and their concerns are central to the core of the unit. The focus is on people as learners and the ways in which diabetes educators can facilitate learning processes. This unit identifies how facilitation of learning and teaching is associated with different health promotional approaches, traditional teaching methods, and creative teaching methods including reflective practices, motivational interviewing and use of internet technologies. The unit further aims to provide the psychological foundations of learning and the impact of group dynamics on teaching and learning.

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 part of the unit 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 second part facilitates those skills necessary for educators such as practitioners in the field of diabetes education to implement and evaluate health education programs.

*Note: This unit uses the FutureLearn online learning platform. Learn more about studying through FutureLearn*

### Assessment

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Assignment (3000 words) 60%

## HND732 – Diabetes in Social and Psychological Contexts

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: HND632*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Virginia Hagger*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Learning experiences are via FutureLearn*

### Content

The aim is to facilitate students to develop in-depth understanding of the meaning of living with diabetes for an individual and their family in the context of nursing, psychology, sociology and other health related disciplines. Students will explore a number of contemporary issues in diabetes education practice and in caring for people with diabetes. The issues are placed in the context of sociological and psychological theories, health promotion principles, and best practice guidelines in diabetes education, based on contemporary national and international research. The unit acknowledges that global economic imperatives and the local and global market place influences diabetes education. Within this context, the unit explores a number of trends that impact on future diabetes practice.

This unit explores what it means to be diagnosed with diabetes; the problems of adjusting to a 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 unit addresses the psychosocial issues experienced by vulnerable groups in the community. The unit links contemporary diabetes practice to current research and provides a deep understanding of the links between practice, evidence-based practice and research.

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, assessing health literacy, empowerment, and health promotion are provided. Students will explore a number of approaches to caring for people with diabetes and analyse their effectiveness.

*Note: This unit uses the FutureLearn online learning platform*

## Assessment

- Assessment task 1: Written assignment (2000 words) 40%
- Assessment task 2: Written assignment (3000 words) 60%

## HNM101 – Partnerships in Midwifery Care 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anna O'Connell*

*Cohort rule: Students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact: Waterfront (Geelong): Nicki Hartney  
Warrnambool: Erin Guiney*

*Prerequisite: Nil*

*Corequisite: All of HBS109, HNN120 and HNN112*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 20 Cloud (online) hours, 20 hours of face-to-face contact in seminar, 8 hours of experiential learning in structured simulation activities and 40 hours of clinical placement*

## Content

This is the initial midwifery unit within the Professional Studies Cluster and introduces students to professional and clinical midwifery issues within a quality and safety of care framework with a focus on pregnancy care. Students are introduced to the principles of continuity of midwifery practice across the continuum of care and the various contexts of midwifery care. Emphasis is placed upon the centrality of woman-centred care, incorporating: physical, emotional and mental health; encompassing socio-cultural diversity and needs of women and families from Aboriginal and Torres Strait Islander backgrounds and from other cultural groups. Students will have the opportunity to apply and integrate knowledge and skills learnt in this unit with previous learning during a one (1) week (40 hour) introduction to the clinical midwifery environment and by commencing Continuity of Care experiences.

## Assessment

- Assessment task 1: Group presentation (equivalent to 1000 words) 30%
- Assessment task 2: 3 x Cloud (online) tests (12 minutes each) 20%
- Assessment task 3: Examination (1.5 hours) 50%
- Assessment task 4: Clinical Practice requirements (equivalent to 1000 words) Pass/Fail

## Prescribed texts

*Note: these texts are utilised for the duration of your midwifery studies (across the 4 years)*

Midwifery Text (choose one of the following):

Fraser, D. M., Marshall, J. E., Myles, M. F., & Raynor, M. D. (2014). Myles Textbook for Midwives. Oxford: Churchill Livingstone, 2014.

OR

Macdonald, S. (2014). Mayes' Midwifery: a Textbook for Midwives. Elsevier Health Sciences UK, 2014.

AND

Midwifery Physiology:

Rankin, J (2017). Physiology in childbearing: with anatomy and related biosciences. Elsevier Health Sciences UK, 2017

## HNM102 – Partnerships in Midwifery Care 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Warrnambool*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicki Hartney*

*Cohort rule: Students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact: Waterfront (Geelong): Nicki Hartney  
Burwood (Melbourne): Anna O'Connell*

*Prerequisite: All of HNM101 and HNN112*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 16 Cloud (online) hours, 16 hours of face-to-face contact in seminar, 6 hours of experiential learning in structured simulation activities and 80 hours of clinical placement*

## Content

This midwifery unit within the Clinical Studies Cluster, introduces students to clinical and professional midwifery issues using a quality and safety of care framework with a focus on care of the woman during labour and birth. The content builds on the previous units studied and extends students' knowledge, skills and attributes in relation to caring for women during labour and birth and immediately in the postnatal period. The unit provides opportunities for students to develop further their knowledge of the anatomy and physiology which underpins the process of labour and birth. Students will explore the role of the midwife in supporting a woman in labour to optimise the outcome of a physiological birth, incorporating physical, emotional and spiritual dimensions of care. The cultural needs of women from Aboriginal and/or Torres Strait Islander families and other cultural groups will be encompassed. Students will have opportunity to apply and integrate knowledge and skills learnt in this unit and previous units during a two (2) week (80 hour) clinical placement and by continuing to recruit and maintain Continuity of Care experiences.

## Assessment

- Assessment task 1: Group presentation (equivalent to 1000 words) 30%
- Assessment task 2: 3 x Cloud (online) tests (12 minutes each) 20%
- Assessment task 3: Examination (1.5 hours) 50%
- Assessment task 4: Clinical Practice requirements (equivalent to 1000 words) Pass/Fail

## HNM201 – Partnerships in Midwifery Care 3

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Erin Guiney*

*Cohort rule: Students must be enrolled in D355 Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact:*

*Burwood (Melbourne): Monique Vermeulen*

*Waterfront (Geelong): Dolores Dooley*

*Prerequisite: HNM102*

*Corequisite: HNN227*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 16 Cloud (online) hours, 16 hours of face-to-face contact in tutorials, 6 hours of experiential learning in structured simulation activities and 80 hours of clinical placement*

## Content

This unit forms part of the Clinical Studies Cluster and continues to build and extend the student's understanding of professional and clinical midwifery issues within a quality and safety of care framework.

The aim of this unit is to introduce students to various aspects of postnatal care for the woman and her infant, providing the opportunity for students to examine the normal maternal physiological changes that occur in the postnatal phase and the adaptations of the newborn infant. Students will explore strategies inherent to midwifery care that 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 in the postnatal period. The legal responsibilities of the midwife in relation to mandatory reporting and child protection will be explored together with cultural dimensions of postnatal care. Students will have opportunity to apply and integrate knowledge and skills learnt in this unit and previous units during a two (2) week (80 hour) clinical placement and by continuing to recruit and maintain Continuity of Care experiences.

## Assessment

- Assessment task 1: Written assignment (1000 words) 30%
- Assessment task 2: Group presentation (equivalent to 600 words) 20%
- Assessment task 3: Examination (1.5 hours) 50%
- Assessment task 4: Clinical Practice requirements (equivalent to 1000 words) Pass/Fail

## HNM202 – Collaboration in Midwifery Care

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Monique Vermeulen*

*Cohort rule: Students must be enrolled in D355 Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact: Waterfront (Geelong): Nicki Hartney*

*Warrnambool: Erin Guiney*

*Prerequisite: HNM201*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 16 Cloud (online) hours, 16 hours of face-to-face contact in tutorials, 6 hours of experiential learning in structured simulation activities and 80 hours of clinical placement*

## Content

This is a second year unit within the Clinical Studies Cluster and introduces the student to caring for the woman who experiences complications in pregnancy, labour and birth and/or postnatal period related to existing or emerging pathophysiology. The aim of this unit is to extend the student's understanding of physiological changes that occur across the continuum of care, to inform assessment and midwifery care where the risk of maternal or foetal complications has been identified. The role of collaboration within a multidisciplinary care model will be explored using the Australian College of Midwives' National Midwifery Guidelines for Consultation and Referral.

Students will have opportunity to apply and integrate knowledge and skills learnt in this unit and previous units during a two (2) week (80 hour) clinical placement and by continuing to recruit and maintain Continuity of Care experiences.

## Assessment

- Assessment task 1: Written assignment (1000 words) 30%
- Assessment task 2: 3 x 12 minute cloud (online) tests 20%
- Assessment task 3: Examination (1.5 hours) 50%
- Assessment task 4: Clinical Practice requirements (equivalent to 1000 words) Pass/Fail

## HNM310 – Midwifery Practice 1

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Nicki Hartney*

*Cohort rule: Students must be enrolled in D355 Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact:*

*Burwood (Melbourne): Monique Vermeulen*

*Warrnambool: Erin Guiney*

*Prerequisite: All of HNM215, HNM323, HNM202*

*Corequisite: Nil*

*Incompatible with: HNM226*

*Scheduled learning activities – campus: 6 Cloud (online) hours, 6 hours undertaking face-to-face contact in seminars and individual consultations if required during the trimester. Experiential learning will include continuity of care experiences and 192 hours of clinical placement which may include 40 hours in a Special Care Nursery environment*

## Content

In this unit student learning focuses on developing and consolidating midwifery knowledge, skills and competencies 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 and by continuing to recruit and maintain Continuity of Care experiences.

## Assessment

- Assessment task 1: Clinical placements (192 hours)
- Assessment task 2: Midwifery learning tools – Pass/Fail
- Assessment task 3: Continuity of care experiences
- Assessment task 4: Other clinical experiences

## HNM311 – Midwifery Practice 2

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Nicki Hartney*

*Cohort rule: Students must be enrolled in D355 Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact:*

*Burwood (Melbourne): Monique Vermeulen*

*Warrnambool: Erin Guiney*

*Prerequisite: HNM310*

*Corequisite: HNM313*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 Cloud (online) based hours, 6 hours undertaking face-to-face contact in seminars and individual consultations during the trimester. Experiential learning 288 hours of clinical placement which may include 40 hours in a Special Care Nursery environment.*

## Content

This is the second of two extended clinical practice units within the Clinical Studies Cluster where student learning focuses on consolidating and extending 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 288 hour clinical placement and by continuing to recruit and maintain Continuity of Care experiences.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Formative and Summative Clinical assessment Pass/Fail
- Assessment task 2: Midwifery Portfolio Pass/Fail
- Assessment task 3: Maintain Continuity of Care experiences with women during pregnancy, birth, and following birth

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HN313 – Complexities in Midwifery Care

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicki Hartney*

*Cohort rule: Students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact:*

*Burwood (Melbourne) Monique Vermeulen*

*Warrnambool: Erin Guiney*

*Prerequisite: All of HNN215, HNN227 and HNN323*

*Corequisite: HNN222*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 Cloud (online) based hours, 16 hours of face-to-face contact in seminars and 6 hours of experiential learning in structured simulation activities. Experiential learning will also include continuity of care experiences.*

## Content

In this unit, one of three Year 4 units within the Clinical Studies Cluster; the student is introduced to caring for the woman experiencing an emergency event in pregnancy, labour and birth and/or the postnatal period. The aim of this unit is to relate anatomy and pathophysiology to the prevention or early detection and response of the midwife in a maternal emergency. The principles of safe and quality care will be applied to the emergency setting with a focus on the handover of care, communication, teamwork and leadership.

## Assessment

- Assessment task 1: 3 x 12 minute cloud (online) tests 20%
- Assessment task 2: Group presentation – Skill demonstration (equivalent to 1500 words) 50%
- Assessment task 3: Written assignment (1000 words) 30%
- Assessment task 4: Unit Clinical Pass/Fail (equivalent to 1000 words): Continuity of Care Experiences



## HNM314 – Primary Midwifery Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anna O'Connell*

*Cohort rule: Students must be enrolled in D355 Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact: Waterfront (Geelong): Dolores Dooley  
Warrnambool: Erin Guiney*

*Prerequisite: HNM311*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 hours seminar and 16 hours Cloud (online)*

### Content

This is the final midwifery specific unit and forms part of the Professional Studies in Nursing and Midwifery cluster which 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 (80 hour) 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

- Assessment task 1: Written Assignment (equivalent to 1000 words) 30%
- Assessment task 2: Group Presentation (equivalent to 2000 words) 50%
- Assessment task 3: Meta-reflection and Midwifery Portfolio (equivalent to 500 words) 20%
- Assessment task 4: Clinical Practice requirements Pass/Fail

### 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 completed Midwifery Portfolio and completed Continuity of Care experiences to their campus chair.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HNM323 – Challenges in Infant Care

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dolores Dooley*

*Cohort rule: Students must be enrolled in D355 Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Campus contact: Burwood (Melbourne): Anna O'Connell  
Warrnambool: Erin Guiney*

*Prerequisite: HNM202*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Contact hours: 6 Cloud (online) hours, 16 hours of face-to-face contact in tutorials, 6 hours of experiential learning in structured simulation activities*

## Content

In this unit, the first of two Year 3 units within the Clinical 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. Aims of this unit include developing the student's knowledge, skills and competencies to care for the neonate and family where a newborn requires admission to a Special Care Nursery.

## Assessment

- Assessment task 1: Group Presentation (equivalent 500 words) 20%.
- Assessment task 2: Written Assignment (equivalent 1000 words) 30%.
- Assessment task 3: Examination (1.5 hours) 50%
- Assessment task 4: Unit Clinical Pass/Fail (equivalent to 1000 words)

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HNM701 – The Woman During Pregnancy, Labour and Birth

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Monique Vermeulen*

*Cohort rule: Only available to students enrolled in H676 Graduate Diploma of Midwifery*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Theoretical component 96 hours; clinical practicum 156 hours.*

*A two-week intensive program is conducted at the Burwood Melbourne campus in mid-February [HN701 and HN702] and nominated 'study days' are conducted throughout each of the trimesters over the 18 months of the course.*

## Content

Emphasis is placed upon midwifery health assessments incorporating physical, emotional and mental health of the woman and that of the foetus and soon after birth health assessment of the new mother and her infant. The midwife's responsibilities as a primary health care provider including a referral and collaboration role with other health care professionals are presented, encompassing health promotion and education. Woman-centred is promoted to support individualised care incorporating socio-cultural diversity, including Aboriginal and Torres Strait Islander Peoples and women from other cultural groups; and supporting the needs of the community related to maternity services.

*Note: Classes are conducted at Burwood (Melbourne) and video conferenced live to other venues.*

*Cloud (online) teaching methods and independent learning activities require internet access.*

## Assessment

- Assessment task 1: Two online examinations (1000 words) 20%
- Assessment task 2: Assignment (5000 words) 50%
- Assessment task 3: Examination (2 hours, 2000 words) 30%
- Assessment task 4: Clinical assessment: (156 hours) Pass/Fail

## 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; 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. Students are required to successfully complete practice requirements to support their application to Australian Health Practitioner Regulation Agency (AHPRA) for registration as a 'midwife', Nursing and Midwifery Board of Australia (NMBA).

## HNM702 – The Woman and Newborn Infant

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anna O'Connell*

*Cohort rule: Only available to students enrolled in H676*

*Graduate Diploma of Midwifery*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Theoretical component 50 hours; clinical practicum 120 hours.*

*A two-week intensive program is conducted at the Burwood Melbourne campus in mid-February [HN701 and HN702] and nominated 'study days' are conducted throughout each of the trimesters over the 18 months of the course.*

## 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.

*Note: Classes are conducted at Burwood (Melbourne) and video conferenced live to other venues.*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (2 hours, 2000 words) 50%
- Assessment task 3: Clinical reflection (equivalent 500 words) 10%
- Assessment task 4: Clinical assessment (120 hours) Pass/Fail

## Clinical assessment

Satisfactory completion of the Victorian Standardised Clinical Assessment Tool for Midwifery Students (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. Students are required to successfully complete practice requirements to support their application to Australian Health Practitioner Regulation Agency (AHPRA) for registration as a 'midwife', Nursing and Midwifery Board of Australia (NMBA).

## HN703 – Contexts of Midwifery Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dolores Dooley*

*Cohort rule: Only available to students enrolled in H676*

*Graduate Diploma of Midwifery*

*Prerequisite: HN701, HN702*

*Corequisite: HN704*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Theoretical component 50 hours; clinical practicum 24 hours.*

*Note: Cloud (online) teaching methods and independent learning activities require internet access.*

*Nominated 'study days' are conducted throughout each of the trimesters over the 18 months of the course.*

## 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 Accreditation Council ("ANMAC"), Australian College of Midwives (ACM), and Australian Health Practitioner Regulation Agency (AHPRA) through the Nursing and Midwifery Board of Australia ("NMBA"). 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

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Assignment (2500 words) 60%

## Clinical assessment

The interim competency of the Victorian Standardised Clinical Assessment Tool for Midwifery Students is to be completed. This is a pass/fail assessment.

Students are required to maintain a Midwifery Portfolio including reflective practice entries. Commencement and continuation of Continuity of Care experiences.

Students are required to successfully complete practice requirements to support their application to AHPRA for registration as a 'midwife', NMBA.

## Hurdle requirement

- Midwifery practice Experience Pass/Fail
- Clinical assessment (24 hours) Pass/Fail
- Competency assessment Pass/Fail

# HNM704 – Clinical Challenges in Maternity Care

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Monique Vermeulen*

*Cohort rule: Only available to students enrolled in H676*

*Graduate Diploma of Midwifery*

*Prerequisite: HNM701 and HNM702*

*Corequisite: HNM703*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Theoretical component 50 hours; clinical practicum 120 hours.*

*Nominated 'study days' are conducted throughout each of the trimesters over the 18 months of the course.*

## Content

This unit reviews the pathophysiology related to complex health issues of the woman and her foetus 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.

*Note: Classes are conducted at Burwood (Melbourne) and video conferenced live to other venues.*

*Cloud (online) teaching methods and independent learning activities require internet access.*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (2 hours, 2000 words) 50%
- Assessment task 3: Clinical reflection (equivalent 500 words) 10%
- Assessment task 4: Clinical assessment (120 hours) Pass/Fail

Students are required to successfully complete practice requirements to support their application to AHPRA for registration as a 'midwife', NMBA.

Satisfactory completion of the Victorian Standardised Clinical Assessment Tools for Midwifery Students (competency based learning), incorporating the Australian nursing and Midwifery Council's (2006) National Competency Standards for the Midwife. They include: Care of the Mother and Baby with Increased Needs in Labour, Care of the Woman on Admission to Birth Environment, Management of Pain Relief in Labour, Management of an Induction of Labour, Performing and Interpreting a Cardiograph Tracing on

a Labouring Woman, Performing a Vaginal Examination and Reception and Care of the Newborn Baby. 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 Australian Health Practitioner Regulation Agency (“AHPRA”) for registration as a midwife to the Nursing and Midwifery Board of Australia (“NMBA”).

## HNM705 – Clinical Challenges in Infant Care

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dolores Dooley*

*Cohort rule: Only available to students enrolled in H676*

*Graduate Diploma of Midwifery*

*Prerequisite: HNM701, HNM702, HNM703, HNM704*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Theoretical component 50 hours; clinical practicum 120 hours.*

*Nominated ‘study days’ are conducted throughout each of the trimesters over the 18 months of the course.*

### 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.

*Note: All classes/seminars are conducted at Burwood (Melbourne) and video conferenced live to other venues.*

### Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (2 hours, 2000 words) 50%
- Assessment task 3: Clinical reflection (500 words) 10%

### Hurdle requirement

- Satisfactory completion of the Victorian Standardised Clinical Assessment Tool for Midwifery Students (competency based learning), incorporating the Australian Nursing and Midwifery Council’s (2006) National Competency Standards for the Midwife. They include: Care of the Unwell Baby Receiving Oxygen Therapy, Care of the Baby Receiving Phototherapy, Enteral/Tube Feeding of the Unwell Baby, Full Examination of the Newborn, Neonatal Resuscitation via Simulation. The final competency assessment is to be completed. These are pass/fail assessments.
- Students are required to maintain a Midwifery Portfolio including reflective practice entries and records of learning opportunities and complete a minimum of five (5) Continuity of Care experiences (minimum of 10 hours each). Students are required to successfully complete practice requirements to support their application to Australian Health Practitioner Regulation Agency (“AHPRA”) for registration as a midwife, the Nursing and Midwifery Board of Australia (“NMBA”).

## HNN021 – Nursing Practice in Australia

*Enrolment modes: Corporate Teaching Period 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: Students must be enrolled in H011 Return to Practice and Initial Registration (Overseas Nurses)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive unit made up of 56 hours of classes, seminars and cloud concepts and 30 hours simulation*

### Content

In this unit students are provided with an opportunity to gain knowledge of contemporary Australian nursing practice. Issues relevant to professional practice of nurses in Australia are presented based on current evidence. Students have the opportunity to further develop and practice nursing skills and 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 competence prior to clinical practicum.



## Assessment

- Assessment task 1: Written assignment (1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Skills assessment task (15 minutes) 20%

## Prescribed texts

Brown, D & Edwards, H (Eds.) 2012, Lewis's medical-surgical nursing. Assessment and management of clinical problems, 3rd ed. Chatswood Australia: Elsevier Mosby.

Bullock, S., & Manias, E 2011, Fundamentals of pharmacology: A text for nurses and allied health professionals (6th ed.). South Melbourne: Addison Wesley.

LeMone, P & Burke, K et al., 2011, Medical-Surgical Nursing. Australian edition. 3 Volume Pack. Pearsons, Australia.

Rossi S (Ed.) 2012, Australian medicines handbook. Accessed online via Deakin University Library

## Assessment

Assessment task 1: Clinical performance 100% Pass/Fail

## Prescribed texts

Brown, D & Edwards, H 2012, Lewis's medical-surgical nursing: assessment and management of clinical problems, 3rd. ed, Australia, Elsevier Mosby.

Bullock, S., & Manias, E 2011. Fundamentals of pharmacology: A text for nurses and allied health professionals (6th ed.). South Melbourne, Addison Wesley.

Galbraith, A Bullock, S & Manias, E 2011, Introduction to pharmacology in the Australian setting, 6th edn, South Melbourne, Addison Wesley

LeMone, P & Burke, K et al., 2011, Medical-Surgical Nursing. Australian edition. 3 Volume Pack. Pearsons, Australia

Rossi S (Ed.) 2012, Australian medicines handbook. Accessed online via Deakin University Library

## HNN025 – Clinical Practicum

*Enrolment modes: Corporate Teaching Period 2: Burwood (Melbourne)*

*Credit point(s): 2  
EFTSL value: 0.250*

*Cohort rule: Students must be enrolled in H011 Return to Practice and Initial Registration (Overseas Nurses)*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Scheduled learning activities – campus: 160 hours clinical placement*

## Content

The clinical practicum 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 this course. Prior to attending clinical placements, students must develop their personal learning objectives, review the rules governing clinical placement, the stated clinical learning objectives and assessment criteria.

Students will undertake a clinical practicum of 160 hours in which the theoretical content, including clinical skills, decision making and provision of patient safety will be practised under supervision.

## HNN026 – Legal Ethical and Contemporary Issues in Australian Nursing Practice

*Enrolment modes: Corporate Teaching Period 2: Burwood (Melbourne)*

*Credit point(s): 1  
EFTSL value: 0.125*

*Cohort rule: Students must be enrolled in H011 Return to Practice and Initial Registration (Overseas Nurses)*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive unit made up of 32 hours of classes, could concepts and simulation*

## Content

This unit will introduce the students to expectations of the profession including scope of practice for registered nurses, current issues, professional development and preparation for employment in Australia. The unit will also introduce cultural safety in particular issues relevant to Aboriginal and Torres Strait Islanders and refugees within the Australian social, cultural, political and economic context in which health services operate as well as legal, ethical, political, social and cultural principles as they relate to nursing in Australia.

## Assessment

- Assessment task 1: Group presentation (equivalent to 1500 words) 40%
- Assessment task 2: Written assignment (1000 words) 20%
- Assessment task 3: Examination (1.5 hours) 40%

## Prescribed texts

Johnstone, MJ 2009, *Bioethics: A nursing perspective* (4th ed.). Sydney, Churchill Livingstone.

Staunton, P & Chiarella, M 2012, *Nursing and the law* (7th ed.). Sydney, Churchill Livingstone

Fleming, M.L., & Parker, E 2007, *Health promotion: Principles and practice in the Australian context*. Sydney, Allen and Unwin.

Lin, V Smith, S & Fawkes, S 2007, *Public health practice in Australia*. Sydney, Unwin and Allen.

McIlwraith, J 2010, *Health Care and the Law*, 5th ed, Pymont, NSW, Thomson Reuters (Professional) Australia.

Talbot, L & Verrinder, G 2005, *Promoting health. The primary health care approach* (3rd ed.). Sydney, Elsevier Churchill Livingstone.

## HNN108 – Understanding Research Evidence

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Waurn Ponds (Geelong), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emily Tomlinson*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact:*

*Burwood (Melbourne): Bec Vanderheide*

*Warrnambool: Suzanne Coulson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HBS108*

*Scheduled learning activities – campus: 2 Cloud (online) hours per week, 1 x 2-hour seminar per week*

## Content

This unit forms part of the Supportive Studies Cluster. Students have the opportunity to explore the role of research in clinical decision-making, and the processes involved in producing and evaluating knowledge based

on research. At an introductory level students will learn the principles of conducting research, evaluating existing research and ways of appraising evidence to inform clinical practice. Evidence-based practice is a major component of quality care delivery and the ability to appraise evidence from all sources is an important foundational skill.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Written assignment (2000 words) 50%
- Assessment task 2: Examination (2 hours) 50%

## HNN112 – Quality and Safety: Nursing Practice 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jayne Porter*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact: Waterfront (Geelong): Claire Crossfield  
Warrnambool: Sophie O'Keeffe*

*Prerequisite: Nil*

*Corequisite: HNN120*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 Cloud (online) hours, 1 x 2 hour seminar, 1 x 2 hour simulation session per week and 40 hour clinical placement*

## Content

This unit is the first of two in the Clinical Studies Cluster: Year 1. Aligned with quality and safety principles opportunities are provided for students to explore and develop nursing knowledge and foundational skills for the provision of person-centred care. Key concepts to be addressed include assessment and management of patient functional status and potential for risk and injury. In addition promotion of patient comfort will be explored. During a one (1) week clinical placement students will have the opportunity to further develop and apply relevant knowledge and skills learned in this and other units.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Online tests 3 x 20 minutes (equivalent 1000 words) 40%
- Assessment task 2: Clinical assessment: 40 hours pass/fail
- Assessment task 3: Examination (2 hours) 60%

## Hurdle requirement

Skills (equivalent 500 words)

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Prescribed texts

Berman, A., Snyder, S., Levett-Jones, T., Dwyer, T., Hales, T., Harvey, N., Langtree, T., Moxham, L., Parker, B., Reid-Searl, K. & Stanley, D. (2018). *Kozier and Erb's fundamentals of nursing* (4th Australian ed.). Melbourne: Pearson.

Tollefson, J. & Hillman, E. (2019). *Clinical psychomotor skills: assessment tools for nursing students* (7th ed. revised). South Melbourne: Cengage Learning

## HNN114 – Health Assessment

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Trimester 3: Burwood (Melbourne) – only available for commencing students with Recognition of Prior Learning for the pre-requisite units, CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Josh Allen*

*Trimester 3 Unit Chair: Josh Allen*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329 or be an Enrolled Nurse undertaking a single unit enrolment*

*Campus contact: Waterfront (Geelong): Matt Jackson*

*Warrnambool: Christopher Wakefield*

*Prerequisite: HBS109, HNN112*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class or equivalent cloud (online) presentation/s, 1 x 2 hour simulation session per week*

## Content

Health assessment is a foundational skill for nurses in all contexts of care and forms part of the Supportive Studies Cluster. In this unit students have the opportunity to develop the knowledge, techniques and skills required by the nurse to perform comprehensive and focused health assessment of individuals. Assessment informs identification of patient problems in relation to risk, symptoms and patient function. Appropriate use of assessment data will assist students to further develop clinical decision making skills foundational to the provision of quality patient care.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Online tests 3 x 15 minute tests (equivalent 800 words) 20%
- Assessment task 2: Assignment (1500 words) 40%
- Assessment task 3: Skills assessment (15 minutes, equivalent 1500 words) 40%

## Prescribed texts

Jarvis, C., Forbes, H., & Watt, E. (2016). *Jarvis's physical examination and health assessment* (2nd ed.). Chatswood: Elsevier

## HNN120 – Quality and Safety in Health Care

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sophie O’Keeffe*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact:*

*Burwood (Melbourne): Rebecca Thornton*

*Waterfront (Geelong): Belinda Dean*

*IKE: Kelly Menzel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 Cloud (online) hours, 1 x 2 hour seminar per week*

### Content

This is the first of two units within the Professional Studies Cluster. Students will be given the opportunity to develop understanding of contemporary nursing practice, the political and legal contexts in which it is regulated. Students will also explore local and global issues influencing the nursing profession including the emergence of the patient safety movement and the role of nurses in promoting patient safety and quality care. This will include the examination of the underpinning principles of patient safety in health care including: person-centred care, communication, ethical practice, evidence-based practice, health informatics, clinical decision making, and team work.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: ePortfolio presentation (equivalent to 500 words) 15%
- Assessment task 2: Assignment (1500 words) 35%
- Assessment task 3: ePortfolio Group presentation and reflection (equivalent to 2000 words) 50%

### Prescribed texts

Grellier and Goerke’s Communications Toolkit, 4th Edition.

## HNN122 – Quality and Safety: Nursing Practice 2

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Trimester 3: Burwood (Melbourne) – only available for commencing students with Recognition of Prior Learning for the pre-requisite units*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Elyse Coffey*

*Trimester 3 Unit Chair: Elyse Coffey*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329 or be an Enrolled Nurse undertaking a single unit enrolment*

*Campus contact: Trimester 2*

*Waterfront (Geelong): Jennifer Hosking*

*Warrnambool: Christopher Wakefield*

*Prerequisite: HNN112*

*Corequisite: HNN114*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 Cloud (online) hours, 1 x 2 hour seminar, 1 x 2 hour simulation session per week and 80 hours of clinical placement*

### Content

This unit is the second unit in the Clinical Studies Cluster: Year 1. In this unit nursing knowledge and skills introduced in previous units are further developed in the provision of person-centred care. Within the context of pre and post procedural care students will develop an understanding of symptom management: pain, nausea and vomiting, altered fluid and electrolytes, infection, constipation, dyspnoea, fatigue, anxiety, and grief. Symptom management will be presented in the context of comprehensive and focused assessment, implementation of appropriate evidence-based interventions, and evaluation of outcomes. The principles of pharmacodynamics and pharmacokinetics will be introduced as the foundation for therapeutic use of medicines. During a two (2) week clinical placement students will have the opportunity to further develop and apply knowledge and skills learned in this unit and previous units.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Online tests 4 x 30 minutes (equivalent 2000 words) 40%
- Assessment task 2: Examination (2 hours) 60%
- Assessment task 3: Clinical assessment pass/fail (equivalent 2000 words)

## Hurdle requirement

Skills (equivalent 1500 words)

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Prescribed texts

Berman, A., Snyder, S., Levett-Jones, T., Dwyer, T., Hales, T., Harvey, N., Langtree, T., Moxham, L., Parker, B., Reid-Searl, & Stanley, D. (2018). *Kozier and Erb's fundamentals of nursing* (4th Australian ed.). Melbourne: Pearson.

Tollefson, J. & Hillman, E. (2016). *Clinical psychomotor skills: assessment tools for nursing students* (6th ed. revised). South Melbourne: Cengage Learning

## HNN207 – Maternity Nursing: Pregnancy, Birth and the Newborn

*Enrolment modes:*

*Trimester 2: Cloud (online) – enrolment quota applies*

*Trimester 3: Cloud (online) – enrolment quota applies*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Erin Guiney*

*Trimester 3 Unit Chair: Monique Vermeulen*

*Cohort rule: This unit is only available to students enrolled in H326 Bachelor of Nursing*

*Prerequisite: All of HBS107, HBS109, HNN114*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

## Content

This online elective unit is designed to provide nursing students with the opportunity to explore and develop basic understandings of maternity care in the Australian context. This knowledge will inform students of fundamental principles of maternity care for women and their newborn infant/s. Students will be introduced to the physiological and psychological adaptations that occur during the uncomplicated pregnancy, childbirth and the early postnatal period. Students will be introduced to the role of the multidisciplinary health care team.

## Assessment

- Assessment task 1: Online tests (3 x 15 minutes MCQ tests equivalent to 800 words) 20%
- Assessment task 2: Assignment (equivalent to 1000 words) 30%
- Assessment task 3: Assignment (equivalent to 2000 words) 50%

## Prescribed texts

Marshall, JE, Myles textbook for midwives, (Chirchill Livingstone, Edinburgh, 16th edn, 2014)



## HNN208 – Perspectives on Leadership and Management

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Stephane Bouchoucha*

*Cohort rule: Must be enrolled in course H329*

*Prerequisite: All of HBS107, HBS109, HNN108, HNN112, HNN114, HNN120, HNN122*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x Cloud (online) based hour per week, 5 face-to-face seminars over the trimester (4 x 2 hours and 1 x 1 hour) and up to 20 hours of clinical mentor observation*

### Content

This unit is the first of four units in the Bachelor of Nursing (Clinical Leadership) that focus on the development and enhancement of leadership potential. In this unit students will be introduced to the concepts underpinning leadership and management. Students will be matched with a mentor from the clinical setting whose role involves significant leadership and management in quality and safety. Through this collegial relationship students will have the opportunity to observe and reflect upon elements of leadership and management inherent in their mentor's role and identify the particular characteristics and attributes contributing to their mentor's approach.

### Assessment

- Assessment task 1: Assignment (equivalent to 1500 words) 40%
- Assessment task 2: Assignment (equivalent to 2500 words) 60%

## HNN210 – Perspectives on Research Leadership

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bec Vanderheide*

*Cohort rule: Must be enrolled in course H329*

*Prerequisite: HNN208*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x Cloud (online) based hour per week, 3 face-to-face seminars over the trimester (3 x 2 hours) and up to 20 hours of clinical mentor observation.*

### Content

This unit is the second of four units in the Bachelor of Nursing (Clinical Leadership) that focus on the development and enhancement of leadership potential. In this unit students will have the opportunity to build on their basic research knowledge and be involved in research mentorship. Through research mentorship students will have the opportunity to join a research team and engage in data collection related to quality and patient safety with a symptom management focus and reflect upon the research question under investigation.

### Assessment

- Assessment task 1: Assignment (equivalent to 1500 words) 40%
- Assessment task 2: Assignment (equivalent to 2500 words) 60%

## HNN215 – Quality Use of Medicines

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), CBD\*, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Laura Brooks*

*Trimester 2 Unit Chair: Linda Rhodes*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329, S323*

*Campus contact: Burwood (Melbourne): Linda Rhodes*

*Waterfront (Geelong): Laura Brooks*

*Warrnambool: Christopher Wakefield*

*Prerequisite: All of HBS109, HNN114 and HNN122 or for students enrolled in S323 Bachelor of Biomedical Science all of HBS109, SLE115 and SLE211*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 Cloud (online) hours, 1 x 2 hour seminar per week*

## Content

In this unit, which forms part of the Supportive Studies Cluster, students' knowledge of safe administration of medications within a range of contexts will be extended. Students will have the opportunity to further their knowledge of broad drug classes, pharmacokinetics, pharmacodynamics, and quality use of medications in health care. The main focus of learning in this unit will be the nurse's role in medication management, including safe administration practices, knowledge of risks such as medication error, adverse effects and drug interactions. The benefits of patient participation in medication management and patient education will also be addressed.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Case study (1500 words) 40%
- Assessment task 2: Examination (2 hours) 60%

## Prescribed texts

AMA 2016, Australian medicines handbook, Australian Medical Association, Adelaide, SA. Broyles, B, Reiss, B, Evans, M, McKenzie, G, Pleunik, S & Page, R 2017, Pharmacology in nursing, A&NZ 2nd edn, Cengage Learning, South Melbourne, Vic.

## HNN216 – International Nursing Study Tour

*Enrolment modes: Trimester 1, Trimester 2, Trimester 3: Study tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jennifer Hosking*

*Trimester 2 Unit Chair: Elijah Marangu*

*Trimester 3 Unit Chair: Linda Rhodes*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Prerequisite: Must have passed a minimum of 8 credit points at level 1 which must include: HBS109, HNN112, HNN114, HNN120, HNN122*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 hour briefing sessions, study tour of approximately 2 weeks*

## 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

Assessment task 1: Reflective journal (4000 words)  
100% Pass/Fail (ungraded pass)

## HNN217 – Community Nursing Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Belinda Dean*

*Trimester 2 Unit Chair: Carmel Duff*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact: Waterfront (Geelong): Belinda Dean  
Warrnambool: Suzanne Coulson*

*Prerequisite: All of HBS109, HNN114, HNN122*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 Cloud (online) hours, 1 x 2 hour seminar, 1 x 1 hour simulation session per week and 40 hour clinical placement*

## Content

This is one of three units within the Clinical Studies Cluster: Year 2. Students are provided with the opportunity to examine the range of roles and differing philosophies applicable to community nursing practice.

The knowledge and skills required to assess and manage the needs of individuals, families, carers, and communities will be explored. In addition, 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 will be examined. The unit offers students an opportunity to learn about the nurse's role in working with Australia's vulnerable populations, and has a focus on Aboriginal and Torres Strait Islander health issues. During a one (1) week clinical placement students will have the opportunity to further develop and apply knowledge and skills learned in this unit and previous units.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Assignment (2000 words) 60%
- Assessment task 3: 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 – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Prescribed texts

Guzys, D., Brown, R., Halcomb, E., & Whitehead, D. (2017). An introduction to community and primary health care. Second Edition. UK: Cambridge University Press

# HNN222 – Mental Health and Illness

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Elijah Marangu*

*Trimester 2 Unit Chair: Elijah Marangu*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact: Burwood (Melbourne): Fiona Kumar*

*Prerequisite: All of HBS109, HNN114, HNN122*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1.5 Cloud (online) hours, 2 x 2 hour seminars per week and 120 hour clinical placement*

## Content

This unit is one of three within the Clinical Studies Cluster: Year 2 and aims to guide students in their development of knowledge that informs clinical decision making and skill development when caring for people who present with mental illness. A key focus will be on the impact of symptoms on the patient and family function, management of symptoms, and risk management of the person diagnosed with mental illness. Students will have the opportunity to develop skills in assessment of patients with mental illness such as basic psychiatric interviewing, mental status examination, and risk assessment. These concepts will be explored within the context of the therapeutic relationship whilst maintaining patient safety. During a three (3) week clinical placement students will have the opportunity to further develop and apply knowledge and skills learned in this unit and previous units.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Group presentation (equivalent to 1500 words) 15%
- Assessment task 2: Assignment (2000 words) 35%
- Assessment task 3: Examination (2 hours) 50%
- Assessment task 4: Clinical assessment (equivalent 1500 words) Pass/fail

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Prescribed texts

Psychiatric and Mental Health Nursing 4th Edition, 2017  
by Katie Evans, Debra Nizette and Anthony O'Brien

## HNN227 – Quality and Safety: Nursing Practice 3

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), CBD\*, Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Jennifer Hosking*

*Trimester 2 Unit Chair: Jennifer Hosking*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact: Burwood (Melbourne): Linda Rhodes  
Warrnambool: Christopher Wakefield*

*Prerequisite: All of HBS109, HNN114, HNN120, HNN122*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 Cloud (online) hours, 1 x 2 hour seminar, 1 x 2 hour simulation session per week and 160 hour clinical placement*

## Content

This unit is one of three units within the Clinical Studies Cluster: Year 2. The unit aims to provide opportunities for students to develop knowledge and skills related specifically to the assessment and management of patients experiencing acute episodic illness in hospital. The focus of learning is on the identification of risk, the management of symptoms, and the impact of hospitalisation on patients' functional abilities. During a four (4) week clinical placement students will have the opportunity to further develop and apply knowledge and skills learned in this unit and previous units.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Online tests 3 x 30 minutes (equivalent 1500 words) 40%
- Assessment task 2: Simulation Skills – Pass/fail
- Assessment task 3: Clinical assessment – Pass/fail
- Assessment task 4: Examination (2 hours) 60%

## Hurdle requirement

- Clinical skills (equivalent 1500 words)
- Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HNN300 – Child and Adolescent Health

*Enrolment modes: Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rebecca Thornton*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329 or an Enrolled Nurse undertaking single unit enrolment*

*Campus contact: Waterfront (Geelong): Dolores Dooley  
Warrnambool: Sophie O’Keeffe*

*Prerequisite: All of HBS109, HNN114, HNN122*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 Cloud (online) hours, 1 x 2 hour seminar per week*

### Content

The unit forms part of the Supportive Studies Cluster. Caring for children and adolescents presents particular challenges for nurses requiring an appraisal of growth and development, 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 about the role and responsibilities of the nurse in managing symptoms, risk, and identifying appropriate evidence-based interventions to promote optimal functional status and development of the child or adolescent. Opportunities will be provided for students to examine current social and health issues relating to children and adolescents.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Assignment 1 (1500 words) 40%
- Assessment task 2: Examination (2 hours) 60%

## HNN301 – Mental Health Promotion

*Enrolment modes: Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Louise Chadwick Johnston*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact:*

*Waterfront (Geelong): Sally Buchanan-Hagen  
Warrnambool: Erin Guiney*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class or equivalent cloud (online) presentation/s, 1 x 2 hour seminar per week*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Assignment (equivalent 1500 words) 40%
- Assessment task 2: Assignment (equivalent 2500 words) 60%

### Recommended texts

Barry, M and Jenkins, R 2007, Implementing Mental Health Promotion, Churchill Livingstone, Philadelphia.



## HNN313 – Perioperative Nursing

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Enrolment quotas apply*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elyse Coffey*

*Trimester 2 Unit Chair: Naomi Mahon*

*Cohort rule: (Normally students must be enrolled in H326 Bachelor of Nursing to enrol in this unit)*

*Prerequisite: HNN122 and HBS109*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

### Content

This elective unit provides second or third year students with the opportunity to learn about another context of nursing. This unit will introduce key concepts necessary for nursing surgical patients experiencing anaesthesia and surgery, providing insight into the continuum of care. Students will further expand their knowledge on patient-centred care, the roles of the perioperative nursing within the interdisciplinary team, evidence-based practice, quality and safety approaches in perioperative nursing.

### Assessment

- Assessment task 1: video presentations (3 x 600 words) 45%
- Assessment task 2: Written assignment (2000 words) 55%

## HNN318 – The Older Person and Supportive Care

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lenore Ley*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact: Waterfront (Geelong): Monica Schoch*

*Warrnambool: Suzanne Coulson*

*IKE: Kelly Menzel*

*Prerequisite: All of HBS109, HNN114, HNN122, HNN227*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 cloud (online) hours, 1 x 2 hour seminar per week, 80 hour clinical placement*

### Content

This unit is one of three units within the Clinical Studies Cluster: Year 3. The learning in the unit will include an overview of an ageing population from a global, individual and carer perspective. Students will have the opportunity to develop knowledge and skills relevant to the safe coordination of care of the older person. In addition they will explore the effect of physiological change on function, promotion of wellness for the older person, and provision of supportive and end of life care. During a two (2) week clinical placement students will have the opportunity to further develop and apply knowledge and skills learned in this unit and previous units.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Group poster presentation (equivalent 1000 words) 40%
- Assessment task 2: Written assignment (2000 words) 60%
- Assessment task 3: 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 – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HNN319 – Chronic Illness and Supportive Care

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Monica Schoch*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact: Burwood (Melbourne): Carmel Duff  
Warrnambool: Suzanne Coulson  
IKE: Kelly Menzel*

*Prerequisite: All of HBS109, HNN114, HNN122 and HNN227*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 cloud (online) hour, 1 x 2 hour seminar, 1 x 2 hour simulation session per week and 80 hour clinical placement*

### Content

This unit is one of three within the Clinical Studies Cluster: Year 3. The unit provides opportunities for students to develop understanding of the emerging perspectives of chronic illnesses and their psychosocial impact.

Students will develop knowledge and skills relevant to the management of symptoms associated with a range of chronic illnesses and risk management strategies to promote quality patient outcomes. Students will explore the cognitive, social, and psychological impact of the burden of disease and the nurse's role in the multidisciplinary team in providing supportive care for individuals living with chronic illness. During a two (2) week clinical placement students will have the opportunity to further develop and apply knowledge and skills learned in this unit and previous units.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Assignment (1000 words) 40%
- Assessment task 2: Examination (2 hours) 60%
- Assessment task 3: 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 – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Prescribed texts

Chang, E & Johnson, A 2018, Living with chronic illness & disability: principles for nursing practice, 3rd edn, Elsevier Australia

## HNN320 – Leadership and Clinical Governance

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jane Walker*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact: Waterfront (Geelong): Claire Crossfield  
Warrnambool: Erin Guiney*

*IKE: Kelly Menzel*

*Prerequisite: All of HBS109, HNN114, HNN120, HNN122, HNN227*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 1: 2 cloud (online) hours, 1 x 2 hour seminar per week*

### Content

This unit is the second of two units within the Professional Studies Cluster which incrementally develop students' understanding of the issues influencing contemporary nursing practice and their role as a member of a health care team. Students will have the opportunity to reflect upon their own development through the course and identify their strengths and interests as well as areas for development. A key focus of the learning in the unit will be on the registered nurse's leadership role in clinical risk management, clinical governance, quality improvement and change management. This unit is designed to assist students in their transition from student to registered nurse.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Assignment (equivalent to 1500 words) 40%
- Assessment task 2: Assignment (equivalent to 2500 words) 60%

## HNN321 – Perspectives on Educational Leadership

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Helen Forbes*

*Cohort rule: Must be enrolled in course H329*

*Prerequisite: All of HBS107, HBS109, HNN108, HNN112, HNN120, HNN114, HNN122, HNN208, HNN210, HNN215, HNN217, HNN222, HNN227*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 2 hour face-to-face seminars and 4 hours teaching observation over the trimester and up to 8 hours of mentored teaching practice and 2 x cloud (online) hours*

### Content

This unit is the fourth of four units in the Bachelor of Nursing (Clinical Leadership) that focus on the development and enhancement of leadership potential. In this unit students will draw upon their leadership acumen to support the learning and skill development of others. Students will have the opportunity to partner with a teacher to observe, develop and practice teaching and facilitation skills in preparation for an expanded role in clinical practice. The learning in the unit will be sequentially developed through observation and mentored practice.

### Assessment

- Assessment task 1: Assignment (equivalent to 1500 words) 40%
- Assessment task 2: Assignment (equivalent to 2500 words) 60%

# HNN325 – Comprehensive Nursing Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Matthew Jackson*

*Trimester 2 Unit Chair: Laura Brooks*

*Cohort rule: Must be enrolled in course D355, D381, D387, H326, H329*

*Campus contact: Burwood (Melbourne): Pauline Wong  
Warrnambool: Sophie O'Keeffe*

*Prerequisite: For courses D355, D381, D387, H326 – All of HBS109, HNN114, HNN122, HNN217, HNN222, HNN227, HNN215, HNN318, HNN319 and 2 elective units, at least one of the electives must be taken at level 2 or 3.*

*For course H329 – All of HBS109, HNN114, HNN122, HNN217, HNN222, HNN227, HNN215, HNN318, HNN319, HNN208, HNN210, HNN321.*

*Corequisite: All of HNN108, HNN300, HNN301, HNN320  
Incompatible with: Nil*

*Scheduled learning activities – campus: 2 cloud (online) hours, 1 x 2 hour seminar, 1 x 2 hour simulation session per week and 200 hour clinical placement*

## Content

This unit is one of three in the Clinical Studies Cluster: Year 3. In this unit students are provided with the opportunity to consolidate and extend knowledge, skills, and attributes and apply them to complex dynamic patient situations. The major focus will be on clinical decision-making in the management of complex patient situations including the effects of co-morbidities on treatment and recovery. In addition, students will further develop skills in managing patient symptoms, and the impact of complex illness on functional status. During a five (5) week clinical placement students will have the opportunity to further develop and apply relevant knowledge and skills learned in this unit and all previous units in preparation for the role of the registered nurse in a variety of health care settings.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Online tests – 3 x 30 minutes
- Assessment task 2: Examination (2 hours) 60%

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Hurdle requirement

- 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.

## HNN348 – Rural and Remote Area Nursing

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Carmel Duff*

*Trimester 3 Unit Chair: Monica Schoch*

*Cohort rule: This unit is only available to students enrolled in H326 Bachelor of Nursing*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HNN448*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

## Content

This online elective unit is designed to provide nursing students with the opportunity to explore and develop basic understanding of rural and remote area nursing in Australia. Students will examine the role of the nurse practising in rural and remote communities and explore issues impacting on individuals, families and communities. Students will also have the opportunity to identify resources, examine models of practice and gain an understanding of the benefits and challenges of rural and remote area nursing.

## Assessment

- Assessment task 1: Assignment 1 (equivalent 800 words) 20%
- Assessment task 2: Assignment 2 (1200 words) 30%
- Assessment task 3: Assignment 3 (equivalent 2000 words) 50%

## HNN704 – Clinical Leadership and Collaborative Practice

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Grainne Lowe*

*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*

*Prerequisite: All of HNN730 and HNN731*

*Corequisite: HNN780*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

## Content

This unit aims to prepare students for their role as a Nurse Practitioner through their clinical leadership and collaborative practice within the social political, economic and cultural contexts of health care delivery, specific for the specialty practice of their clinical domain. Leadership style and theories related to clinical, professional and political contexts; mentorship and advanced teamwork supported by effective relationship building management and boundary management; and, legal and socio-political issues relevant to the nurse practitioner's role, will be examined.

Clinical leadership promoted by role modelling, effective communication, collaboration, conflict resolution, negotiation and consultation skills with colleagues and other health professionals, supported by attributes required to extend professional knowledge and practice will be examined.

This unit is a core unit of the Master of Nursing Practice (Nurse Practitioner). In addition to the academic requirements and assessment tasks listed below, students who plan on applying to the Nursing and Midwifery Board of Australia (NMBA) for endorsement as a Nurse Practitioner, are required to:

- Undertake 20 hours of approved clinical placement per week in each trimester of study in the course.
- Successfully complete at least one Clinical Competency Assessment Tool (CCAT) linked to this unit.
- Continuously maintain the Professional Portfolio, details of which are provided on the Master of Nursing Practice (Nurse Practitioner) course site.

## Assessment

- Assessment task 1: Written assignment (2500 words) 50%
- Assessment task 2: Written assignment (2500 words) 50%

## HNN713 – International Nursing and Midwifery Study Tour

*Offering information: Not offered Trimester 2 2019*

*Enrolment modes: Trimester 2*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elizabeth Oldland*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

This elective unit forms part of the Master of Nursing Practice and will provide registered nurses and midwives with an opportunity to learn about international contexts of nursing and midwifery. The unit will be conducted in the form of a study tour to a pre-determined country and is designed to provide experienced registered nurses and midwives with the opportunity to enhance their understanding of cross-cultural health, nursing care and health care systems.



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 in, where possible, designated fieldwork and or clinical activities during the study tour.

*Note: Places are limited – students should contact the School of Nursing and Midwifery to enrol in this unit.*

## Assessment

- Assessment task 1: Assignment (2000 word equivalent) 40%
- Assessment task 2: Assignment/Reflective Journal (3000 words) 60%

## HNN714 – Ethical Dimensions in Nursing and Midwifery

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bec Vanderheide*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HNN414*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

## Content

This unit has as its focus a critical examination of the ethical dimensions of nursing and midwifery. Using ethical principlism, moral rights, virtue ethics, and cross-cultural ethics as decision-making frames, 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 midwifery practice and related health care domains. To this end, particular attention is given to the issues of: the nature of nursing and midwifery ethics and the professional requirement to be ethical; the relationship between the legal, clinical and ethical dimensions of nursing and midwifery; cross-cultural ethics; ethical decision making; vulnerability and dehumanisation; patients' rights to and in health care; mental health care ethics; matters of life and death; professional judgment; moral quandaries and the demand to 'take appropriate action' to prevent harm; professional obligations to report harmful behaviours; nursing and midwifery ethics futures; and, the problem of inequities in health and health care.

*Note: Title change for 2019*

## Assessment

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Assignment (3000 words) 60%

## HNN715 – Leadership and Management in Nursing

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Stephane Bouchoucha*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

## Content

This unit will assist students in developing an understanding of the leadership skills, qualities and behaviours required to influence clinical practice and develop a culture of patient safety. Contemporary issues relevant to leadership and management will be explored with a focus on leadership models, socio-economic and political context of care delivery, effective communication, decision making and critical thinking in relation to providing quality, evidence-based patient care.

The unit content exposes students to leadership and management in healthcare contextualising the skills, qualities and behaviours relevant for everyday practice. The importance of effective clinical leadership in ensuring a high quality healthcare system that provides safe and efficient care will be explored.

## Assessment

- Assessment task 1: Written assignment, online activity (2000 words) 40%
- Assessment task 2: Written assignment, summative assessment (3000 words) 60%

## HNN727 – Research in Nursing and Midwifery

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Stephane Bouchoucha*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HNN722, HNN728*

*Scheduled learning activities – cloud (online):  
Online independent and collaborative learning  
activities including 3 x 1 hour online seminars  
(recordings provided)*

### 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. They will also develop their research presentation skills using a variety of media: written reports, PowerPoint presentations, online video presentations.

HNN727 will provide Masters of Nursing students with a background to the common research methodologies that are commonly used in health care research and an introduction to the core skills that are required to develop an investigator-initiated research projects.

### Assessment

- Assessment task 1: Written assignment (2500 words) 25%
- Assessment task 2: Written assignment (1000 words) 10%
- Assessment task 3: Digital presentation (3–4 minutes maximum, equivalent to 500 words) 5%
- Assessment task 4: Written assignment (6000 words) 60%

### Hurdle requirement

Satisfactory completion of the Deakin University, Office of Research Integrity, Human Research Ethics online Training.

## 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). (2013), Nursing and midwifery research: methods and appraisal for evidence-based practice, 4th edn, Mosby-Elsevier, Sydney

## HNN730 – Advanced Health Assessment and Diagnostic Reasoning

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Grainne Lowe*

*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.*

*Prerequisite: Nil*

*Corequisite: For students enrolled in H773: HNN731.*

*All other approved courses: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):  
Online independent and collaborative learning  
activities including 3 x 1 hour online seminars  
(recordings provided)*

### Content

The aim of this unit is to combine the different components of advanced practice that constitutes the nurse practitioner role encompassing responsibility, accountability and patient-client advocacy. Students will be prepared to integrate advanced patient assessment skills, diagnostic reasoning, mental health, cultural issues and pathophysiology and pharmacology knowledge in the development of a patient management plan for those with complex care requirements. To inform accurate diagnostic reasoning and clinical decision making, advanced health assessment requires the nurse practitioner to access and use information accessed through clinical technologies, patient monitoring systems, digital image storage and transfer systems and patient information systems. Students will gain skills in moderating the interface between patients/clients and clinical technologies, the safe and accurate storage and transfer of clinical information, and advanced digital literacy skills.

The student will identify abnormal variations from normal physiological health states and critically analyse treatment plans that encompass evidence-based practice and the role and responsibilities of the nurse practitioner, according to their specialty practice of their clinical domain. The student will further develop their research capability in sourcing, accessing, and verifying reliable sources of evidence for practice within the multidisciplinary team.

This unit is a core unit of the Master of Nursing Practice (Nurse Practitioner). In addition to the academic requirements and assessment tasks listed below, students who plan on applying to the Nursing and Midwifery Board of Australia (NMBA) for endorsement as a Nurse Practitioner, are required to:

- Undertake 20 hours of approved clinical placement per week in each trimester of study in the course.
- Successfully complete at least one Clinical Competency Assessment Tool (CCAT) linked to this unit.
- Continuously maintain the Professional Portfolio, details of which are provided on the Master of Nursing Practice (Nurse Practitioner) course site.

*Note: Before enrolment contact the course convenor to discuss your prospective clinical experience.*

### Assessment

- Assessment task 1: Written assignment (2000 words) 40%
- Assessment task 2: Written assignment (3000 words) 60%

## HNN731 – Contemporary Nurse Practitioner Role

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Grainne Lowe*

*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*

*Prerequisite: Nil*

*Corequisite: For students enrolled in H773: HNN730*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

## 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, according to the national Nurse Practitioner Standards of Practice and other professional practice guidelines. Practice contexts will also be examined, encompassing socio-political diversity, including how the advanced practice role specific for the clinical domain can be extended, supported by reflective practice. Students are required to commence a professional portfolio to chart professional knowledge and practice development; and submission of completed placement and clinical supervisor agreements.

This unit is a core unit of the Master of Nursing Practice (Nurse Practitioner). In addition to the academic requirements and assessment tasks listed below, students who plan on applying to the Nursing and Midwifery Board of Australia (NMBA) for endorsement as a Nurse Practitioner, are required to:

- Undertake 20 hours of approved clinical placement per week in each trimester of study in the course.
- Successfully complete at least one Clinical Competency Assessment Tool (CCAT) linked to this unit.
- Continuously maintain the Professional Portfolio, details of which are provided on the Master of Nursing Practice (Nurse Practitioner) course site.

### Assessment

- Assessment task 1: Assignment 1 (2000 words) 40%
- Assessment task 2: Assignment 2 (3000 words) 60%

## HNN732 – Clinical Research Methods

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Melissa Bloomer*

*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*

*Prerequisite: For H773 Master of Nursing Practice (Nurse Practitioner) students: HNN730, HNN731, HNN780, HNN704, HNN781, HNN749.*

*All other approved courses: Nil*

*Corequisite: HNN733*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

## Content

Students will be challenged to integrate critical analysis of multiple types of available evidence and knowledge of research design to analyse problems affecting their practice as a nurse practitioner. They will also be challenged to explore opportunities to contribute to evidence to inform clinical decision making by the nurse practitioner to promote best possible health care outcomes for the patient/client, as well as outcomes for the clinician and the service. It is expected that students will have the capacity to identify variances in their own clinical practice for investigation and strategies to contribute to new knowledge and improved health care delivery through collaboration in research and research ethics. The application of research and the role of nurse practitioner is supported by reflective practice encompassing critical analysis, interpretation, evaluation and synthesis.

## Assessment

- Assessment task 1: Written assignment (2000 words) 40%
- Assessment task 2: Written assignment (3000 words) 60%

# HNN733 – Clinical Excellence in Nurse Practitioner Practice

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrea Driscoll*

*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*

*Prerequisite: For H773 Master of Nursing Practice (Nurse Practitioner) students: HNN730, HNN731, HNN780, HNN704, HNN781, HNN749*

*Corequisite: Student enrolled in H676 or H771: Nil  
Students enrolled in H773: HNN732*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

## Content

The aim of this unit is to combine the different components of advanced practice that constitutes the nurse practitioner role encompassing responsibility, accountability and patient/client advocacy. Students will be prepared to integrate advanced patient assessment skills, diagnostic reasoning, mental health, cultural issues and pathophysiology and pharmacology knowledge in the development of a patient management plan for those with complex care requirements. The student will identify abnormal variations from normal physiological health states and critically analyse treatment plans that encompass evidence-based practice of their clinical domain. The student will develop their research capability in accessing evidence-based practice within the multidisciplinary team.

This unit is a core unit of the Master of Nursing Practice (Nurse Practitioner). In addition to the academic requirements and assessment tasks listed below, students who plan on applying to the Nursing and Midwifery Board of Australia (NMBA) for endorsement as a Nurse Practitioner, are required to:

- Undertake 20 hours of approved clinical placement per week in each trimester of study in the course.
- Successfully complete at least one Clinical Competency Assessment Tool (CCAT) linked to this unit.
- Continuously maintain the Professional Portfolio, details of which are provided on the Master of Nursing Practice (Nurse Practitioner) course site.

## Assessment

- Assessment task 1: Written assignment (2000 words) 40%
- Assessment task 2: Written assignment (3000 words) 60%

# HNN740 – Core Principles of Intraoperative Nursing Care

*Enrolment modes: Trimester 1: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tarryn Armour*

*Prerequisite: Nil*

*Corequisite: HNN755*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Theoretical component 3 hours per week – a combination of on campus classes, cloud (online) modules and seminars. Students will be expected to undertake an additional 7 hours per week of independent study.*

## Content

The unit introduces students to the core principles and concepts of intraoperative nursing and collaborative management with a specific focus on the global, national and local quality & safety standards. An inquiry-based learning framework and clinical experience in this unit will enable students to critically analyse and apply evidence-based practice in order to implement risk management strategies in the intraoperative context.

This unit covers the role of specialist intraoperative nurses in managing surgical and/or procedural patients in relation to: concepts and principles of infection prevention, surgical safety and environmental planning and preparation; surgical wound assessment and management; and medico-legal requirements. The unit also aims to build teamwork and communication skills to establish and maintain collaborative professional respectful relationships with perioperative colleagues and to manage risk in order to optimise patient care.

*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.*

*^ Students enrol as Cloud (online) students; however there are significant campus requirements*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (2 hours) 60%
- Assessment task 3: 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.*

# HNN742 – Principles of Complex Peri anaesthesia Nursing Care

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Naomi Mahon*

*Prerequisite: HNN755, HNN740*

*Corequisite: HNN743*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component 3 hours per week – a combination of on campus classes, cloud (online) modules and seminars. Students will be expected to undertake an additional 7 hours per week of independent study.*

## Content

This unit focuses on further developing the speciality knowledge, skills and professional behaviours required for peri anaesthesia nursing practice. There is a focus on the student's ability to manage complex and special populations and to identify risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes.

This unit covers the role of specialist nurse in managing patients across the life cycle undergoing anaesthesia in relation to: the concepts and principles of anaesthetic techniques and postoperative care in special populations; assessment and management of anaesthetic specialties including complex medical conditions and emergency presentations; concepts and principles of advanced monitoring; and postoperative care following complex and specialty surgery.

*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.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements.*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Clinical assessments Pass/Fail
- Assessment task 3: Examination (2 hours) 60%



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 Complex Intraoperative Nursing Care

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tarryn Armour*

*Prerequisite: HNN755, HNN740*

*Corequisite: HNN742*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component 3 hours per week – a combination of on campus classes, cloud (online) modules and seminars. Students will be expected to undertake an additional 7 hours per week of independent study.*

### Content

This unit focuses on further developing the speciality knowledge, skills and professional behaviours required for intraoperative nursing practice. There is a focus on the student's ability to manage complex and special populations and to identify risk and inform decisions that deliver safe, high quality nursing care in order to promote optimal patient outcomes.

This unit covers the role of specialist intraoperative nurse in comprehensively managing patients across the life cycle undergoing surgery in relation to: the concepts and principles of intraoperative techniques in complex and specialty populations; assessment and management of elective and emergency patients undergoing complex and specialty surgical procedures; and applying core principles of intraoperative practice in a range of novel, ill-structured, complex time critical surgical cases.

*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.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements.*

## Assessment

- Assessment task 1: Written assignment (1500 words) 40%
- Assessment task 2: Examination (2 hours) 60%
- Assessment task 3: 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.*

## HNN749 – Patient Safety and Risk Management

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Debra Kerr*

*Cohort rule: Must be enrolled in one of the following courses: H645, H665, H666, H667, H672, H675, H676, H771, H773, H776, M701, M703 or undertaken as a single unit of study*

*Prerequisite: For H773 students: HNN730, HNN731, HNN780, HNN704.*

*Corequisite: For H773 students: HNN781*

*All other approved courses: Nil*

*Incompatible with: HNN718*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

### Content

This unit has as its focus a critical examination of patient safety and risk management in health care contexts, locally and globally. 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), accountability and responsibility for patient safety and risk management in health care domains, and the application of patient safety concepts and processes in primary health care.

### Assessment

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Assignment (3000 words) 60%

## HNN750 – Inquiry Into Specialty Nursing Practice

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Oldland*

*Prerequisite: Nil*

*Corequisite: HNN751 and HNN752 or HNN755 and HNN740*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities during three full day seminars*

### Content

This unit is designed to challenge registered nurses in specialist practice to advance their professional judgement, leadership and professionalism through reflection on, experiential learning in, and knowledge acquisition of, the contemporary healthcare practice environment.

In this unit, students will be required to explore the current and emerging trends, concepts, knowledge and evidence that provides the policy and practice framework in which the care of critically ill patients takes places specifically in relation to the:

- Transcultural, ethical and psychosocial concepts of brain death, complicated loss and grief and critical incident stress debriefing within specialty areas including the nursing considerations of patient care, family and the multidisciplinary care team;
- Current and emerging concepts of competency, specialisation and scope of practice; and considerations of nursing roles in outreach teams, managed care and critical care units without walls

- Clinical governance, policy and practice development within specialty areas including the contribution of patient and consumer perspectives, and
- Specialty area structure, process and outcome measures including patient and nurse-sensitive indicators for high quality safe care.

*Note: This unit is part of the Intensive Care, Cardiac Care, Emergency Care, Critical Care and Perioperative Specialty courses nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area.*

Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.

### Assessment

- Assessment task 1: Presentation 20%
- Assessment task 2: Portfolio 20%
- Assessment task 3: Written assignment (3000 words) 60%

## HNN751 – Advanced Physiology and Patient Assessment

*Enrolment modes: Trimester 1: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sher Graan*

*Prerequisite: Nil*

*Corequisite: HNN752*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is designed to enable the student to acquire advanced clinical assessment skills based on a comprehensive understanding of normal physiology, and the pathophysiology of illness and injury common to critically ill patients. The knowledge and skills of focused, evidence-based assessment acquired in this unit and through appropriate clinical practice form the basis of complex decision making required to deliver high quality, safe patient care.

This unit covers the role of specialist nurses in managing critically ill patients in relation to: the principles and concepts of homeostasis related to acid-base status, fluid and electrolyte balance, haematology and electrocardiography; advanced complex patient assessment and monitoring of cardiovascular, respiratory, haemodynamic, neurological, renal and gastrointestinal systems based on physiological and pathophysiological considerations for critically ill and injured patients; and basic and advanced life support by critical care specialist nurses

*Note: This unit is part of the Intensive Care, Cardiac Care, Emergency Care and Critical Care Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

## Hurdle requirement

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

*Enrolment modes: Trimester 1: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicky Hewitt*

*Prerequisite: Nil*

*Corequisite: HNN751*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

The unit focuses on core principles of nursing and collaborative care and evidence-based practices to optimally manage critically ill patients. Engagement with this unit material and clinical practice will enable students to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to inform decision making that delivers safe, high quality person-centred nursing care. The unit also aims to build teamwork and communication skills to establish and maintain collaborative professional respectful relationships with critical care colleagues and to manage risk in order to optimise patient care.

The unit covers the role of specialist nurses in managing critically ill patients in relation to: the implementation and management of therapeutic technologies for major organ insufficiency and failure including oxygen therapy, artificial airways and mechanical and non-invasive ventilation; interventional cardiac procedures; pharmacological therapies including vasoactive, fibrinolytic and antiarrhythmic; and principles of specialist critical care practice in clinical risk management and clinical decision making based on best research evidence.

*Note: This unit is part of the Intensive Care, Cardiac Care, Emergency Care and Critical Care Specialty courses nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

## Hurdle requirement

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.*

This unit covers the role of specialist nurse in managing patients across the life cycle undergoing anaesthesia in relation to: the concepts and principles of anaesthetic techniques and postoperative care; pharmacological therapies including anaesthetic agents, adjunct therapies and pain management therapies; patient assessment and monitoring of neurological, cardiovascular, respiratory and haemodynamic states; concepts and principles of homeostasis related to acid-base status, fluid and electrolyte balance and haematology.

*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.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements.*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (2 hours) 60%
- Assessment task 3: 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.*

# HNN755 – Core Principles of Perianaesthesia Nursing Care

*Enrolment modes: Trimester 1: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Naomi Mahon*

*Prerequisite: Nil*

*Corequisite: HNN740*

*Incompatible with: HNN739*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component 3 hours per week – a combination of on campus classes, cloud (online) modules and seminars. Students will be expected to undertake an additional 7 hours per week of independent study*

## Content

This unit focuses on core principles of peri anaesthesia nursing and collaborative care, and evidence-based practices in anaesthesia and post-anaesthesia care. Engagement with this unit material and clinical practice will enable students to deliver safe, high quality person-centred nursing care to patients presenting for procedures and surgery requiring anaesthesia. The units also aims to build teamwork and communication skills to establish and maintain collaborative professional respectful relationships with the perioperative healthcare team and to manage risk in order to optimise patient care.

# HNN756 – Nursing Research Thesis A

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Pauline Wong*

*Trimester 2 Unit Chair: Pauline Wong*

*Cohort rule: This unit is only available to students enrolled in H771 – Master of Health Science (Nursing), H771 – Master of Nursing Practice*

*Prerequisite: HNN727 Research in Nursing and Midwifery, with a score of 70% (D) or above; AND a Weighted Average Mark (WAM) greater than 65.*

*Corequisite: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are determined in consultation with research thesis supervisors, assigned to the student prior to commencement. Consultations may be held in-person, via email, skype, Blackboard Collaborate or other media; and held at least monthly by agreement.*

## Content

This unit comprises the first component of the development of an individual research thesis related to nursing and nursing practice. In this unit, the student is required to describe the background and develop a comprehensive literature review of the existing research evidence in the cognate area; identify the science/research gap and determine the research question/s and/or hypothesis to be tested.

*Note: New unit 2018*

HNN725 Research Thesis A has been divided into two parts and replaced by HNN756 Nursing Research Thesis A and HNN757 Nursing Research Thesis B.

## Assessment

- Assessment task 1: Submission of HNN756 Progress Report (750 words) – Ungraded Pass/Fail
- Assessment task 2: Submission of a full draft of Chapter 1 (Background) and Chapter 2 (Literature Review) – Ungraded Pass/Fail

## HNN757 – Nursing Research Thesis B

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Pauline Wong*

*Trimester 2 Unit Chair: Pauline Wong*

*Cohort rule: This unit is only available to students enrolled in H771 – Master of Health Science (Nursing), H771 – Master of Nursing Practice*

*Prerequisite: Nil*

*Corequisite: HNN756*

*Incompatible with: HNN758 and HNN759*

*Scheduled learning activities – cloud (online):*

*Learning experiences are determined in consultation with research thesis supervisors, assigned to the student prior to commencement. Consultations may be held in-person, via email, skype, Blackboard Collaborate or other media; and held at least monthly by agreement.*

## Content

This unit comprises the second component of the development of an individual research thesis related to nursing and nursing practice. In this unit, the student is required to develop a comprehensive method chapter and gain ethical approval for the proposed study.

*Note: New unit 2018*

HNN725 Research Thesis A has been divided into two parts and replaced by HNN756 Nursing Research Thesis A and this unit HNN757 Nursing Research Thesis B.

## Assessment

- Assessment task 1: Submission of HNN757 Progress Report (750 words) – Ungraded Pass/Fail
- Assessment task 2: Submission of Chapter 3 (Method) – Ungraded Pass/Fail

## HNN758 – Nursing Research Thesis C

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Melissa Bloomer*

*Trimester 2 Unit Chair: Melissa Bloomer*

*Cohort rule: This unit is only available to students enrolled in H771 – Master of Health Science (Nursing), H771 – Master of Nursing Practice*

*Prerequisite: HNN757*

*Corequisite: Nil*

*Incompatible with: HNN756*

*Scheduled learning activities – cloud (online):*

*Learning experiences are determined in consultation with research thesis supervisors, assigned to the student prior to commencement. Consultations may be held in-person, via email, skype, Blackboard Collaborate or other media; and held at least monthly by agreement.*

## Content

This unit comprises the third component of the development of an individual research thesis related to nursing and midwifery practice. In this unit, the student is required to undertake and complete data collection and analysis.

*Note: New unit 2018*



HNN726 Research Thesis B has been divided into two parts and replaced by this unit HNN758 Nursing Research Thesis C and HNN759 Nursing Research Thesis D.

## Assessment

- Assessment task 1: Submission of HNN758 Progress Report (750 words) – Ungraded Pass/Fail
- Assessment task 2: Submission of a full draft of Chapter 4 (Results) and Chapter 5 (Discussion) – Ungraded Pass/Fail

## HNN759 – Nursing Research Thesis D

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Melissa Bloomer*

*Trimester 2 Unit Chair: Melissa Bloomer*

*Cohort rule: This unit is only available to students enrolled in H771 – Master of Health Science (Nursing), H771 – Master of Nursing Practice*

*Prerequisite: Nil*

*Corequisite: HNN758*

*Incompatible with: HNN756 and HNN757*

*Scheduled learning activities – cloud (online): Learning experiences are determined in consultation with research thesis supervisors, assigned to the student prior to commencement. Consultations may be held in-person, via email, skype, Blackboard Collaborate or other media; and held at least monthly by agreement.*

## Content

This unit comprises the final component of the development of an individual research thesis related to nursing and midwifery practice. In this unit, the student is required to write their Discussion and Conclusion, resulting in completion of a minor thesis.

*Note: New unit 2018*

HNN726 Research Thesis B has been divided into two parts and replaced with HNN758 Nursing Research Thesis C and HNN759 Nursing Research Thesis D.

## Assessment

Assessment task 1: – Completion of a minor thesis (18,000 words).

## HNN764 – Intensive Care Nursing 1

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sher Graan*

*Prerequisite: HNN751, HNN752*

*Corequisite: HNN774*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is one of two in this trimester focusing on further developing the speciality knowledge, skills and professional behaviours required for advanced intensive care nursing practice. There is a focus on refining the student's ability to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to identify risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes. The nurse's role in being a high performing member of the multidisciplinary health team with strong communication skills is emphasised. Through engagement with the unit material, clinical practice and personal reflection, students will develop greater decision making autonomy, critical thinking and leadership skills, advanced clinical judgement, and enhanced professionalism.

The unit is designed to prepare nurses for specialty intensive care practice and covers: assessment and therapeutic management of patients with a variety of complex cardiovascular, haemodynamic, respiratory, renal and neurological dysfunctions; advanced electrocardiography concepts; physical, psychosocial and functional care of clinically frail and elderly critically ill and injured patients; and advanced treatment modalities for intensive care patients including mechanical ventilation, renal replacement therapy and cardiac assist devices.

*Note: This unit is part of the Intensive Care Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Presentation (equivalent of 1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

## Hurdle requirement

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.*

# HNN765 – Cardiac Care Nursing 1

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sher Graan*

*Prerequisite: HNN751, HNN752*

*Corequisite: HNN775*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is one of two in this trimester focusing on further developing the speciality knowledge, skills and professional behaviours required for advanced cardiac care nursing practice.

There is a focus on refining the student's ability to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to identify risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes. The nurse's role in being a high performing member of the multidisciplinary health team with strong communication skills is emphasised. Through engagement with the unit material, clinical practice and personal reflection, students will develop greater decision making autonomy, critical thinking and leadership skills, advanced clinical judgement, and enhanced professionalism.

The unit is designed to prepare nurses for specialty cardiac care practice and covers: assessment and therapeutic management of patients with a variety of complex cardiovascular, haemodynamic and neurological dysfunctions; advanced electrocardiography concepts; physical, psychosocial and functional care of clinically frail and elderly critically ill and injured patients; and advanced interventional treatment modalities including cardiac assist devices, and interventional procedures for structural heart disease, cardiac failure and refractory arrhythmias.

*Note: This unit is part of the Cardiac Care Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Presentation (equivalent to 1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

## Hurdle requirement

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.*

# HNN766 – Emergency Care Nursing 1

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sher Graan*

*Prerequisite: HNN751, HNN752*

*Corequisite: HNN766*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is one of two in this trimester focusing on further developing the speciality knowledge, skills and professional behaviours required for advanced emergency care nursing practice. There is a focus on refining the student's ability to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to identify risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes. The nurse's role in being a high performing member of the multidisciplinary health team with strong communication skills is emphasised. Through engagement with the unit material, clinical practice and personal reflection, students will develop greater decision making autonomy, critical thinking and leadership skills, advanced clinical judgement, and enhanced professionalism.

The unit is designed to prepare nurses for specialty emergency care practice and covers: assessment and therapeutic management of patients with a variety of complex cardiovascular and neurological dysfunctions; advanced electrocardiography concepts; physical, psychosocial and functional care of clinically frail and elderly critically ill and injured patients; and risk management of mental health, paediatric, gynaecological, obstetric, oncology and primary care presentations and injuries.

*Note: This unit is part of the Emergency Care Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Presentation (equivalent to 1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

## Hurdle requirement

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.*

# HNN767 – Critical Care Nursing 1

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sher Graan*

*Prerequisite: HNN751, HNN752*

*Corequisite: HNN777*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is one of two in this trimester focusing on further developing the speciality knowledge, skills and professional behaviours required for advanced critical care nursing practice. There is a focus on refining the student's ability to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to identify

risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes. The nurse's role in being a high performing member of the multidisciplinary health team with strong communication skills is emphasised. Through engagement with the unit material, clinical practice and personal reflection, students will develop greater decision making autonomy, critical thinking and leadership skills, advanced clinical judgement, and enhanced professionalism.

The unit is designed to prepare nurses for specialty critical care practice and covers: assessment and therapeutic management of patients with a variety of complex cardiovascular, respiratory, renal and neurological dysfunctions; advanced electrocardiography concepts; physical, psychosocial and functional care of clinically frail and elderly critically ill and injured patients; paediatric, gynaecology, obstetric and oncology presentations; and advanced treatment modalities including mechanical ventilation and renal replacement therapy.

*Note: This unit is part of the Critical Care Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Presentation (equivalent to 1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

## Hurdle requirement

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.*

# HNN768 – Advanced Physiology and Assessment of Complex Acute Patients

*Enrolment modes:*

*Credit point(s): 1*  
*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Theoretical component: students will be expected to undertake 150 hours comprised of directed study through cloud (online) modules, one in-class seminar and self-directed study.*

## Content

This unit is designed to advance registered nurses' skills in assessing complex acute patients based on advanced physiology to manage risk by informing timely and accurate clinical decision making, and to evaluate current therapeutic management strategies. In doing so, students will further develop their nursing skills in proactively monitoring physiological signs of recovery from illness; and in anticipating and recognising clinical deterioration based on systematic, evidence-based assessments in time critical situations.

This unit covers the role of nurses in assessing complex acute patients in relation to: the principles and concepts of homeostasis, and patient assessment and monitoring of major organs and systems based on physiological and pathophysiological considerations for complex acute patients. Nurses will learn to apply critical reasoning, knowledge and psychomotor skills to identify at risk patients in time critical situations and inform immediate patient management decisions, including escalation of care.

## Assessment

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Assignment (1000 words) 20%
- Assessment task 3: Examination (2 hours) 40%

## HNN769 – Core Principles of Care for Complex Acute Patients

*Enrolment modes:*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Theoretical component: students will be expected to undertake 150 hours comprised of directed study through cloud (online) modules, two in-class seminars and self-directed study.*

### Content

This unit is designed to advance registered nurses' skills in managing complex acute patients as a result of timely and accurate clinical decision making. In addition, students will further develop their nursing skills in being able to actively promote the recovery of complex acute patients from illness; and anticipate, prevent and respond to episodes of clinical deterioration based on best research evidence for practice to deliver high quality, safe patient care.

The unit covers: pathophysiology of, and collaborative management strategies for, major organ dysfunction/failure; the implementation, management and evaluation of therapeutic technologies for major organ dysfunction/failure including pharmacological therapies, oxygen therapy, and non-invasive ventilation; and individual and teamwork skills required for managing complex acute patients to optimise patient outcomes.

### Assessment

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Assignment (1000 words) 20%
- Assessment task 3: Examination (2 hours) 40%

## HNN771 – Facilitating Clinical Learning

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Helen Forbes*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Theoretical component: students will be expected to undertake 150 hours comprised of directed study through cloud (online) modules, one in-class seminar and self-directed study.*

### Content

This unit is designed to prepare registered nurses and midwives to teach and facilitate learning of students and colleagues in contemporary clinical and/or simulated settings.

Themes in this unit include relevant learning theories (experiential/situated), the facilitator role in creating a conducive learning environment, planning student learning experiences, evaluating professional performance, and guiding the application of theory to practice. In addition, the facilitator's role will be explored in relation to providing feedback and reflection as ways of improving teaching practice. Opportunities for reflection on the role of the nurse/midwife as a facilitator of clinical learning will also be included.

### Assessment

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Assignment (1000 word equivalent) 20%
- Assessment task 3: Assignment (2000 word equivalent) 40%



## HNN772 – Healthcare in Low Resource/Complex Environments

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bodil Rasmussen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

### Content

This unit addresses key issues confronting health professionals working in the humanitarian aid sector. The unit is designed to prepare students in managing challenges they are likely to face when working in areas of armed conflict, post war contexts, and natural disaster areas. In drawing on cutting edge and evidenced knowledge in health, nursing, midwifery, psychological and sociological sciences, the unit introduces the students to managing the challenges of working within low resource and complex (LRCE) environments, clinical knowledge relevant to such environments, identifying and managing health and safety risks, assessing and evaluating resource poor systems, setting up and managing emergency response plans, dealing with the challenges of working in a wide variety of humanitarian context, self-care in high stress contexts, and returning home. It is expected that upon completion of the unit students will have the basic competencies required to work within LRCE contexts.

This unit covers comprehensive perspectives of Roles of Nurses and Midwives working in LRCE based on the International Nurses Council (ICN) Framework of Disaster Nursing Competencies. The unit builds on ICN's four areas of competencies related to prevention/mitigation, preparedness, response and recovery/rehabilitation to disasters.

### Assessment

- Assessment task 1: Written assignment (2000 words) 40%
- Assessment task 2: Written assignment (3000 words) 60%

## HNN773 – Healthcare Management of Vulnerable Populations

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Helen Rawson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

### Content

This unit focuses on specific clinical assessment strategies and tools to address health issues for vulnerable populations in areas of armed conflict, post war contexts, natural disaster areas and other low resource and complex environments. The unit will prepare students to assess and develop management strategies to care for vulnerable populations including women (who are pregnant or of childbearing age), children, people vulnerable to violence (including sexual or gender-based violence (SGBV), older people and people living with disabilities, mental illness and chronic diseases, such as HIV, heart failure and diabetes.

The unit builds on evidence-based research in health to address key issues related to restoration of emergency and essential health services for trauma, infectious diseases, reproductive health (antenatal, postnatal and acute newborn care), chronic disease and emergency mental health. The storage and distribution of life-saving and essential medicines and supplies; management of early warning surveillance and response systems for disease outbreak; protection of health assets, infection control in health care facilities including medical waste management and public risk communication will also be critically discussed.

This unit covers comprehensive perspectives of physical, psychological, cultural, social and environmental factors affecting people experiencing disaster and those in low resource complex environments.

The unit is guided by the International Council of Nurses (ICN) Framework of Disaster Nursing Competencies, the Sphere Health Standards, and evidence from organisations in the humanitarian sector, including WHO, Australasian Red Cross and Save the Children.

## Assessment

- Assessment task 1: Written assignment (2000 words) 40%
- Assessment task 2: Written assignment (3000 words) 60%

## HNN774 – Intensive Care Nursing 2

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicky Hewitt*

*Prerequisite: HNN751, HNN752*

*Corequisite: HNN764*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is one of two in this trimester focusing on further developing the speciality knowledge, skills and professional behaviours required for advanced intensive care nursing practice. There is a focus on refining the student's ability to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to identify risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes. The nurse's role in being a high performing member of the multidisciplinary health team with strong communication skills is emphasised. Through engagement with the unit material, clinical practice and personal reflection, students will develop greater decision making autonomy, critical thinking and leadership skills, advanced clinical judgement, and enhanced professionalism.

The unit is designed to prepare nurses for specialty intensive care practice of critically ill and injured patients and covers principles, concepts and therapeutic nursing and collaborative management of: sepsis and multi-organ failure; complex medical and surgical cardiac and respiratory conditions; endocrine and hepatic disorders, nutritional support, burns and toxicology.

*Note: This unit is part of the Intensive Care Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.*

## Hurdle requirement

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.*

## HNN775 – Cardiac Care Nursing 2

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicky Hewitt*

*Prerequisite: HNN751, HNN752*

*Corequisite: HNN765*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is one of two in this trimester focusing on further developing the speciality knowledge, skills and professional behaviours required for advanced cardiac care nursing practice. There is a focus on refining the student's ability to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to identify risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes. The nurse's role in being a high performing member of the multidisciplinary health team with strong communication skills is emphasised. Through engagement with the unit material, clinical practice and personal reflection, students will develop greater decision making autonomy, critical thinking and leadership skills, advanced clinical judgement, and enhanced professionalism.

The unit is designed to prepare nurses for specialty cardiac care practice and covers principles, concepts and therapeutic nursing and collaborative management of: sepsis and multi-organ failure; complex medical, interventional and surgical cardiac conditions including acute coronary syndrome; endocrine disorders; and cardiac rehabilitation. A strong focus of the unit is the clinical risk management and quality nursing care required for cardiac patients undergoing interventional procedures.

*Note: This unit is part of the Cardiac Care Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

## Hurdle requirement

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

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicky Hewitt*

*Prerequisite: HNN751, HNN752*

*Corequisite: HNN766*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is one of two in this trimester focusing on further developing the speciality knowledge, skills and professional behaviours required for advanced emergency care nursing practice. There is a focus on refining the student's ability to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to identify risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes. The nurse's role in being a high performing member of the multidisciplinary health team with strong communication skills is emphasised. Through engagement with the unit material, clinical practice and personal reflection, students will develop greater decision making autonomy, critical thinking and leadership skills, advanced clinical judgement, and enhanced professionalism.

The unit is designed to prepare nurses for specialty emergency care practice of ill and injured patients and covers principles, concepts and therapeutic nursing and collaborative management of: sepsis and multi-organ failure; complex cardiac conditions; endocrine and abdominal disorders; triage, trauma, assault and burns.

*Note: This unit is part of the Emergency Care, Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirement. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Assignment (equivalent to 1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

### Hurdle requirement

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.*

The nurse's role in being a high performing member of the multidisciplinary health team with strong communication skills is emphasised. Through engagement with the unit material, clinical practice and personal reflection, students will develop greater decision making autonomy, critical thinking and leadership skills, advanced clinical judgement, and enhanced professionalism.

The unit is designed to prepare nurses for specialty critical care practice of critically ill and injured patients and covers principles, concepts and therapeutic nursing and collaborative management of: sepsis and multi-organ failure; complex cardiac and respiratory conditions; endocrine and abdominal disorders, nutritional support, trauma, assault, burns and toxicology.

*Note: This unit is part of the Critical Care Specialty course nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirements. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## HNN777 – Critical Care Nursing 2

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicky Hewitt*

*Prerequisite: HNN751, HNN752*

*Corequisite: HNN767*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*^ Theoretical component: students will be expected to undertake 150 hours comprised of directed and self-directed study in a combination of classes, cloud (online) modules and seminars. Students are also normally required to complete a minimum of 24 hours a week in specialty clinical practice in their employing hospital.*

## Content

This unit is one of two in this trimester focusing on further developing the speciality knowledge, skills and professional behaviours required for advanced critical care nursing practice. There is a focus on refining the student's ability to identify, synthesise, analyse and critically evaluate complex data from patient and technologically-derived sources to identify risk and inform decisions that deliver safe, high quality nursing care and promote optimal patient outcomes.

## Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Examination (1.5 hours) 40%
- Assessment task 3: Tests (3) 20%
- Assessment task 4: 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.

### Hurdle requirement

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.*



## HNN780 – Quality and Safety in Medication Management

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elizabeth Manias*

*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*

*Prerequisite: For H773 students: HNN730, HNN731*

*Corequisite: For H773 students: HNN704*

*All other approved courses: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

### Content

The aim of the unit is to prepare students for the effective and safe prescribing of pharmacological interventions using principles of Quality Use of Medicines while maintaining relationships with people at the centre of care. The unit aims to provide students with the knowledge of resources required to prescribe or manage medicines using professional, legal and ethical principles taking into account economic, social, cultural, diversity and life span issues.

This unit is a core unit of the Master of Nursing Practice (Nurse Practitioner). In addition to the academic requirements and assessment tasks listed below, students who plan on applying to the Nursing and Midwifery Board of Australia (NMBA) for endorsement as a Nurse Practitioner, are required to:

- Undertake 20 hours of approved clinical placement per week in each trimester of study in the course.
- Successfully complete at least one Clinical Competency Assessment Tool (CCAT) linked to this unit.
- Continuously maintain the Professional Portfolio, details of which are provided on the Master of Nursing Practice (Nurse Practitioner) course site.

### Assessment

- Assessment task 1: Written assignment (3000 words) 50%
- Assessment task 2: Examination (2 hours) 50%

## HNN781 – Therapeutic Medication Management

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anastasia Hutchinson*

*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*

*Prerequisite: For H773 students: HNN704, HNN730, HNN731, HNN780*

*Corequisite: For H773 students: HNN749*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*Online independent and collaborative learning activities including 3 x 1 hour online seminars (recordings provided)*

### Content

This unit will expand the clinician's knowledge of pharmacological principles and management of medicines specific for the clinical domain of practice with presentation of broad medication classes and their potential for adverse interactions, effects, and events. The principles of pharmacokinetics and pharmacodynamics, according to the selected broad classes of medicines required for the autonomous prescriber role, interpreting the relationship among symptoms, medication effects and risk management for the patient/client requiring prescription and administration of medicines are explored. The selection and evaluation of appropriate of appropriate therapeutic medicines, management of areas of risk for the patient/client experiencing an adverse reaction to medicines are presented including the development of a therapeutic plan undertaken in collaboration with the patient/client using a person-centred framework.

This unit is a core unit of the Master of Nursing Practice (Nurse Practitioner). In addition to the academic requirements and assessment tasks listed below, students who plan on applying to the Nursing and Midwifery Board of Australia (NMBA) for endorsement as a Nurse Practitioner, are required to:

- Undertake 20 hours of approved clinical placement per week in each trimester of study in the course.
- Successfully complete at least one Clinical Competency Assessment Tool (CCAT) linked to this unit.
- Continuously maintain the Professional Portfolio, details of which are provided on the Master of Nursing Practice (Nurse Practitioner) course site.



## Assessment

- Assessment task 1: Assignment (3000 words) 50%
- Assessment task 2: Examination (2 hours) 50%

## HNN788 – Advanced Concepts in Specialty Nursing Practice

*Enrolment modes: Trimester 2: Cloud (online)^*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elizabeth Oldland*

*Prerequisite: HNN750*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities during three full day seminars.*

## Content

This unit is designed to advance the practice of specialist nurses by further developing students' professional practice and clinical leadership skills. Students will be challenged to become leaders in evidence-based practice specific to their area and change agents to improve the quality of nursing care and patient outcomes.

This unit covers the role of specialist nurses in managing critically ill patients in relation to:

- the advanced assessment and management of patients requiring complex physiological interventions and support;
- emerging trends in evidence-based speciality nursing practice, and knowledge translation;
- planning and management of contemporary and emerging workforce issues; and
- critical examination of the social, political, economic, legal and cultural contexts of specialty practice.

*Note: This unit is part of the Intensive Care, Cardiac Care, Emergency Care, Critical Care and Perioperative Specialty courses nested in the Master of Nursing Practice for students who are also employed in a suitable clinical area.*

*^ Students enrol as Cloud (online) students, however there are significant campus requirement. Classes are conducted at Burwood (Melbourne) and are video conferenced live to other venues.*

## Assessment

- Assessment task 1: Written assignment 1 (2500 words) 50%
- Assessment task 2: Written assignment 2 (2500 words) 50%

## HNR410 – Research Project 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Bernice Redley*

*Trimester 2 Unit Chair: Bernice Redley*

*Cohort rule: Must be enrolled in H421 Bachelor of Nursing (Honours)*

*Prerequisite: HBS400 and HNR412*

*Corequisite: Nil*

*Incompatible with: HNR414*

*Scheduled learning activities – campus: Negotiable between supervisor and student*

## Content

This unit is the first in a sequence of two that comprise the undertaking of a research project and preparation of an individual research thesis in the area of nursing practice. Students are required to outline their research project proposal and prepare drafts of the early chapters for their thesis as a requirement of HNR412. They are also required to discuss their topic with the School of Nursing and Midwifery's academic staff before submitting the proposal for HREC approval. The topic of research should be consistent with the School's current research program and may reflect the student's particular area of interest; and clearly related to the theoretical material presented in the supporting units.

*Note: The Code of Good Practice in Supervision of Higher Degrees by Research outlines the responsibilities of students and supervisors and expected outcomes.*

## Assessment

Assessment task 1: Written report (18,000 words) 100%

## HNR411 – Research Project 2

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Bernice Redley*

*Trimester 2 Unit Chair: Bernice Redley*

*Cohort rule: Must be enrolled in H421 Bachelor of Nursing (Honours)*

*Prerequisite: HBS400 and HNR412*

*Corequisite: Nil*

*Incompatible with: HNR414*

*Scheduled learning activities – campus: Negotiable between supervisor and student*

### Content

This unit is the second in a sequence of two that comprise the undertaking of a research project and preparation of an individual research thesis in the area of nursing practice. Students are required to outline their research project proposal and prepare drafts of the early chapters for their thesis as a requirement of HNR412. They are also required to discuss their topic with the School of Nursing and Midwifery's academic staff before submitting the proposal for HREC approval. The topic of research should be consistent with the School's current research program and may reflect the student's particular area of interest; and clearly related to the theoretical material presented in the supporting units.

*Note: The Code of Good Practice in Supervision of Higher Degrees by Research outlines the responsibilities of students and supervisors and expected outcomes.*

### Assessment

Assessment task 1: Written report (18,000 words) 100%

## HNR412 – Research Planning in Nursing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Bernice Redley*

*Trimester 2 Unit Chair: Bernice Redley*

*Cohort rule: Must be enrolled in H421 Bachelor of Nursing (Honours)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning activities including 4 x 6 hour interactive student seminars (students can attend online)*

### Content

This unit builds on HBS400 Research Methods. It provides students with an understanding of developing a research problem, from the identification of the research issue and literature review through to ethics approval and writing the chapters of a thesis.

### Assessment

- Assessment task 1: Assignment (2000 words) 30%
- Assessment task 2: Assignment (5000 words) 60%
- Assessment task 3: Oral presentation (10 minutes) 10%

## HPS104 – Foundations of Psychological Science

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Warrnambool, Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alexander Mussap*

*Trimester 2 Unit Chair: Emily Kothe*

*Trimester 3 Unit Chair: Alexander Mussap*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HBS108*

*Scheduled learning activities – campus:*

*Burwood and Waurin Ponds: Weekly 1 x 2 hour class; online interactive modules; 1 x 2 hour seminar per fortnight.*

*Warrnambool: Weekly 1 x 2 hour recorded class; online interactive modules; 1 x 2 hour cloud (online) seminar per fortnight; weekly consultation via the Psychology Hub at Warrnambool.*

*Scheduled learning activities – cloud (online): Weekly 1 x 2 hour recorded class; online interactive modules; 1 x 2 hour cloud (online) seminar per fortnight.*

## Content

This unit introduces students to the empirical foundations of psychology. The central question addressed is: 'What does it mean to be an evidence-based practitioner of psychology?'. Topics include: the nature of evidence in psychology; the relationship between psychological research and practice; experimental, quasi-experimental, and non-experimental quantitative research designs; qualitative research; threats to the reliability and validity of research; statistics and the interpretation of results; ethical research and ethical practice in psychology.

## Assessment

- Assessment task 1: Experimental Research Designs (500 words) 10%
- Assessment task 2: Observational Research Designs (500 words) 10%
- Assessment task 3: Design Implementation (750 words) (20%)
- Assessment task 4: Plain Language Statement (500 words) 10%
- Assessment task 5: Examination (2 hours) 50%

# HPS105 – Foundations of Psychological Practice

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Marilyn Hooley*

*All enquiries to [HPS105@deakin.edu.au](mailto:HPS105@deakin.edu.au)*

*Trimester 3 Unit Chair: Marilyn Hooley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Campus students will participate in 1 x 1 hour online class and 1 x 1 hour on campus seminar weekly*

*Scheduled learning activities – cloud (online): Cloud students will participate in 1 x 1 hour online class and 1 x 1 hour online seminar weekly*

## Content

This unit introduces students to the ways that the profession of psychology applies, and also informs, psychological knowledge to solve problems associated with human behaviour. The content of the unit provides a context for understanding and applying the discipline-specific knowledge and skills acquired through completion of the Psychology undergraduate courses.

## Assessment

- Assessment task 1: 4 Online quizzes 20%
- Assessment task 2: Case analysis (2500 words) 60%
- Assessment task 3: Career path and course plan 20%

## HPS111 – Psychology A: Fundamentals of Human Behaviour

### Enrolment modes:

Trimester 1: Burwood (Melbourne), CBD\*, Warrnambool, Warrnambool (Geelong), Cloud (online)

Trimester 2: Cloud (online)

Trimester 3: Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Mathew Ling

Trimester 2 Unit Chair: Alexa Hayley

Trimester 3 Unit Chair: Mathew Ling

Prerequisite: Nil

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 2 hour seminar per week

Scheduled learning activities – cloud (online): 1 x 2 hour cloud (online) seminar per week

### Content

This introductory unit explores the fundamental principles underpinning the study of human psychology. As such, it will cover the definition and scope of the discipline of psychology; the primitive roots of our behaviour; the neurological structures and processes that are responsible for our mental life; and the important elements in our adapting to the world as individuals such as learning and intelligence.

This unit will provide an integrated and challenging introduction to psychology as a science, while also providing training in important skills for tertiary education as a whole through the seminar series. In completing this unit, students will gain new insights into the science of behaviour, a mastery of important research and writing skills, and a strong platform for learning advanced topics in psychology.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Critical response essay (800 words) 20%
- Assessment task 2: Academic essay (1200 words) 30%
- Assessment task 3: 3 x online quizzes 20%
- Assessment task 4: Multiple Choice Examination (90 minutes) 30%

## HPS121 – Psychology B: Individual and Social Development

### Enrolment modes:

Trimester 1: Cloud (online)

Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Warrnambool (Geelong), Cloud (online)

Trimester 3: Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Hannah Bereznicki

Trimester 2 Unit Chair: Anna Klas

Trimester 3 Unit Chair: Hannah Bereznicki

Prerequisite: Nil

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 1 hour class, 1 x 1 hour seminar per week

Scheduled learning activities – cloud (online): 1 x 1 hour cloud (online) class and 1 x 1 hour cloud (online) seminar per week

### Content

Following on from the biological underpinning of psychology in HPS111, HPS121 focuses on the science of the human individual in context. Different theoretical perspectives of psychological concepts relating to how we function as individuals in a social world are contrasted and evaluated throughout the unit.

We begin by looking at how we – as both biological and social beings – develop throughout the lifespan as we explore the complex interaction between biological and environmental influences. Various theoretical perspectives are applied to explore what makes up our individual personalities, and how personality is assessed. The impact of psychological disorders on individual and societal wellbeing is considered, and the different therapeutic approaches used to treat these disorders are analysed. We then examine the power of situational, societal, and cultural influences on behaviour.

The HPS121 teaching team aim to deliver challenging and fascinating psychological concepts in a way that you can apply to your own personal experiences, future study and career. In the class series, the unit will incorporate the content areas of HPS121 into a holistic understanding of the interactions and relationships between the topics, all within the context of psychology as a scientific discipline.

The seminar series will enable you to develop real-world applied skills that will help you work through the unit as well as expose you to some of the processes involved in working as an allied health professional. The assessment tasks are designed to help you develop industry-related skills and knowledge.

Though the unit content and assessments have been designed to help you broaden your understanding and skills developed in HPS111, HPS121 has been constructed so that students may do the two units in either order, or do either unit individually.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

### Trimester 1 and Trimester 2

- Assessment task 1: Laboratory report (2000 words) 40%
- Assessment task 2: Multiple choice examination (2 hours) 60%

### Trimester 3

- Assessment task 1 (Individual): APA-style lab report assignment (2000 words) 40%
- Assessment task 2 (Individual): 5 x Online Quizzes, one per fortnight (10 multiple choice questions per quiz) 15%
- Assessment task 3 (Individual): Multiple Choice Exam (90 multiple choice questions, 2 hours) 45%

## Prescribed texts

HPS121 Psychology B: Individual and Social Development 2e (Customised)

Burton, An Interactive Approach to Writing Essays and Research Reports in Psychology, (John Wiley, 4th edn, 2017)

# HPS201 – Research Methods in Psychology A

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Christian Hyde*

*Trimester 2 Unit Chair: Ian Fuelscher*

*Trimester 3 Unit Chair: Michael Do*

*Prerequisite: HPS111 and HPS121*

*Corequisite: Nil*

*Incompatible with: HPS671, HPS771*

*Scheduled learning activities – campus: Trimester*

*2 Campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour cloud (online) seminar per week*

## 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. An important focus of the unit is on understanding the logic underlying the various statistical analyses covered. The unit also emphasises links between specific statistical analyses and common study designs used in psychology. Students will be taught to analyse data primarily through definitional formulae, as well as a computer-based statistical package.

## Assessment

- Assessment task 1: Assignment (maximum 2000 words) 50%
- Assessment task 2: Final examination (2 hours) 50%



## HPS202 – Child and Adolescent Development

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Subhadra Evans*

*Trimester 3 Unit Chair: Subhadra Evans*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS772*

*Scheduled learning activities – campus:*

*Trimester 2 Burwood (Melbourne) and Warrnambool (Geelong): 1 x 1 hour seminar per week; 4 x 1.5 hour masterclasses per trimester; 1 x 1 hour recorded class per week*

*Trimester 2 Warrnambool: 1 x 1 hour seminar per week; 4 x 1.5 hour recorded masterclasses per trimester; 1 x 1 hour recorded class per week*

*Scheduled learning activities – cloud (online):*

*Trimester 2: 1 x 1 hour cloud (online) seminar per week; 4 x 1.5 hour masterclasses per trimester (live streaming or recording); 1 x 1 hour recorded class per week*

*Trimester 3: 1 x 1 hour cloud (online) seminar per week; 4 x 1.5 hour recorded masterclasses per trimester; 1 x 1 hour recorded class per week*

### Content

The unit addresses the study of several aspects of child development (cognitive, linguistic, social, emotional, biological, motor, moral, developmental disorders) from infancy to adolescence using a variety of theoretical orientations, and involves applying the processes of development to understand real-life problems.

*Note: Campus students are required to attend practical classes*

### Assessment

- Assessment task 1: Annotated bibliography (1000 words) 20%
- Assessment task 2: Policy brief (1500 words) 40%
- Assessment task 3: Examination (2 hours) 40%

### Prescribed texts

There is no prescribed text for this unit. All readings will be provided via CloudDeakin.

## HPS203 – The Human Mind

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Stefanie Sharman*

*Trimester 3 Unit Chair: Stefanie Sharman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS673, HPS773*

*Scheduled learning activities – campus:*

*Trimester 1: 3 x 1 hour class per trimester, 1 x 2 hour seminar per fortnight, 1 x 1 hour online activities per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1: 3 x 1 hour class per trimester, 1 x 2 hour seminar per fortnight, 1 x 1 hour online activities per week*

*Trimester 3: 3 x 1 hour recorded class per trimester, 1 x 2 hour (online) seminar per fortnight, 1 x 1 hour online activities per week*

### 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 object recognition, attention, memory, reasoning, decision-making and problem-solving. These topics are treated within an information-processing approach to human cognition.

### Assessment

- Assessment task 1: Laboratory Report Part 1 (900 words) 15%
- Assessment task 2: Laboratory Report Part 2 (1800 words) 25%
- Assessment task 3: Cloud (online) activities 10%
- Assessment task 4: Examination (2 hours) 50%

### Prescribed texts

Reisberg, D., *Cognition: Exploring the Science of the Mind*, (Norton New York, 7th edn, 2019)

# HPS204 – Human Social Behaviour

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anna Klas*

*Trimester 3 Unit Chair: Michelle Benstead*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS674, HPS774*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour class per week and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1: 1 x 2 hour Cloud (online) seminar per week*

*Trimester 3: 1 x 1 hour recorded class per week. 1 x 2-hour online seminar per fortnight*

## Content

This Unit covers the main theories and research methods of social psychology. Topics include: an introduction to social psychology, research in social psychology, social cognition, social perception, self and identity, attitudes and persuasion, stereotypes and prejudice, social influence, group processes, aggression and prosocial behaviour, and finally, liking, love, and close relationships. As we move through the topics, the unit will explore the relevant theory and research and students will advance their knowledge of social psychology through application to real world-contexts (e.g., solving and understanding real-world problems).

## Assessment

### Trimester 1

- Assessment task 1: APA-style lab report assignment (2000 words) 45%
- Assessment task 2: Team-based learning activity (500 words) 10%
- Assessment task 3: Examination (2 hours) 45%

### Trimester 3

- Assessment task 1 (Individual): Research Proposal (1800 words) 40%
- Assessment task 2 (Individual): Group Processes in Action: Reflection (700 words) 15%
- Assessment task 3 (Individual): 5 x online quizzes, one per fortnight (10 multiple choice questions per quiz) 15%
- Assessment task 4 (Individual): Multiple Choice Examination (90 multiple choice questions, 2 hours) 30%

## Prescribed texts

Human Social Behaviour HPS204/774 Custom Publication, Vaughan & Hogg, Pearson Education

The prescribed textbook is a customised text specially put together for Deakin.

# HPS206 – Introduction to Forensic Psychology

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Warrnambool (Geelong), Cloud (online)*

*Trimester 3: CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Belinda Guadagno*

*Trimester 3 Unit Chair: Belinda Guadagno*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 2: 4 x 2 hour master classes, weeks 2, 6, 8 and 11. 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online):*

*Trimester 3: 1 x 1 hour cloud (online) seminar per week.*

## Content

This unit will provide students with an introduction to Forensic Psychology. Students will be introduced to the structure of the Justice Systems in Australia, and will learn the fundamental principles involved in research and practice in the forensic context.

More specifically, the unit focuses on important practice issues that can arise in forensic psychology related work (e.g., ethical dilemmas and challenges inherent in client engagement). It examines theories and research in the area of sexual violence, family violence, substance-related offending, and family court matters, and explores the complexities associated with mental illness, disability, age, and cross-cultural issues in the forensic context.

The unit has a strong applied focus, and will present students with the introductory skills needed in the conduct of psychology-related work with forensic populations.

The content and discussion in this unit will necessarily engage with sexual assault, abuse, violence, victimisation and mental illness. Some of this content may be challenging to engage with. The teaching team will do their best to ensure students can engage bravely, empathetically and thoughtfully with difficult content each week.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

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).

## Assessment

- Assessment task 1: Narrated Presentation (10 minutes) 20%
- Assessment task 2: Report (1650 words) 35%
- Assessment task 3: Examination (1.5 hours) 45%

## HPS207 – Preparing for Employment

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sandra Hooper*

*Cohort rule: Must be enrolled in course A301, D387, D390, D391, H300, H344, H345*

*Prerequisite: Eligible students will have completed at least eight credit points of study and be enrolled in one of the following courses: A301, D387, D390, D391, H300, H344, H345*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour cloud (online) class per week (8 weeks) and 1 x 1.5 hour class per week (on campus with guest speakers) (2 weeks). 1 x 2 hour seminar per week (campus)*

*Scheduled learning activities – cloud (online): 1 x 1 hour cloud (online) class per week (8 weeks) and 1 x 1.5 hour class per week (recording) (2 weeks). 1 x 2 hour cloud (online) seminar per week*

## Content

This unit aims to:

- provide students with an introduction to psychology as it applies in the workplace, and,
- develop strategies and skills that will help students to build purposeful and relevant career plans and gain meaningful employment at the completion of their studies in psychology

The unit is very practically oriented and is designed to provide students with insight into careers that relate to the application of skills gained from a behavioural science degree such as psychology. There is particular emphasis on relevant careers available to students exiting after a three year (Bachelor degree) or four year (Honours or equivalent) sequence in psychology. The unit is delivered within a framework of key theoretical concepts of organisational psychology, and their relation to work and employment, and covers three main areas:

1. The various options that are available for employment and career advancement within the field of Psychology and related occupations. Students will gain insight into their own interests, aptitudes, and other characteristics and critically evaluate this information to identify relevant and meaningful career/employment options.
2. The importance of communication and teamwork in an organisational context. Students will explore the way teams develop and function and, utilising information gained about themselves in Theme 1, specifically analyse and evaluate their own interactions and contributions in a team setting.
3. Preparation of key materials relating to job seeking in order to improve students' success when applying, interviewing and marketing themselves to employers. This will involve the integration of concepts explored and identified throughout the unit including potential career options, transferrable skills, strengths and development areas and course learning outcomes.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

Assessments in this unit are particularly applied in nature. They involve a high degree of self-reflection and self-assessment as well as application of information obtained through lived experiences and applied activities.

- Assessment task 1: Self-assessment report and career development action plan (1500 words) 30%
- Assessment task 2:
  - Part a) Team solution of organisational psychology related business problem (10 minute group presentation) 10%
  - Part b) Individual analysis of the development of a newly formed team and evaluation of team performance and roles of team members in solving the problem (1500 words) 30%
- Assessment task 3: Submission of a job application for a nominated real-life position including a document addressing key selection criteria and a cover letter (1500 words) and a curriculum vitae to be attached to the job application 30%

You will be asked to consider the application of these concepts to a range of clinical contexts to develop an understanding of how concepts from within health psychology can be applied to both the individual and to specific disease populations. The unit will consider the theoretical, methodological, and practical aspects of health and illness using applied examples from such fields as psycho-cardiology, psycho-oncology and psycho-gastroenterology, among others.

## Assessment

- Assessment task 1: Quiz (20 minutes) 10%
- Assessment task 2: Shared Decision-Making Tool and Written Rationale (2000) 50%
- Assessment task 3: Examination 40%

## Prescribed texts

Taylor, S. (2018). Health Psychology 10th edition, New York, NY: McGraw-Hill

## HPS226 – Applied Health Psychology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Antonina Mikocka-Walus*

*Prerequisite: HBS110*

*Corequisite: Nil*

*Incompatible with: HPS326*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week for 10 weeks (no seminar in week 1)*

*Scheduled learning activities – cloud (online): 11 x 1 hour pre-recorded class per week; 1 x 2 hour cloud (online) seminar per week (for those studying online)*

## Content

This unit provides an introduction to the theory and practice of health psychology. Building on the foundation of the influential behaviour change theories, the unit offers a biopsychosocial perspective on chronic illness conceptualisation and treatment. Students will get acquainted with the concepts relevant to health and illness from the biopsychosocial perspective.

## HPS301 – Research Methods in Psychology B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waurn Ponds (Geelong), Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shannon Hyder*

*Trimester 2 Unit Chair: Shannon Hyder*

*Trimester 3 Unit Chair: David Skvarc*

*Prerequisite: HPS201*

*Corequisite: Nil*

*Incompatible with: HPS781*

*Scheduled learning activities – campus:*

*Burwood and Waurn Ponds: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Warrnambool: 1 x 1 hour recorded/streamed class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour recorded/streamed class and 1 x 2 hour cloud (online) seminar per week*

## 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

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Weekly quizzes (5 multi-choice questions per week) 10%
- Assessment task 3: Examination (2 hours) 50%

## Prescribed texts

Field, A. (2018). *Discovering Statistics Using SPSS* (5th edition). Sage Publications.

## 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.

*Note: Campus students are required to attend practical classes.*

## Assessment

- Assessment task 1: Literature Review and Interview Schedule (1000 words) 30%
- Assessment task 2: Interview Evaluation (1500 words) 30%
- Assessment task 3: Examination 40%

## Prescribed texts

Bjorklund, B. R. (2015). *The Journey of Adulthood* (8th ed.). Pearson Education Ltd.

# HPS302 – Pathways Through Adulthood

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Meaghan Danby*

*Prerequisite: Must have passed one of HPS201, HPS202, HPS203, HPS204, HPS205, HPS310*

*Corequisite: Nil*

*Incompatible with: HPS782*

*Scheduled learning activities – campus:*

*Burwood (Melbourne), Waurin Ponds (Geelong): 1 x 2 hour online recorded class per week, and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour online recorded class per week, and 1 x 1 hour cloud (online) seminar per week.*

# HPS304 – The Social Psychology of Relationships

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Gery Karantzas*

*Prerequisite: HPS204*

*Corequisite: Nil*

*Incompatible with: HPS784*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 2.5 hour class per fortnight*

*Scheduled learning activities – cloud (online): 1 x 2.5 hour cloud (online) class per fortnight*



## 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

- Assessment task 1: Seminar participation 15%
- Assessment task 2: Online quiz 15%
- Assessment task 3: Written assignment (1500 words) 35%
- Assessment task 4: Examination (1.5 hours) 35%

## Prescribed texts

No Prescribed texts – online readings

## HPS307 – Personality

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*  
*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sharon Horwood*

*Trimester 3 Unit Chair: Sharon Horwood*

*Prerequisite: Must have passed one of: HPS201, HPS202, HPS203, HPS204, HPS205, HPS310*

*Corequisite: Nil*

*Incompatible with: HPS791*

*Scheduled learning activities – campus:*

*Trimester 2: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 2 and Trimester 3: 1 x 2 hour cloud (online) seminar per week*

## 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. Activities will tend to focus on application of the theories.

## Assessment

- Assessment task 1: Lab report (2000 words) 40%
- Assessment task 2: Personality profile report (1000–1500 words) 20%
- Assessment task 3: Examination (2 hours) 40%

## Prescribed texts

Personality Psychology (custom text) the custom text is published both as hardcopy and an e-text.

## HPS308 – Psychopathology

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waurn Ponds (Geelong), Cloud (online)*  
*Trimester 3: CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Richard Moulding*

*Trimester 3 Unit Chair: Rebecca Diehm*

*Prerequisite: HPS111 and HPS121 and at least one of: HPS201, HPS202, HPS203, HPS204, HPS205, HPS310*

*Corequisite: Nil*

*Incompatible with: HPS788*

*Scheduled learning activities – campus:*

*Trimester 2 Burwood (Melbourne) and Waurn Ponds (Geelong): Weekly 1 x 2 hour class; 1 x 2 hour seminar per fortnight; weekly online independent learning activities*  
*Trimester 2 Warrnambool: Online independent and collaborative learning activities including weekly 1 x 2 hour recorded class; 1 x 2 hour seminar per fortnight (face-to-face or via videolink); weekly consultation via the Psychology Hub at Warrnambool*

*Scheduled learning activities – cloud (online):*

*Trimester 2 and Trimester 3: Online independent and collaborative learning activities including weekly 1 x 2 hour recorded class; 1 x 2 hour cloud (online) seminar per fortnight; weekly online components.*

## Content

The unit has the dual aims of allowing you to learn and explore concepts of mental disorders, and also of understanding your appreciation of the stigma and impact of such disorders on the lives of those affected. In so doing, this unit focuses on providing an introduction to abnormal and clinical psychology from a descriptive, theoretical and experimental perspective. In particular, we will focus on theories of psychology that integrate multiple perspectives – a so-called multidimensional integrative perspective.

Topics covered will include models and theories of abnormal psychology with emphasis on an integrative approach to understanding psychopathology; diagnosis and classification; as well as an examination of the major classes of disorders such as the anxiety, mood, and schizophrenia-related disorders. Where appropriate, there will be a discussion and evaluation of therapeutic interventions and ethical issues pertaining to intervention.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Written assignment (1500 words) 35%
- Assessment task 2: Written assignment (1000 words) 25%
- Assessment task 3: Examination (1.5 hours) 40%

## Prescribed texts

Barlow, D. H., Durand, V. M., & Hofmann (2018). *Abnormal psychology: An integrative approach* (8th ed.). Stamford, CT. Cengage Learning

## HPS310 – Brain, Biology and Behaviour

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*  
*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: HPS205*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Rogers*

*Trimester 3 Unit Chair: Mark Rogers*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS205, HPS675, HPS775, HSE207, HSO207*

*Scheduled learning activities – campus: Trimester 1: 1 x 2 hour class per week and 1 x 2 hour seminar per fortnight*

*Scheduled learning activities – cloud (online): Trimester 1 and Trimester 3: 1 x 2 hour seminar per fortnight*

## Content

This unit explores contemporary neurobiological explanations of human behaviour. Individual, social, ethical and practical implications are examined in the context of topics including: neural structure and function, psychopharmacology, biological methods, sensory systems, emotions, motor activity, sleep, mental disorders, language, memory and learning.

## Assessment

- Assessment task 1: Seminar manual 40%
- Assessment task 2: Anatomy online test 10%
- Assessment task 3: Examination (2 hours) 50%

In fortnightly seminars students will work on simulations and exercises designed to consolidate and expand upon material covered in the classes (in class for campus students or online (via Collaborate) for cloud (online) students). Cloud (online) students will require access to a computer-compatible microphone.

## Prescribed texts

Kalat, JW 2019, *Biological Psychology*, 13th edn, Cengage, Boston, MA.

## HPS325 – Addiction

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Petra Staiger*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x 2 hour masterclasses, weeks 1, 5, 8, and 11. Weekly 1 x 2 hour seminar. Presentation of debate assessment outside seminar time.*

*Scheduled learning activities – cloud (online): 4 x 2 hour live streamed masterclasses, weeks 1, 5, 8, and 11. 1 x 2 hour cloud (online) seminar per week. Presentation of debate assessment outside seminar time.*

## Content

This unit will provide students with an in-depth knowledge of the major issues associated with addiction and substance use (ASU) more broadly. Specifically, the focus will be on alcohol and tobacco use, gambling, major illicit drugs (e.g. cannabis, heroin, amphetamine type substances, ecstasy, cocaine and other less common drugs). It will include an examination of the causes and risk factors for addiction and other harms associated with ASU, the levels of problems nationally and internationally, theories of addiction, the mechanisms of ASU in the body and brain, specific and general individual focussed treatments for ASU, and effective community and policy strategies for preventing and reducing harm.

A major focus of the course will be the comorbid presentation of mental health disorders and substance use and effective screening and treatment of these disorders. The unit has a strong international and multi-disciplinary focus.

*Note that assessments will be completed in seminars, therefore students will be expected to attend their assigned seminar regularly.*

## Assessment

- Assessment task 1: 2 case studies (approximately 700 words each, 10% for the first, 25% for the second) total 35%
- Assessment task 2: Debate (15 minutes) (10% for group presentation, 10% individual mark, 5% team feedback) total 25%
- Assessment task 3: Examination (1.5 hours) 40%

## HPS327 – Research Methods Capstone

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Matthew Fuller-Tyszkiewicz*

*Prerequisite: HPS201 or HPS301*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week and 1 x 2 hour laboratory session per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour cloud (online) seminar per week*

## Content

The purpose of this capstone unit is to consolidate students' research methods skills developed in Years 1 to 3 of their course. This unit will use key learnings in the areas of understanding the science-practitioner model, literature searching and critical review, study design, measurement, sampling, and data analysis to devise, execute, and write up a research project. Students will choose to investigate one research problem, which they will choose from a series of trimester-long projects. They will be supervised by teaching staff in the conduct of these minor projects. The projects are designed to comply with low risk projects, and will have pre-approval from ethics.

Despite being low risk, the projects will still enable students to collect some data through distribution of surveys and/or observational design. Because of the time constraints of a trimester-long unit, data collection will be undertaken in a two week period during the trimester to allow time for data analysis and write up. As a consequence, the project in this unit is considerably smaller, and has more constraints, than the fourth year project students in Honours undertake.

Upon completion of this unit, students will have gained insights into how the theoretical content covered in their undergraduate studies translates into practical research problems, through the design and implementation of a real research project. This, in turn, will make students ready for fourth year study in psychology, in which students are required to conceptualize, design, and carry out their own study independently. And, for those students, who exit at the end of undergraduate studies, they will have developed skills necessary to effectively run a project from conception to write-up.

## Assessment

- Assessment task 1: Research report (3000 words) 60%
- Assessment task 2: Group oral presentation (20 minutes) 40%

## HPS328 – Psychology At Work (Internship)

*Enrolment modes: This unit is offered as a Start Anytime unit and is available from Study Period (SP) 1 in January 2019.*

*Burwood (Melbourne), Warrnambool (Geelong), Warrnambool, Cloud (online)*

*Students will not be able to self-enrol. Register for enrolment on Deakin's website.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sandra Hooper*

*Trimester 3 Unit Chair: Sandra Hooper*

*Cohort rule: Must be enrolled in course A301, H300, H344, H345*

*Prerequisite: HPS207 and must have completed 16 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 140 hours of placement with an authorised host organisation and completion of self-paced pre-placement online modules.*

*Placement must be arranged at the very latest by the day before the Census Date for your Study Period. It must be completed at the very latest 10 months after the start date of your SP. To confirm these dates please check the “Timelines for all Study Periods” document on CloudDeakin.*

## Content

This unit aims to build on the second year unit, HPS207 and provide students with a more detailed understanding of how psychology is applied in a work setting. The skills developed will enable students to develop further strategies to assist them in gaining meaningful employment at the completion of their studies in psychology and to make a successful transition to work.

The development of generic, employment-related, professional skills in psychology related fields will be achieved through a combination of self-paced modules and a minimum of 140 hours placement with a relevant, course-related organisation. During the placement, students will be encouraged to consolidate or enhance existing professional skills.

Each student is responsible for selecting and negotiating their own appropriate work placement, for authorisation by the Unit Chair. Work placements are intended to provide students with opportunities to develop skills and knowledge in psychology related areas which will enhance their professional development and employment potential as well as provide insight into career options.

Students will have up to approximately 10 weeks to source a placement and up to a maximum of 8 months to complete it. Further details about how this Start Anytime unit will run are available on the School of Psychology Start Anytime page.

*Note: Students do not need to undertake any pre-preparation for this unit. Especially, you should not be seeking any sort of placement until you have access to the CloudDeakin site where all information is provided about how to source placement, what should be considered when choosing a placement, and all other materials required to complete the unit. Access to the CloudDeakin site is given two weeks prior to the commencement date of the Study Period and there is ample time to find, and complete, the placement, within the unit timelines.*

## Assessment

Ungraded pass, consisting of:

- Assessment task 1: Participation in mock interview (10 minutes)
- Assessment task 2: Student evaluation of performance and learnings from work placement (1200 words)
- Assessment task 3: Placement log book (including Host Supervisor’s Placement Feedback Report)

*Note: To achieve an ungraded pass in this unit all assessment tasks must reach Ungraded Pass.*

## HPS395 – Cognitive Neuroscience

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Eric Koukounas*

*Prerequisite: One of HPS205 or HPS310*

*Corequisite: Nil*

*Incompatible with: HPS795*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per fortnight*

*Scheduled learning activities – cloud (online): 1 x 1 hour cloud (online) seminar per fortnight*

## Content

This unit is designed to provide an advanced examination of current issues, theories, methods, and applications relevant to the area of cognitive neuroscience. The unit represents an extension of the principles introduced in HPS310 Brain, Biology and Behaviour, with a focus on both healthy brain function and clinical disorders. Topics covered include: neuroscience techniques (e.g., neuroimaging), attention, perception, executive function, movement, language, social cognition, and clinical translation.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Lab manual 10%
- Assessment task 2: Written assignment (1500 words) 40%
- Assessment task 3: Examination (2 hours) 50%

## Prescribed texts

Ward, J. (2015). The Student’s Guide to Cognitive Neuroscience (3rd Ed.). Devon: Psychology Press.

## HPS431 – Psychological Assessment

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicholas Ryan*

*Cohort rule: This unit is only available to students enrolled in courses H345, H451 and H452*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS425 and HPS715*

*Scheduled learning activities – campus: 1 x 2 hour cloud (online) class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour cloud (online) class and 1 x 1 hour cloud (online) seminar per week*

### Content

This unit introduces the theoretical and psychometric basis of psychological tests. It will then provide 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, and mood. Both child/adolescent and adult populations will be considered. The process of formulating psychological opinion in casework will be introduced. Report writing skills will be developed and ethical issues discussed.

### Assessment

- Assessment task 1: Test evaluation (1000–1500 words) 15%
- Assessment task 2: Case report (1500–2000 words) 35%
- Assessment task 3: MCQ Examination (2 hours) 50%

### Prescribed texts

Cohen, R.J., & Swerdlik, M.E. (2017). *Psychological Testing and Assessment: An introduction to tests and measurement* (9th Edition). McGraw Hill: New York.

## HPS432 – Research Methods in Psychology C

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jarrad Lum*

*Cohort rule: This unit is only available to students enrolled in courses H345, H451 and H452*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS425 and HPS742*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 2 hour seminar per week*

### Content

This element of coursework is designed to provide you with the skills necessary to undertake a research project. The coursework covers issues relating to research design, research ethics, undertaking a systematic review. Laboratory classes will undertake weekly practical exercises that examine in more detail the topic addressed in the weekly class.

### Assessment

- Assessment task 1: Systematic review assignment (2000 words) 50%
- Assessment task 2: Examination (2 hours) 50%

## HPS433 – Client-Centred Skills in Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elizabeth Westrupp*

*Cohort rule: This unit is only available to students enrolled in courses H345, H451 and H452*

*Prerequisite: HPS431 or HPS715*

*Corequisite: Nil*

*Incompatible with: HPS426 and HPY710*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 3 hour seminar each week.*

*Scheduled learning activities – cloud (online): Online seminars via Collaborate.*



## Content

This unit will provide an introduction to working with clients in psychology and mental health settings. Students will be introduced to skills in counselling and case management, and will learn knowledge, skills and ethical issues related to working with a variety of clients of different ages, cultural backgrounds and presenting concerns.

## Assessment

- Assessment task 1: Case Management Plan part A (1000 words) 30%
- Assessment task 2: Video Presentation (10 minutes) 10%
- Assessment task 3: Case Management Plan (1500 words) 30%
- Assessment task 4: Critical Reflection Assignment (1500 words) 30%

## Hurdle requirement

Satisfactory completion of micro and case management skills development in at least 8 of the 10 seminars to obtain a pass or above in the unit.

## HPS434 – Research Methods in Psychology D

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicolas Kambouropoulos*

*Cohort rule: This unit is only available to students enrolled in courses H345, H451 and H452*

*Prerequisite: HPS432 or HPS742*

*Corequisite: Nil*

*Incompatible with: HPS426 and HPY712*

*Scheduled learning activities – campus: A minimum of 22 hours of intensive classroom activity (face-to-face or via Collaborate/Echo360)*

*Scheduled learning activities – cloud (online): A minimum of 22 hours of intensive classroom activity (face-to-face or via Collaborate/Echo360)*

## Content

This unit provides advanced coverage of multivariate data analysis. It is designed to provide students with a conceptual understanding of multivariate statistics as well as the practical knowledge of how to implement these analyses using common tools such as SPSS and AMOS. Specific topics include data hygiene, multivariate regression, exploratory and confirmatory factor analysis and structural equation modelling.

## Assessment

- Assessment task 1: SPSS analytic task 40%
- Assessment task 2: AMOS analytic task 20%
- Assessment task 3: MCQ examination (2 hours) 40%

## HPS435 – Research Project A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250 – 2 enrolled credit points, 0 achievable credit points. (4 credit points achievable on successful completion of HPS435 and HPS436.)*

*Trimester 1 Unit Chair: Christian Hyde*

*Cohort rule: This unit is only available to students enrolled in courses H345, H451 and H452*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS427 and HPY720*

*Scheduled learning activities – campus: 1 x 1 hours of contact with a research supervisor and 19 hours of private study per week*

*Scheduled learning activities – cloud (online): 1 x 1 hours of contact with a research supervisor and 19 hours of private study per week*

## 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.

*Note: Together, HPS435 and HPS436 constitute the research thesis components of the Honours degree*

## Assessment

- Assessment task 1: Thesis proposal assignment
  - 1500 word thesis proposal
  - 10-minute oral presentation
- Assessment task 2: Written empirical research report (5000 words).

The thesis proposal and the written empirical report constitute the full assessment in the paired units HPS435 and HPS436. The thesis proposal and empirical report contribute 30% and 70% respectively to the final mark for the thesis component.

## HPS436 – Research Project B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250 – 2 enrolled credit points, 4 achievable credit points. (4 credit points achievable on successful completion of HPS435 and HPS436.*

*Trimester 2 Unit Chair: Christian Hyde*

*Cohort rule: This unit is only available to students enrolled in courses H345, H451 and H452*

*Prerequisite: HPS435 or HPY720*

*Corequisite: Nil*

*Incompatible with: HPS428 and HPY721*

*Scheduled learning activities – campus: 1 x 2 hours of contact with a research supervisor and 8 hours of private study per week*

*Scheduled learning activities – cloud (online): 1 x 2 hours of contact with a research supervisor and 8 hours of private study per week*

## 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.

*Note: Together, HPS435 and HPS436 constitute the research thesis components of the Honours degree*

## Assessment

- Assessment task 1: Thesis proposal assignment
  - 1500 word thesis proposal
  - 10-minute oral presentation
- Assessment task 2: Written empirical research report (5000 words)

The thesis proposal and the written empirical report constitute the full assessment in the paired units HPS435 and HPS436. The thesis proposal and empirical report contribute 30% and 70% respectively to the final mark for the thesis component.

## HPS705 – Advanced Clinical Assessment

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicki Dowling*

*Cohort rule: Students must be enrolled H750 Master of Psychology (Clinical) to enrol in this unit*

*Prerequisite: HPS779*

*Corequisite: Nil*

*Incompatible with: HPS905*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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 hypothetical cases.

## Assessment

- Assessment task 1: Child psychological report (2000 words)
- Assessment task 2: Adult case report 2 (2000 words)
- Assessment task 3: Test selection report (2000 words)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

# HPS706 – Clinical Placement and Case Analysis 1

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amanda Dudley and Kate Hall*

*Prerequisite: Registration as a provisional psychologist and all of HPS714, HPS776, HPS777 and HPS779*

*Corequisite: Nil*

*Incompatible with: HPS906*

*Scheduled learning activities – campus: 50 full time days of placement plus pre-clinical workshops and case analysis intensive seminars (2 x 1 day workshops)*

## Content

The first clinical placement is designed to equip students with a range of clinical psychology skills and an awareness of professional issues. Students will fast-track the translation and integration of academic coursework learning into real life application.

This unit consists of three key activities:

1. pre-clinical workshops;
2. placement experience;
3. case analysis intensive seminars.

## Pre-clinical workshops

To prepare for placement attendance, students will participate in a number of practitioner led workshops covering topics such as professional identity, tertiary public mental health settings and procedures, applied suicide intervention skills training and RISK AWARE online module aimed at increasing students' knowledge and ability to assess potential risks within clinical placement environments.

## Placement experience

Through the Deakin University Psychology Clinics and Placement Partnerships at Eastern Health (Box Hill) and Barwon Health (Geelong), students will gain experience working with adults or children/adolescents experiencing mental health disorders. Students will be able to establish and demonstrate their clinical skills in clinical assessment, case formulation and intervention with individuals and groups.

As part of placement, students will engage in regular individual and group supervision. Supervisors are able to support students to realise individual professional development plans that can be carried across their course. The opportunity to experience a range of supervision models will advance students capacity to utilise supervision as a learning tool through their placement program and their career.

A Supervision contract will be developed at the start of placement which will require the development of specific learning objectives as well as outlining roles, responsibilities and requirements. Student's performance will be evaluated on using the mid and End of Placement Supervisor Report. Students will be evaluated on core competencies and are to demonstrate ethical and professional practice.

Students case conceptualisation skills will be evaluated through supervision and formal presentation of a case on placement.

## Case analysis

The placement will be supplemented by case analysis intensive seminars in which students learn the theory and practice of case analysis/case conceptualisation as a foundation for subsequent placement and coursework requirements as well as supervision and case report writing. Students will participate in case discussions and will be required to present case material.

As part of this unit, students are also required to submit a case report on a case within their placement agency.

Upon completion of this unit, students will have received sound knowledge and training in professional practice which will support development in subsequent placements.

## Assessment

- Assessment task 1: Attendance for 50 days at placement (as well as pre-clinical workshops)
- Assessment task 2: Presentation of logbook from placement (including pre-clinical workshops) to the Unit Chair within 21 days of placement
- Assessment task 3: Satisfactory END of Placement Supervisor Report outlining professional and ethical competence of the student from the Placement Supervisor (completion of the placement) including presentation of a case within placement
- Assessment task 4: Satisfactory case report (approximately 4000 words) written by the student and submitted to their Agency Supervisor before finishing the placement
- Assessment task 5: Attendance at and active participation in Case Analysis Intensive Seminars.

These assessment and procedural 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.

# HPS707 – Advanced and Applied Research Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Emily Kothe*

*Trimester 2 Unit Chair: Mark Stokes*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Prerequisite: HPS779*

*Corequisite: Nil*

*Incompatible with: HPS907 and HPS911*

*Scheduled learning activities – campus: 3 hours per week*

## Content

This unit will focus on a variety of methodological approaches to research based upon the scientist-practitioner model of evidence-based practice. The unit 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

- Assessment task 1: Statistical analysis and written assignment (2000 words)
- Assessment task 2: Examination

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS708 – Psychological Intervention 2

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jade Sheen*

*Cohort rule: Must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Prerequisite: HPS777*

*Corequisite: Nil*

*Incompatible with: HPS908*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week*

### Content

Building on HPS777, Psychological Intervention 1, this is both a theoretical and practical unit that provides the opportunity for students to evaluate the evidence base for, and to develop skills in the delivery of a range of therapies for children and adolescents. At the commencement of the unit, students will learn how to modify evidence based interventions such as CBT, for use within younger populations. The unit will then focus on interventions for issues common to this population including behavioural disorders, eating disorders and developmental disorders. A major focus will be on the development of therapy skills through the use of virtual simulation, case based analysis and role play.

### Assessment

- Assessment task 1: Assignment (3000 words)
- Assessment task 2: Role-play presentation
- Assessment task 3: OSCE

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

### Prescribed texts

Barlow, D.H. (ed) (2014). Clinical handbook of psychological disorders: A step-by-step treatment manual (5th ed.). New York: The Guilford Press

## HPS709 – Clinical Placement and Case Analysis 2

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Amanda Dudley and Melissa O'Shea*

*Prerequisite: HPS706 and HPS777*

*Corequisite: Nil*

*Incompatible with: HPS909*

*Scheduled learning activities – campus: 50 days of supervised clinical placement (approximately three days per week) and case analysis presentations as part of placement.*

### Content

The aim of this unit is to provide students with the opportunity to establish their clinical psychology skills. Students are expected to demonstrate key competencies in ethical and professional frameworks as well as psychological assessment and intervention skills.

Placements provide students with opportunities to develop clinical psychology skills in a range of settings such as adult, adolescent, acute, chronic, inpatient, community, forensic and/or rehabilitation services. It is expected that students will undertake either an adult OR a child/adolescent placements that will complement their other placement units.

The placement program will be established jointly by the student, the placement coordinator, and the practitioner(s) supervising the placement. This will include the minimum amount of face-to-face contact time with clients and the minimum supervision requirements. Placement Learning Contracts will specify learning objectives and key competencies as well as the responsibilities of the student, the Agency Supervisor and the Placement coordinator. Students will be required to have client contact and carry their own caseload, under supervision. The student's performance will be reviewed at a mid and end of placement meeting. All meetings and paperwork are to be completed and are considered part of the unit requirements.

As part of placement, students will engage in case presentations and be required to present a case from their placement. These case presentation seminars provide students with the opportunity to give and receive feedback from peers as well as supervisors and discuss clinical issues.



## Assessment

- Assessment task 1: Attendance at placement for a minimum of 50 days
- Assessment task 2: Presentation of logbook to the University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 3: Satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 4: Satisfactory case report of approximately 4000 words written by the student and submitted to the Agency Supervisor within 21 days of completion of placement
- Assessment task 5: Attendance at, and active participation in, the Case Analysis seminar and satisfactory presentation of a case

These assessment and procedural 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.

## HPS711 – Psychological Intervention 3

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*Trimester 2 Unit Chair: Glenn Melvin*

*Prerequisite: HPS708*

*Corequisite: Nil*

*Incompatible with: HPS915*

*Scheduled learning activities – campus: 1 x 4 hour seminar per week*

### Content

This unit is designed to provide students with both the theoretical and practical framework for advanced clinical practice relevant to the treatment of complex conditions and clients. It focuses on skill acquisition in schema therapy relevant to this broad area, building upon and extending the knowledge and skills developed in Psychological Interventions 1 and 2. The course will focus on understanding and responding to issues with engagement and resistance in therapy as well as understanding how therapy finishes from a client and clinician perspectives.

As well as providing new therapeutic techniques the course will also consider the media through which psychological interventions may be delivered, specifically teleweb services. Opportunities to develop clinical competency in these areas will occur through case analysis, simulation, practical rehearsal (role-play) and individualised feedback.

## Assessment

- Assessment task 1: Therapy repair task – 20 minute video therapy simulation and 1000 word report
- Assessment task 2: Objective Simulated Clinical Exam (OSCE) demonstrating simulated advanced Schema Therapy session (40 minutes)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS712 – Clinical Placement and Case Analysis 3

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amanda Dudley and Melissa O'Shea*

*Prerequisite: HPS709 and HPS777*

*Corequisite: Nil*

*Incompatible with: HPS912*

*Scheduled learning activities – campus: 1 x 1.5 hour seminar per week and 50 days supervised placement*

### Content

This unit builds upon previous placement competencies and is aimed at providing students with the opportunity to further enhance their clinical psychology skills. Students will be expected to demonstrate key competencies in ethical and professional frameworks as well as advanced psychological assessment and intervention skills. Supervision on this placement will be aimed at increasing autonomy and responsibility as well as higher level integration of theory and practice.

Placements aim to provide students with opportunities to develop clinical psychology skills in a range of settings such as adult, adolescent, acute, chronic, inpatient, community, forensic and/or rehabilitation services. It is expected that students will undertake either an adult OR a child/adolescent placements that will complement their previous placements.

The placement program will be established 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 supervision requirements. Placement Learning Contracts will specify learning objectives and key competencies as well as the responsibilities of the student, the Agency Supervisor and the Placement coordinator. Students will be required to increase their client contact and carry their own caseload, under supervision. Student's performance will be reviewed at a mid and end of placement meeting. All meetings and paperwork are to be completed and are considered part of the unit requirements.

The unit also includes Case Analysis seminars, which are attended by all second year clinical Masters Students, and facilitated by staff. Students will be required to present a case from their placement experience. Third year clinical Doctor of Psychology student(s) will also be invited to attend and present a case weekly. The seminars will provide the opportunity for students to obtain feedback from staff and other students.

A final day entitled "Transition to Professional Practice" will be scheduled and is aimed at preparing students for finishing their course and looking ahead to professional life as a registered psychologist and as a graduate of Deakin. This will include information and knowledge about the registrar program and becoming a supervisor down the track. This day will bring students together and provides an opportunity to reflect on learnings and achievements.

## Assessment

- Assessment task 1: Attendance for a minimum of 50 days
- Assessment task 2: Presentation of logbook to the University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 3: Satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 4: Satisfactory case report of approximately 4000 words written by the student and submitted to the University Supervisor within 21 days of completion of placement
- Assessment task 5: Attendance at and active participation in Case Analysis seminars as well as "Transition to Professional Practice" and satisfactory presentation of a case

These assessment and procedural 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.

## HPS714 – Studies in Psychopathology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ross King*

*Prerequisite: Nil*

*Corequisite: HPS779*

*Incompatible with: HPS914*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## Content

This unit will encourage the integration of relevant physiological, psychological, family, social, and cultural factors so as to form a broad biopsychosocial perspective to understanding psychopathology. Within this multidimensional integrative perspective, there will be an initial examination of the history of psychopathology, and issues related to classification and diagnosis, with a particular emphasis on a critical evaluation of DSM-5 and ICD-10 as diagnostic tools. 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

- Assessment task 1: Mental State Examination report (1000 words)
- Assessment task 2: Essay (3000 words)
- Assessment task 3: Objectively Structured Clinical Examination (OSCE)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## Prescribed texts

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.

## HPS715 – Psychological Assessment

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicholas Ryan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour cloud (online) class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour cloud (online) class and 1 x 1 hour cloud (online) seminar per week*

### Content

This unit introduces the theoretical and psychometric basis of psychological tests. It will then provide 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, and mood. Both child/adolescent and adult populations will be considered. The process of formulating psychological opinion in casework will be introduced. Report writing skills will be developed and ethical issues discussed.

### Assessment

- Assessment task 1: Test evaluation (1000–1500 words) 15%
- Assessment task 2: Case report (1500–2000 words) 35%
- Assessment task 3: MCQ Examination (2 hours) 50%

### Prescribed texts

Cohen, R.J., & Swerdlik, M.E. (2017). *Psychological Testing and Assessment: An introduction to tests and measurement* (9th Edition). McGraw Hill: New York.

## HPS721 – Organisational Development and Change Management

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Albrecht*

*Cohort rule: Only available to students enrolled in H752 Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour seminars per fortnight*

### Content

This unit will provide students with a theoretical and practical understanding of organisational development and change. Skills to critically assess, design, implement and evaluate organisational development and change initiatives will be the focus of this unit. Students will apply their evidence-based knowledge, skills and abilities to real-world cases.

### Assessment

- Assessment task 1: Individual written report (2500 words) 40%
- Assessment task 2: Oral presentation – group assignment 30%
- Assessment task 3: Organisational Change Case-Study report – group assignment (total 2000 words) 30%

## HPS722 – Facilitation, Training and Evaluation in Organisations

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Arlene Walker*

*Cohort rule: Only available to students enrolled in H752 Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class and 1 x 1.5 hour seminar per week*

## 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

- Assessment task 1: Class participation 10%
- Assessment task 2: Written assignment (2500 words) 60%
- Assessment task 3: Class presentation 30%

# HPS723 – Organisational Placement 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vanessa Sturre and Cathy Caballero*

*Trimester 2 Unit Chair: Vanessa Sturre*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: HPS759*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Placement hours negotiated between student, university supervisor and placement site.*

## 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 placement preparation activities designed to enhance placement planning and student development. Following this, each student will be assigned a 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 or upon commencing the placement, with final details being agreed to by the student, placement coordinator and the organisation within the first two weeks of the placement. The project/activity will be directly relevant to organisational psychology and will relate to a concern that the organisation wishes to address.

## Assessment

In line with professional standards for the training of provisional psychologists, students must demonstrate a satisfactory level of competence in both pre-placement preparation and placement completion. An ungraded pass will be awarded to the student for successful completion of the two assessment tasks.

Assessment task 1: Pre Placement Preparation:

- Participation in the Post-Graduate Assessment and Development Centre (PG-DAC) or alternative task and working collaboratively with Placement Coordinator/s to develop an individual Placement Development Plan (PDP).
- Completion of online placement module and attendance of a group placement induction seminar

Assessment task 2: Placement Completion:

- Successful completion of placement and required placement documentation.
- Participation in formal peer learning experiences.

Students must satisfactorily complete all components of both assessment tasks in order to obtain a pass for the unit. If there is uncertainty regarding the satisfactory completion of any of the components or if the student's competence is questioned, the 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 unit assessment. Failure of a placement unit may lead to enrolment in the course being revoked.

## HPS724 – Applied Methodology for Organisational Analysis

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jeromy Anglim*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class and 1 x 1.5 hour seminar per week*

### 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

- Assessment task 1: Written assignment (3000 words) 60%
- Assessment task 2: Essay (2000 words) 40%

## HPS725 – Organisational Placement 2

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vanessa Sturre and Cathy Caballero*

*Trimester 2 Unit Chair: Vanessa Sturre*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: HPS723*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Placement hours negotiated between student, university supervisor and placement site.*

### Content

Organisational Placement 2 involves students spending an agreed number of days in an assigned organisational setting. The placement units are designed to equip students with professional skills and develop their awareness of professional issues. Students will experience a wide range of organisational experiences and will become more familiar with various organisational psychology issues and potential interventions during placement. Students are expected to apply learnings from course subjects, build on their learning from previous placements and continue to enhance their professional and technical competence. Students will complete a well-defined project/activity for the organisation during the specified length of attendance. The broad features of the activities will be negotiated with the organisation prior to or upon commencing the placement, with final details being agreed to by the student, placement coordinator and the organisation within the first two weeks of the placement. The project/activity will be directly relevant to organisational psychology and will relate to a concern that the organisation wishes to address.

### Assessment

In line with professional standards for the training of provisional psychologists, students must demonstrate a satisfactory level of competence regarding placement completion. An ungraded pass will be awarded to the student for successful completion of the following assessment task.

Assessment task 1: Placement Completion

- Successful completion of placement and required placement documentation.
- Participation in formal peer learning experiences.

Students must satisfactorily complete all components of the assessment task in order to obtain a pass for the unit. If there is uncertainty regarding the satisfactory completion of any of the components or if the student's competence is questioned, the 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 unit assessment. Failure of a placement unit may lead to enrolment in the course being revoked.



## HPS726 – An Introduction to Organisational Psychology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vicki Kavadas*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class and 1 x 1.5 hour seminar per week*

### Content

This unit is designed to introduce students to the psychology of organisations, with particular emphasis on its implications for practice. Current advances in organisational 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 writing for organisations and in making presentations, skills that are essential in the organisational workplace.

### Assessment

- Assessment task 1: Group oral presentation (10 minutes per person) 20%
- Assessment task 2: Individual report (2000 words) 30%
- Assessment task 3: Examination (2 hours) 50%

## HPS727 – Organisational Intervention Strategies and Skills

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Arlene Walker*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class and 1 x 1.5 hour seminar per week*

### 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

- Assessment task 1: Written assignment (1500–2000 words) 30%
- Assessment task 2: In class activity/presentation 30%
- Assessment task 3: Group case study 40%

## HPS728 – Organisational Placement 3

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vanessa Sturre and Cathy Caballero*

*Trimester 2 Unit Chair: Vanessa Sturre*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: HPS725*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Placement hours negotiated between student, university supervisor and placement site.*

### Content

Organisational Placement 3 involves students spending an agreed number of days in an assigned organisational setting. The placement units are designed to equip students with professional skills and develop their awareness of professional issues. Students will experience a wide range of organisational experiences and will become more familiar with various organisational psychology issues and potential interventions during placement. Students are expected to apply learnings from course subjects, build on their learning from previous placements and continue to enhance their professional and technical competence. Students will complete a well-defined project/activity for the organisation during the specified length of attendance.

The broad features of the activities will be negotiated with the organisation prior or upon commencing the placement, with final details being agreed to by the student, placement coordinator and the organisation within the first two weeks of the placement. The project/activity will be directly relevant to organisational psychology and will relate to a concern that the organisation wishes to address.

## Assessment

In line with professional standards for the training of provisional psychologists, students must demonstrate a satisfactory level of competence regarding placement completion. An ungraded pass will be awarded to the student for successful completion of the following assessment task.

Assessment task 1: Placement Completion:

- Successful completion of placement and required placement documentation.
- Participation in formal peer learning experiences.

Students must satisfactorily complete all components of the assessment task in order to obtain a pass for the unit. If there is uncertainty regarding the satisfactory completion of any of the components or if the student's competence is questioned, the 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 unit assessment. Failure of a placement unit may lead to enrolment in the course being revoked.

## HPS730 – Occupational Health and Wellbeing

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Michael Leiter*

*Cohort rule: Only available to students enrolled in H752 Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 3 hour seminar per fortnight*

## 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

- Assessment task 1: Group oral presentation (50 minutes per group) 30%
- Assessment task 2: Individual written report (2500 words) 40%
- Assessment task 3: Group case study report (2000 words, approximately 500 words per student) 30%

## HPS742 – Research Methods in Psychology C

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jarrad Lum*

*Cohort rule: This unit is only available to students enrolled in H650 Graduate Diploma of Psychology and H664 Graduate Diploma of Psychology (Pre-Practice)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 2 hour seminar per week*

## Content

This element of coursework is designed to provide you with the skills necessary to undertake a research project. The coursework covers issues relating to research design, research ethics, undertaking a systematic review. Laboratory classes will undertake weekly practical exercises that examine in more detail the topic addressed in the weekly class.

## Assessment

- Assessment task 1: Systematic review assignment (2000 words) 50%
- Assessment task 2: Examination (2 hours) 50%

## HPS758 – Psychological Assessment in Organisations

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jeromy Anglim*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class and 1 x 1.5 hour seminar per week*

### 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

- Assessment task 1: Interpretation of psychological assessments as an integrated work-related psychological report (1000 words) 30%
- Assessment task 2: Organisational assessment tool (oral presentation) 30%
- Assessment task 3: Examination (2 hours) 40%

## HPS759 – Issues in Professional Organisational Psychology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vicki Kavadas and Cathy Caballero*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour classes (online delivery). 7 x 1.5 hour class and 7 x 1.5 hour seminar over 11 weeks*

### Content

This unit is designed to prepare students for professional practice by providing learning experiences and knowledge on the regulatory, ethical, legal and professional practice responsibilities of organisational psychologists. The unit covers important aspects of the profession and professionalism including the application of the APS Code of Ethics and ethical decision making in professional contexts. The unit also examines important aspects of the practice context for organisational psychology and aims to facilitate the development of critical competencies for professional practice. As a pre-requisite for placement, students will also cover all requirements and responsibilities relevant to organisational placements

### Assessment

- Assessment task 1: Class presentation (2500 words) 35%
- Assessment task 2: Response to scenario (1000 words) 25%
- Assessment task 3: Critical Reflection (1500 words) 40%

## HPS766 – Research Thesis A

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicki Dowling*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Prerequisite: HPS779*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are expected to attend regular meetings with their academic supervisor, either in person or via the cloud.*

### 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 will complete and submit a 3000 word research proposal relevant to the topic. Students will present this proposal to a meeting of students and staff to obtain feedback about the proposal. Students should then complete an application form for ethics approval.

### Assessment

- Assessment task 1: Written research proposal (3000 words)
- Assessment task 2: Oral presentation

All summative assessments in this unit are awarded at an ungraded pass/fail level. All assessment must be passed in order to pass the unit.

## HPS767 – Research Thesis B

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicki Dowling*

*Prerequisite: HPS766*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are expected to attend regular meetings with their academic supervisor, either in person or via the cloud.*

## Content

During this unit data collection and data analysis will be carried out.

### Assessment

Assessment task 1: Progress report (2000 words)

The summative assessment in this unit is awarded at an ungraded pass/fail level. This assessment must be passed in order to pass the unit.

## HPS771 – Research Methods in Psychology A

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Warrnambool, Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Christian Hyde*

*Trimester 2 Unit Chair: Ian Fuelscher*

*Trimester 3 Unit Chair: Michael Do*

*Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HP671, HPS201*

*Scheduled learning activities – campus: Trimester 2: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Trimester 1, 2 and 3: 1 x 2 hour cloud (online) seminar per week*

### 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. An important focus of the unit is on understanding the logic underlying the various statistical analyses covered. The unit also emphasises links between specific statistical analyses and common study designs used in psychology. Students will be taught to analyse data primarily through definitional formulae, as well as a computer-based statistical package.

## Assessment

- Assessment task 1: Short answer assignment (2000 words) 40%
- Assessment task 2: Closed book examination (2 hours) 50%
- Assessment task 3: Research Design Challenge (1000 words) 10%

## HPS772 – Child and Adolescent Development

### Enrolment modes:

Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Warrnambool, Cloud (online)

Trimester 3: Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 2 Unit Chair: Subhadra Evans

Trimester 3 Unit Chair: Subhadra Evans

Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706

Prerequisite: Nil

Corequisite: Nil

Incompatible with: HPS202

### Scheduled learning activities – campus:

Trimester 2 Burwood (Melbourne) and Waurin Ponds (Geelong): 1 x 1 hour seminar per week; 4 x 1.5 hour masterclasses per trimester; 1 x 1 hour recorded class per week

Trimester 2 Warrnambool: 1 x 1 hour seminar per week; 4 x 1.5 hour recorded masterclasses per trimester; 1 x 1 hour recorded class per week

### Scheduled learning activities – cloud (online):

Trimester 2: 1 x 1 hour cloud (online) seminar per week; 4 x 1.5 hour masterclasses per trimester (live streaming or recording); 1 x 1 hour recorded class per week

Trimester 3: 1 x 1 hour cloud (online) seminar per week; 4 x 1.5 hour recorded masterclasses per trimester; 1 x 1 hour recorded class per week

## Content

The unit addresses the study of several aspects of child development (cognitive, linguistic, social, emotional, biological, motor, moral, developmental disorders) from infancy to adolescence using a variety of theoretical orientations, and involves applying the processes of development to understand real-life problems.

## Assessment

- Assessment task 1: Annotated bibliography (1200 words) 20%
- Assessment task 2: Policy brief (1750 words) 40%
- Assessment task 3: Examination (2 hours) 40%

## Prescribed texts

There is no prescribed text for this unit. All readings will be provided via CloudDeakin.

## HPS773 – The Human Mind

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)

Trimester 3: Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Stefanie Sharman

Trimester 3 Unit Chair: Stefanie Sharman

Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706

Prerequisite: Nil

Corequisite: Nil

Incompatible with: HPS203

### Scheduled learning activities – campus:

Trimester 1: 3 x 1 hour class per trimester, 1 x 2 hour seminar per fortnight, 1 x 1 hour online activities per week

### Scheduled learning activities – cloud (online):

Trimester 1: 3 x 1 hour class per trimester, 1 x 2 hour seminar per fortnight, 1 x 1 hour online activities per week  
Trimester 3: 3 x 1 hour recorded class per trimester, 1 x 2 hour (online) seminar per fortnight, 1 x 1 hour online activities per week

## 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 object recognition, attention, memory, reasoning, decision-making and problem-solving. These topics are treated within an information-processing approach to human cognition.



## Assessment

- Assessment task 1: Laboratory Report Part 1 (900 words) 15%
- Assessment task 2: Laboratory Report Part 2 (1800 words) 25%
- Assessment task 3: Critical Evaluation (900 words) 20%
- Assessment task 4: Examination (2 hours) 40%

## Prescribed texts

Reisberg, D. (2019). *Cognition: Exploring the Science of the Mind* (7th ed.). New York: Norton.

# HPS774 – Human Social Behaviour

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Warrnambool, Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anna Klas*

*Trimester 3 Unit Chair: Michelle Benstead*

*Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS204*

*Scheduled learning activities – campus:*

*Trimester 1 Campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1: 1 x 2 hour Cloud (online) seminar per week*

*Trimester 3: 1 x 1 hour recorded class per week.*

*1 x 2-hour online seminar per fortnight*

## Content

This Unit covers the main theories and research methods of social psychology. Topics include: an introduction to social psychology, research in social psychology, social cognition, social perception, self and identity, attitudes and persuasion, stereotypes and prejudice, social influence, group processes, aggression and prosocial behaviour, and finally, liking, love, and close relationships. As we move through the topics, the unit will explore the relevant theory and research and students will advance their knowledge of social psychology through application to real world-contexts (e.g., solving and understanding real-world problems).

## Assessment

### Trimester 1

- Assessment task 1: APA-style lab report assignment (2500 words) 45%
- Assessment task 2: Team-based learning activity (500 words) 10%
- Assessment task 3: Examination (2 hours) 45%

### Trimester 3

- Assessment task 1 (Individual): Research Proposal (1800 words) 40%
- Assessment task 2 (Individual): Group Processes in Action: Reflection (700 words) 15%
- Assessment task 3 (Individual): 5 x online quizzes, one per fortnight (10 multiple choice questions per quiz) 15%
- Assessment task 4 (Individual): Multiple Choice Examination (90 multiple choice questions, 2 hours) 30%

## Prescribed texts

Human Social Behaviour HPS204/774 Custom Publication, Vaughan & Hogg, Pearson Education

The prescribed textbook is a customised text specially put together for Deakin.

# HPS775 – Brain, Biology and Behaviour

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online), Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Rogers*

*Trimester 3 Unit Chair: Mark Rogers*

*Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSE207, HPS205, HPS310, HSO207*

*Scheduled learning activities – campus: Trimester 1: 1 x 2 hour class per week and 1 x 2 hour seminar per fortnight*

*Scheduled learning activities – cloud (online): Trimester 1 and Trimester 3: Online independent and collaborative learning activities including 1 x 2 hour online seminar per fortnight*

## Content

This unit explores contemporary neurobiological explanations of human behaviour. Individual, social, ethical and practical implications are examined in the context of topics including: neural structure and function, psychopharmacology, biological methods, sensory systems, emotions, motor activity, sleep, mental disorders, language, memory and learning.

## Assessment

### Trimester 1

- Assessment task 1: Seminar manual 25%
- Assessment task 2: Anatomy online test 10%
- Assessment task 3: Group Presentations 15%
- Assessment task 4: Examination (2 hours) 50%

### Trimester 3

- Assessment task 1: Seminar manual 30%
- Assessment task 2: Anatomy online test 10%
- Assessment task 3: Group Presentations 10%
- Assessment task 4: Examination (2 hours) 50%

### Trimester 1 and Trimester 3

In fortnightly seminars students will work on simulations and exercises designed to consolidate and expand upon material covered in the classes (in class for campus students or online (via Collaborate) for cloud (online) students). Cloud (online) students will require access to a computer-compatible microphone.

## Prescribed texts

Kalat, JW 2019, Biological Psychology, 13th edn, Cengage, Boston, MA.

# HPS776 – Issues in Professional Psychology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Melissa O'Shea*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS976*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## Content

The Unit Learning Outcomes (ULOs) for Issues in Professional Psychology represents important preparation for professional practice, which begins in Trimester 2 with the Clinical Placement Program and then continues throughout the course of the professional lives of graduates of this program. It is designed to provide knowledge, reflection and practice in professional issues and professional ethics as well as the governance framework that exists to support Clinical Psychology as a health discipline. Students will become familiar with the various professional standards and codes relevant to the provision of psychological services. These will include: The Australian Psychological Society Code of Ethics (as adopted by the Psychology Board of Australia), APS Ethical Guidelines, and the Australian National Practice Standards for the Mental Health Workforce.

The Unit begins by considering the governance environment in which Professional Psychology sits with a focus on the Public Mental Health System and applying effective ethical and reasoning frameworks to decision making to common dilemmas when working with clients in professional practice. Contemporary issues such as Leadership in Psychology and Health as well as the contemporary practice paradigms of Client-Centred care and Recovery orientation are also jointly considered and wherever possible utilise active learning activities.

Consistent with the wider intended learning outcomes of the program, a key focus of the Unit is the application of ethical, legal and professional Psychology practice principles within the inter-professional Health environment, with the teaching and learning and assessment activities supporting the achievement of these competencies for students. Students will directly apply new knowledge in relation to working effectively and collaboratively in health care through participation in inter-disciplinary student teams (including Psychology, Nursing, Occupational Therapy, Social Work, Medical Imaging, Optometry and Medicine) working towards the development of shared care plans for complex simulated clients using computer assisted learning technology. Students will also participate in 8 days of Work-Integrated learning within the Barwon Health Mental Health Service where they will be observe and reflect on Psychology and Health practice in action in readiness to commence Clinical Placements.

A highlight of the Unit is the 2-day Aboriginal Cultural Immersion module where students will spend time at the Institute of Koori Education and the Wathaurong Health Co-operative in order to facilitate understanding of culturally sensitive approaches to applying psychology knowledge and practice in working with Aboriginal people. Students will be assessed on their capacity to communicate how this learning will change their practice using a video-blog.

## Assessment

- Assessment task 1: Work Integrated Learning Portfolio (2000 words equivalent)
- Assessment task 2: Video-blog examining Cultural Sensitivity in Psychology Practice (5 minutes)
- Assessment task 3: Inter-Professional Team Care Plan Development (2 in total)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS777 – Psychological Intervention 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Melissa O'Shea*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Prerequisite: Nil*

*Corequisite: HPS779*

*Incompatible with: HPS977*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week*

## Content

This unit begins by examining the important principles of Cognitive Behavioural Therapy (CBT), which represents one of the most widely used evidence-based treatment modalities in Clinical Psychology. These principles, sometimes known as threshold concepts, include the role of thought in behaviour and mood, the development of practice in the observation of thought, collaboration, behavioural experimentation and empiricism. These are considered within the framework of the therapeutic relationship and supported by asking students to engage directly with this knowledge via simulated practice including such activities as role plays.

Specific attention is given to the application of CBT to the treatment of anxiety and mood disorders which represent the most common mental disorders. Students will be directly preparing to apply this knowledge in practice during the first Clinical Placement Unit in Trimester 2. Teaching and learning, as well as assessment activities will support the student's ability to apply CBT to these conditions as well as the ability to synthesise information such that relevant treatment decisions can be made, with individualised feedback throughout the Unit.

Consistent with the wider intended learning outcomes of the program, focus is also placed on developing reflective practice capacity in relation to the student's own development in preparation for engagement with clinical supervision. Students will critique their own progress and also provide peer feedback to other students in the unit. A highlight of the Unit is the opportunity to further develop CBT practice through participation in a Mindfulness-based CBT group with other students focussed on cognitive behavioural based self-care strategies with the aim that these strategies support the student throughout the program as well as providing an experiential teaching and learning activity.

## Assessment

- Assessment task 1: Development of a learning Development Plan based on feedback from staff and peers as well as self-assessment in simulated CBT activities (equivalent to 1000 words)
- Assessment task 2: Evidence of participation in therapy learning activities generated in CBT group through active participation in group CBT sessions
- Assessment task 3: Individual CBT Treatment Plan design (equivalent to 1500 words)
- Assessment task 4: Objective Simulated Clinical Exam (OSCE) demonstrating a brief simulated CBT session

This Unit is graded as Ungraded Pass/Fail only. All Assessment Tasks must be achieved to a competent level to pass the Unit.

## Prescribed texts

Kennerley, H., Kirk, J. & Westbrook, D. (2017). An introduction to cognitive behaviour therapy: Skills and applications. (3rd ed.). Los Angeles: Sage Publications.

## HPS778 – Biological and Neuropsychological Perspectives on Disorder

*Enrolment modes: Not offered 2019*

*Trimester 1 2020: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Prerequisite: Nil*

*Corequisite: HPS779, HPS714*

*Incompatible with: HPS978*

*Scheduled learning activities – campus: 2 x full day workshops, 7 x 2 hour seminars*

## Content

This unit is focused on applying a biopsychosocial model of health into the practice of clinical psychology. This aligns with contemporary perspectives on health and mental health that take into account a range of determinants across the biological, psychological and social domains. It begins by examining psychopharmacology as it relates to a comprehensive treatment plan for many psychological disorders and in doing so introduces the integrated nature of biology and psychology in the treatment of mental disorders. Students will be extended to consider how biological and psychological treatments can be effectively integrated, including through the review of key principals of inter-professional practice. They will also specifically focus on the treatment of Pain as a clinical psychology application of these principals.

The Unit is also designed to review and extend students overall understanding of behavioural neuroscience and neuroanatomy. This is achieved by examining these concepts through the lenses of Psychological Medicine and the Neuroscience of Interpersonal Development and how these specialty areas of clinical psychology support the assessment, prevention and treatment of mental disorders commonly seen by Clinical Psychologists. A highlight of the Unit is the examination of how contemporary perspectives on the neurobiology of mental disorders has supported the development of third wave evidence based psychological therapies including somatic therapies. Consistent with the wider intended learning outcomes of the Clinical post-graduate program, emphasis is placed on developing students capacity to formulate and communicate treatment planning for clients within the inter-professional context and taking into account a biopsychosocial view of complex psychological disorders.

## Assessment

- Assessment 1: Assessment and Treatment Recommendation Report to Primary Care (1500 words)
- Assessment 2: Simulated psychoeducation session (30–40 minute video plus self-reflection, 500 words)
- Assessment 3: Understanding Mental Disorder through the Biopsychosocial model of Health – Video Blog (5–7 minutes)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS779 – Psychological Assessment

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: George Youssef*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS979*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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, evaluated and administered, including cognitive and intelligence tests, ability tests, personality tests, and tests of 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

- Assessment task 1: WAIS IV scoring exercise
- Assessment task 2: WAIS IV administration and interpretive report (2000 words)
- Assessment task 3: WAIS-IV/PAI integrative report (2000 words)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS781 – Research Methods in Psychology B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shannon Hyder*

*Trimester 2 Unit Chair: Shannon Hyder*

*Trimester 3 Unit Chair: David Skvarc*

*Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706*

*Prerequisite: HPS771*

*Corequisite: Nil*

*Incompatible with: HPS301*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour seminar per week, 1 x 2 hour lab class per week*

*Scheduled learning activities – cloud (online):*

*Trimester 1, Trimester 2, Trimester 3: Online independent and collaborative learning activities including 1 x 2 hour cloud (online) seminar per week*

### 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

- Assessment task 1: Assignment (2000 words) + critical reflection (500 words) 40%
- Assessment task 2: Weekly quizzes (5 multi-choice questions per week) 10%
- Assessment task 3: Examination (2 hours) 50%

### Prescribed texts

Field, A. (2018). *Discovering Statistics Using SPSS* (5th edition). Sage Publications.

## HPS785 – Research Thesis A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Albrecht*

*Trimester 2 Unit Chair: Simon Albrecht*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No formal contact hours*

### 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

Assessment task 1: Literature review (7000 words)

Literature review contributes 25% to overall mark for thesis units, calculated after all four thesis components are assessed.

## HPS787 – Research Thesis C

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Nicki Dowling*

*Prerequisite: HPS767*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are expected to attend regular meetings with their academic supervisor, either in person or via the cloud.*



## 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 empirical report (maximum 6000 words).

## Assessment

Assessment task 1: Research thesis (6000 words)

## HPS788 – Psychopathology

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Richard Moulding*

*Trimester 3 Unit Chair: Rebecca Diehm*

*Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS308*

*Scheduled learning activities – campus:*

*Trimester 2 Burwood (Melbourne) and Waurn Ponds (Geelong): Weekly 1 x 2 hour class; 1 x 2 hour seminar per fortnight; weekly online independent learning activities*

*Trimester 2 Warrnambool: Online independent and collaborative learning activities including weekly 1 x 2 hour recorded class; 1 x 2 hour seminar per fortnight (face-to-face or via videolink); weekly consultation via the Psychology Hub at Warrnambool*

*Scheduled learning activities – cloud (online):*

*Trimester 2 and Trimester 3: Online independent and collaborative learning activities including weekly 1 x 2 hour recorded class; 1 x 2 hour cloud (online) seminar per fortnight; weekly online components.*

## Content

The unit has the dual aims of allowing you to learn and explore concepts of mental disorders, and also of understanding your appreciation of the stigma and impact of such disorders on the lives of those affected. In so doing, this unit focuses on providing an introduction to abnormal and clinical psychology from a descriptive, theoretical and experimental perspective. In particular, we will focus on theories of psychology that integrate multiple perspectives – a so-called multidimensional integrative perspective.

Topics covered will include models and theories of abnormal psychology with emphasis on an integrative approach to understanding psychopathology; diagnosis and classification; as well as an examination of the major classes of disorders such as the anxiety, mood, and schizophrenia-related disorders. Where appropriate, there will be a discussion and evaluation of therapeutic interventions and ethical issues pertaining to intervention.

## Assessment

- Assessment task 1: Written assignment (1500 words) 30%
- Assessment task 2: Written assignment (1500 words) 30%
- Assessment task 3: Examination (1.5 hours) 40%

## Prescribed texts

Barlow, D. H., Durand, V. M., & Hofmann (2018).

Abnormal psychology: An integrative approach (8th ed.). Stamford, CT. Cengage Learning

## HPS791 – Personality

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sharon Horwood*

*Trimester 3 Unit Chair: Sharon Horwood*

*Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS307*

*Scheduled learning activities – campus: Trimester 2: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online):*

*Trimester 2 and Trimester 3: 1 x 2 hour cloud (online) seminar per week*

## 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. Activities will tend to focus on application of the theories.

## Assessment

- Assessment task 1: Lab report (2000 words) 40%
- Assessment task 2: Personality profile report (1000–1500 words) 20%
- Assessment task 3: Examination (2 hours) 40%

## Prescribed texts

Personality Psychology (custom text) the custom text is published both as hardcopy and an e-text.

# HPS792 – Research Thesis B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Albrecht*

*Trimester 2 Unit Chair: Simon Albrecht*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: HPS785*

*Corequisite: Nil*

*Scheduled learning activities – campus: No formal contact hours*

## 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

Assessment task 1: Written research proposal (2000 words) and oral presentation.

Research proposal and presentation contributes 10% to overall mark for thesis units, calculated after all four thesis components are assessed.

# HPS793 – Research Thesis C

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Albrecht*

*Trimester 2 Unit Chair: Simon Albrecht*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: HPS792*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No formal contact hours*

## 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

Assessment task 1: Progress report (2000 words)

Progress report contributes 5% to overall mark for thesis units, calculated after all four thesis components are assessed.

# HPS794 – Research Thesis D

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Albrecht*

*Trimester 2 Unit Chair: Simon Albrecht*

*Cohort rule: Only available to students enrolled in H752*

*Master of Psychology (Organisational)*

*Prerequisite: HPS793*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No formal contact hours*

*Scheduled learning activities – cloud (online): No formal contact hours*

## 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 on the empirical work, in the form of a journal article.

## Assessment

Assessment task 1: Research report (6000 words)

Research report contributes 60% to overall mark for thesis units, calculated after all four thesis components are assessed.

## HPS905 – Advanced Clinical Assessment

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Nicki Dowling*

*Prerequisite: HPS979*

*Corequisite: Nil*

*Incompatible with: HPS705*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## 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 hypothetical cases.

## Assessment

- Assessment task 1: Case profile (2000 words)
- Assessment task 2: Case profile (2000 words)
- Assessment task 3: Case profile (2000 words)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS907 – Advanced and Applied Research Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Emily Kothe*

*Trimester 2 Unit Chair: Mark Stokes*

*Cohort rule: Students must be enrolled in H951 Doctor of Psychology (Clinical) to enrol in this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS707 and HPS911*

*Scheduled learning activities – campus: 1 x 3 hour computer practical per week*

*Scheduled learning activities – cloud (online):*

## 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

- Assessment task 1: Statistical analysis and written assignment (2000 words)
- Assessment task 2: Examination

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS908 – Psychological Intervention 2

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 2 Unit Chair: Jade Sheen*

*Cohort rule: Must be enrolled in H951 Doctor of Psychology (Clinical) to enrol in this unit*

*Prerequisite: HPS977*

*Corequisite: Nil*

*Incompatible with: HPS708*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week*

### Content

Building on HPS977, Psychological Intervention 1, this is both a theoretical and practical unit that provides the opportunity for students to evaluate the evidence base for, and to develop skills in the delivery of a range of therapies for children and adolescents. At the commencement of the unit, students will learn how to modify evidence based interventions such as CBT, for use within younger populations. The unit will then focus on interventions for issues common to this population including behavioural disorders, eating disorders and developmental disorders. A major focus will be on the development of therapy skills through the use of virtual simulation, case based analysis and role play.

### Assessment

- Assessment task 1: Assignment (3000 words)
- Assessment task 2: Role-play presentation
- Assessment task 3: OSCE

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

### Prescribed texts

Barlow, D.H. (ed) (2014). Clinical handbook of psychological disorders: A step-by-step treatment manual (5th ed.). New York: The Guilford Press

## HPS910 – Clinical Placement and Case Analysis 1

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Amanda Dudley and Kate Hall*

*Prerequisite: Registration as a provisional psychologist and all of HPS914, HPS976, HPS977 and HPS979*

*Corequisite: Nil*

*Incompatible with: HPS706*

*Scheduled learning activities – campus: 50 full time days of placement plus pre-clinical workshops and case analysis intensive seminars, 2 x 1 day workshops*

### Content

The first clinical placement is designed to equip students with a range of clinical psychology skills and an awareness of professional issues. Students will fast-track the translation and integration of academic coursework learning into real life application.

This unit consists of three key activities:

1. pre-clinical workshops;
2. placement experience;
3. case analysis intensive seminars.

### Pre-clinical workshops

To prepare for placement attendance, students will participate in a number of practitioner led workshops covering topics such as professional identity, tertiary public mental health settings and procedures, applied suicide intervention skills training and RISK AWARE online module aimed at increasing students' knowledge and ability to assess potential risks within clinical placement environments.

### Placement experience

Through the Deakin University Psychology Clinics and Placement Partnerships at Eastern Health (Box Hill) and Barwon Health (Geelong), students will gain experience working with adults or children/adolescents experiencing mental health disorders. Students will be able to establish and demonstrate their clinical skills in clinical assessment, case formulation and intervention with individuals and groups.

As part of placement, students will engage in regular individual and group supervision. Supervisors are able to support students to realise individual professional development plans that can be carried across their course. The opportunity to experience a range of supervision models will advance students capacity to utilise supervision as a learning tool through their placement program and their career.

A Supervision contract will be developed at the start of placement which will require the development of specific learning objectives as well as outlining roles, responsibilities and requirements. Student's performance will be evaluated on using the Mid and End of Placement Supervisor Report. Students will be evaluated on core competencies and are to demonstrate ethical and professional practice. Students case conceptualisation skills will be evaluated through supervision and formal presentation of a case on placement.

### Case analysis

The placement will be supplemented by case analysis intensive seminars in which students learn the theory and practice of case analysis/case conceptualisation as a foundation for subsequent placement and coursework requirements as well as supervision and case report writing. Students will participate in case discussions and will be required to present case material.

As part of this unit, students are also required to submit a case report on a case within their placement agency.

Upon completion of this unit, students will have received sound knowledge and training in professional practice which will support development in subsequent placements.

### Assessment

- Assessment task 1: Attendance for 50 days at placement (as well as pre-clinical workshops)
- Assessment task 2: Presentation of logbook from placement to the Unit Chair within 21 days of placement
- Assessment task 3: Satisfactory END of Placement Supervisor Report outlining professional and ethical competence of the student from the Placement Supervisor (completion of the placement) including presentation of a case within placement
- Assessment task 4: Satisfactory case report (approximately 4000 words) written by the student and submitted to their Agency Supervisor before finishing the placement
- Assessment task 5: Attendance at and active participation in the Case Analysis Intensive Seminars.

These assessment and procedural 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.

## HPS911 – Advanced Research Methods

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emily Kothe*

*Trimester 2 Unit Chair: Emily Kothe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS907 and HPS707*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin 1 x 1 hour weekly class delivered cloud (online) plus 1 x 2 hour weekly blackboard collaborate seminar or equivalent each*

### 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.

*Note: Students should consult with their PhD supervisors with regard to selection of elective topics*

### Assessment

- Assessment task 1: Statistical analysis and written assignment (2000 words) 40%
- Assessment task 2: Examination (2 hours) 60%



## HPS912 – Clinical Placement and Case Analysis 3

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amanda Dudley and Melissa O'Shea*

*Prerequisite: HPS910*

*Corequisite: Nil*

*Incompatible with: HPS712*

*Scheduled learning activities – campus: 50 days supervised placement*

### Content

This unit builds upon previous placement competencies and is aimed at providing students with the opportunity to further develop their clinical psychology skills. Students will be expected to demonstrate key competencies in ethical and professional frameworks as well as psychological assessment and intervention skills. Supervision on this placement will be aimed at increasing autonomy and responsibility as well as higher level integration of theory and practice. Placements aim to provide students with opportunities to develop clinical psychology skills in a range of settings such as 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 that will complement their previous placement.

The placement program will be established 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 supervision requirements. Placement Learning Contracts will specify learning objectives and key competencies as well as the responsibilities of the student, the Agency Supervisor and the Placement coordinator. Students will be required to increase their client contact and carry a caseload, under supervision. Student's performance will be reviewed at a mid and end of placement meeting. All meetings and paperwork are to be completed and are considered part of the unit requirements.

### Assessment

- Assessment task 1: Attendance for a minimum of 50 days
- Assessment task 2: Presentation of logbook to the University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 3: Satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 4: Satisfactory case report of approximately 4000 words written by the student and submitted to the University Supervisor within 21 days of completion of placement.

These assessment and procedural 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.

## HPS914 – Studies in Psychopathology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Ross King*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS714*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

### Content

This unit will encourage the integration of relevant physiological, psychological, family, social and cultural factors so as to form a broad biopsychosocial perspective to understanding psychopathology. Within this multidimensional integrative perspective, there will be an initial examination of the history of psychopathology, and issues related to classification and diagnosis, with a particular emphasis on a critical evaluation of DSM-5 and ICD-10 as diagnostic tools. 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

- Assessment task 1: Mental State Examination report (1000 words)
- Assessment task 2: Essay (3000 words)
- Assessment task 3: Objectively Structured Clinical Examination (OSCE)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## Prescribed texts

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.

## HPS915 – Psychological Intervention 3

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 2 Unit Chair: Glenn Melvin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS711*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## Content

This unit is designed to provide students with both the theoretical and practical framework for advanced clinical practice relevant to the treatment of complex conditions and clients. It focuses on skill acquisition in schema therapy relevant to this broad area, building upon and extending the knowledge and skills developed in Psychological Interventions 1 and 2. The course will focus on understanding and responding to issues with engagement and resistance in therapy as well as understanding how therapy finishes from a client and clinician perspectives As well as providing new therapeutic techniques the course will also consider the media through which psychological interventions may be delivered, specifically teleweb services. Opportunities to develop clinical competency in these areas will occur through case analysis, simulation, practical rehearsal (role-play) and individualised feedback.

## Assessment

- Assessment task 1: Therapy repair task – 20 minute video therapy simulation and 1000 word report
- Assessment task 2: Objective Simulated Clinical Exam (OSCE) demonstrating simulated advanced Schema Therapy session (40 minutes)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS916 – Psychological Intervention 4

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Jade Sheen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class and 1 x 1.5 hour seminar per week*

## Content

This unit will develop student's systemic formulation and therapy skills. Case presentations and simulation will be used to assist students to think and work in a systemic fashion, employing key therapeutic techniques recommended within the structural, strategic, systemic and solution-focussed schools of family therapy. At the conclusion of the unit, students should be able to write a systemic formulation, conduct a family assessment, write a family focussed treatment plan and engage a family in therapy. Challenges associated with systemic therapy such as conflict, trauma and termination of treatment will also be addressed.

## Assessment

- Assessment task 1: Case report part A – formulation (2500 words)
- Assessment task 2: Case report part B – treatment planning (2500 words)
- Assessment task 3: OSCE

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS917 – Clinical Placement and Case Analysis 4

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Amanda Dudley and Melissa O'Shea*

*Prerequisite: HPS912*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 50 days of supervised clinical placement (approximately two days per week) and case analysis/case conference seminars (2 hours fortnightly).*

### Content

This unit builds upon previous placement competencies and is aimed at providing students with the opportunity to further enhance their clinical psychology skills. Students will be expected to demonstrate key competencies in ethical and professional frameworks as well as advanced psychological assessment and intervention skills. Supervision on this placement will be aimed at increasing autonomy and responsibility as well as higher level integration of theory and practice. Placements aim to provide students with opportunities to develop clinical psychology skills in a range of settings such as 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 that will complement their previous placements. The placement program will be established 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 supervision requirements. Placement Learning Contracts will specify learning objectives and key competencies as well as the responsibilities of the student, the Agency Supervisor and the Placement coordinator. Students will be required to increase their client contact and carry their own caseload, under supervision.

Student's performance will be reviewed at a mid and end of placement meeting. All meetings and paperwork are to be completed and are considered part of the unit requirements.

This unit also involves regular attendance at case analysis seminars. Students will be required to present a case or ethical/professional issue from their placement. These seminars will provide the opportunity for students to obtain feedback from staff and other students.

### Assessment

- Assessment task 1: Attendance for a minimum of 50 days
- Assessment task 2: Presentation of logbook to the University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 3: Satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 4: Satisfactory case report of approximately 4000 words written by the student and submitted to the University Supervisor within 21 days of completion of placement.
- Assessment task 5: Attendance at and active participation in Case Analysis Seminars and satisfactory presentation of a case.

These assessment and procedural 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.

## HPS918 – Clinical Placement and Case Analysis 5

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amanda Dudley and Melissa O'Shea*

*Prerequisite: HPS917*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 50 days supervised placement plus attendance at case analysis seminar (1 x 1.5 hours) and one final seminar (full day)*

### Content

This unit builds upon previous placement competencies and is aimed at providing students with the opportunity to further enhance their clinical psychology skills. Students will be expected to demonstrate key competencies in ethical and professional frameworks as well as advanced psychological assessment and intervention skills. Supervision on this placement will be aimed at increasing autonomy and responsibility as well as higher level integration of theory and practice.

Placements aim to provide students with opportunities to develop clinical psychology skills in a range of settings such as 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 that will complement their previous placements.

The placement program will be established 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 supervision requirements. Placement Learning Contracts will specify learning objectives and key competencies as well as the responsibilities of the student, the Agency Supervisor and the Placement coordinator. Students will be required to have substantial client contact and carry their own caseload, under supervision.

Student's performance will be reviewed at a mid and end of placement meeting. All meetings and paperwork are to be completed and are considered part of the unit requirements.

This unit will also include a case analysis seminar where the student will present a case as well provide feedback to other students on their case.

A final day entitled 'Transition to Professional Practice' will be scheduled and is aimed at preparing students for finishing their course and looking ahead to professional life as a registered psychologist and as a graduate of Deakin. This will include information and knowledge about the registrar program and becoming a supervisor down the track. This day will bring students together and provides an opportunity to reflect on learnings and achievements.

## Assessment

- Assessment task 1: Attendance for a minimum of 50 days
- Assessment task 2: Presentation of logbook to the University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 3: Satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 4: Attendance at and active participation in the Case Analysis seminar as well as 'Transition to Professional Practice' and satisfactory presentation of a case.

## Hurdle requirement

These assessment tasks and procedural components constitute 100% of the assessment for this unit. Failure to satisfactorily complete the requirements of any of the assessment tasks and their associated procedural components 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.

## HPS924 – Research Thesis A

*Enrolment modes: Trimester 2 Year 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicki Dowling*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No formal contact hours*

## 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.

*Note: The units replacing HPS921 have been split into three parts: Part A HPS924, Part B HPS925 and Part C HPS926.*

## Assessment

All assessment tasks are Hurdle requirements – see details of tasks under Hurdle requirements

## Hurdle requirement

- Assessment task 1: Introduction (9000 words)
- Assessment task 2: Presentation of colloquium
- Assessment task 3: Submission of ethics application

## HPS925 – Research Thesis B

*Enrolment modes: Trimester 1 Year 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicki Dowling*

*Prerequisite: HPS924*

*Corequisite: Nil*

*Scheduled learning activities – campus: No formal contact hours*

### 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.

*Note: The units replacing HPS921 have been split into three parts: Part A HPS924, Part B HPS925 and Part C HPS926.*

### Assessment

Assessment task 1: Satisfactory progress as determined by supervisor's report. Refer to HPS928.

## HPS926 – Research Thesis C

*Enrolment modes: Trimester 2 Year 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicki Dowling*

*Prerequisite: HPS924*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No formal contact hours*

### 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.

*Note: The units replacing HPS921 have been split into three parts: Part A HPS924, Part B HPS925 and Part C HPS926.*

### Assessment

Assessment task 1: Satisfactory progress as determined by supervisor's report. Refer to HPS928.

## HPS927 – Research Thesis D

*Enrolment modes: Trimester 1 Year 3: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.313*

*Trimester 1 Unit Chair: Nicki Dowling*

*Trimester 3 Unit Chair: Nicki Dowling*

*Prerequisite: HPS924, HPS925, HPS926*

*Corequisite: Nil*

*Scheduled learning activities – campus: No formal contact hours*

### 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.

*Note: The units replacing HPS931 have been split into two parts: Part D HPS927 and Part E HPS928.*

### Assessment

Assessment task 1: Satisfactory progress as determined by supervisor's report. Refer to HPS928.



## HPS928 – Research Thesis E

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 3*

*EFTSL value: 0.313*

*Trimester 2 Unit Chair: Nicki Dowling*

*Prerequisite: HPS924, HPS925, HPS926*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No formal contact hours*

### 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.

*Note: The units replacing HPS931 have been split into two parts: Part D HPS927 and Part E HPS928.*

### Assessment

- Assessment task 1: Thesis including a Major Investigative Project (50,000 words) and
- Assessment task 2: Professional Portfolio (25,000 words)

This assessment will count as 100%

## HPS942 – Health Placement 5

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amanda Dudley*

*Prerequisite: HPS946*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 50 days supervised placement*

### Content

This unit builds upon previous placement competencies and is aimed at providing students with the opportunity to further develop their health psychology skills.

Students will be expected to demonstrate key competencies in ethical and professional frameworks as well as advanced psychological assessment and intervention skills. Supervision on this placement will be aimed at increasing autonomy and responsibility as well as higher level integration of theory and practice. Placements aim to provide students with opportunities to develop health psychology skills in a range of settings such as specialist agencies whose major focus is in the area of health promotion of preventative health care as well as clinical intervention and rehabilitation.

The placement program will be established jointly by the student, the placement coordinator, and the practitioners supervising the placement. Placement Learning Contracts will specify learning objectives and key competencies as well as the responsibilities of the student, the Agency Supervisor and the Placement Coordinator. Students will be required to increase their client contact and carry their own caseload, under supervision. Student's performance will be reviewed at a mid and end of placement meetings. All meetings and paperwork are to be completed and are considered part of the unit requirements. This unit will also include a seminar to develop knowledge and skills in supervision.

### Assessment

- Assessment task 1: Attendance for a minimum of 50 days
- Assessment task 2: Presentation of logbook to the University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 3: Satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor at the final placement review meeting (completion of the placement)
- Assessment task 4: Attendance and active participation in the supervision seminar.

### Hurdle requirement

These four assessment tasks and associated procedural components constitute 100% of the assessment for this unit. Failure to satisfactorily complete the requirements of any of the assessment tasks and their associated procedural components will result in the student failing the unit, will preclude the admission of the student to the next placement and may result in the student's exclusion from the course.

## HPS945 – Child and Family Forensic Placement 2 and Case Conference Seminar B

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amanda Dudley*

*Prerequisite: HPS943*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 50 days supervised placement*

### 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-V, and appropriate treatment strategies.

### Assessment

- Assessment task 1: Attendance for 50 days
- Assessment task 2: Presentation of log book to the University Supervisor within 21 days of completing the placement
- Assessment task 3: 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.

## HPS976 – Issues in Professional Psychology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Melissa O'Shea*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS776*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

The Unit Learning Outcomes (ULOs) for Issues in Professional Psychology represents important preparation for professional practice, which begins in Trimester 2 with the Clinical Placement Program and then continues throughout the course of the professional lives of graduates of this program. It is designed to provide knowledge, reflection and practice in professional issues and professional ethics as well as the governance framework that exists to support Clinical Psychology as a health discipline. Students will become familiar with the various professional standards and codes relevant to the provision of psychological services. These will include: The Australian Psychological Society Code of Ethics (as adopted by the Psychology Board of Australia), APS Ethical Guidelines, and the Australian National Practice Standards for the Mental Health Workforce.

The Unit begins by considering the governance environment in which Professional Psychology sits with a focus on the Public Mental Health System and applying effective ethical and reasoning frameworks to decision making to common dilemmas when working with clients in professional practice. Contemporary issues such as Leadership in Psychology and Health as well as the contemporary practice paradigms of Client-Centred care and Recovery orientation are also jointly considered and wherever possible utilise active learning activities.

Consistent with the wider intended learning outcomes of the program, a key focus of the Unit is the application of ethical, legal and professional Psychology practice principles within the inter-professional Health environment, with the teaching and learning and assessment activities supporting the achievement of these competencies for students.

Students will directly apply new knowledge in relation to working effectively and collaboratively in health care through participation in inter-disciplinary student teams (including Psychology, Nursing, Occupational Therapy, Social Work, Medical Imaging, Optometry and Medicine) working towards the development of shared care plans for complex simulated clients using computer assisted learning technology. Students will also participate in 8 days of Work-Integrated learning within the Barwon Health Mental Health Service where they will be observe and reflect on Psychology and Health practice in action in readiness to commence Clinical Placements.

A highlight of the Unit is the 2-day Aboriginal Cultural Immersion module where students will spend time at the Institute of Koori Education and the Wathaurong Health Co-operative in order to facilitate understanding of culturally sensitive approaches to applying psychology knowledge and practice in working with Aboriginal people. Students will be assessed on their capacity to communicate how this learning will change their practice using a video-blog.

## Assessment

- Assessment task 1: Work Integrated Learning Portfolio (2000 words equivalent)
- Assessment task 2: Video-blog examining Cultural Sensitivity in Psychology Practice (5 minutes)
- Assessment task 3: Inter-Professional Team Care Plan Development (2 in total)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

# HPS977 – Psychological Intervention 1

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Melissa O'Shea*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS777*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week*

## Content

This unit begins by examining the important principles of Cognitive Behavioural Therapy (CBT), which represents one of the most widely used evidence-based treatment modalities in Clinical Psychology. These principles, sometimes known as threshold concepts,

include the role of thought in behaviour and mood, the development of practice in the observation of thought, collaboration, behavioural experimentation and empiricism. These are considered within the framework of the therapeutic relationship and supported by asking students to engage directly with this knowledge via simulated practice including such activities as role plays.

Specific attention is given to the application of CBT to the treatment of anxiety and mood disorders which represent the most common mental disorders. Students will be directly preparing to apply this knowledge in practice during the first Clinical Placement Unit in Trimester 2. Teaching and learning, as well as assessment activities will support the student's ability to apply CBT to these conditions as well as the ability to synthesise information such that relevant treatment decisions can be made, with individualised feedback throughout the Unit.

Consistent with the wider intended learning outcomes of the program, focus is also placed on developing reflective practice capacity in relation to the student's own development in preparation for engagement with clinical supervision. Students will critique their own progress and also provide peer feedback to other students in the unit. A highlight of the Unit is the opportunity to further develop CBT practice through participation in a Mindfulness-based CBT group with other students focussed on cognitive behavioural based self-care strategies with the aim that these strategies support the student throughout the program as well as providing an experiential teaching and learning activity.

## Assessment

- Assessment task 1: Development of a learning Development Plan based on feedback from staff and peers as well as self-assessment in simulated CBT activities, (equivalent to 1000 words)
- Assessment task 2: Evidence of participation in therapy learning activities generated in CBT group through active participation in group CBT sessions
- Assessment task 3: Individual CBT Treatment Plan design (equivalent to 1500 words)
- Assessment task 4: Objective Simulated Clinical Exam (OSCE) demonstrating a brief simulated CBT session

This Unit is graded as Ungraded Pass/Fail only. All Assessment Tasks must be achieved to a competent level to pass the Unit.

## Prescribed texts

Kennerley, H., Kirk, J. & Westbrook, D. (2017). An introduction to cognitive behaviour therapy: Skills and applications. (3rd ed.). Los Angeles: Sage Publications.

## HPS978 – Biological and Neuropsychological Perspectives on Disorder

*Enrolment modes: Not offered 2019*

*Trimester 1 2020: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Melissa O'Shea*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS778*

*Scheduled learning activities – campus: 2 x full day workshops, 7 x 2 hour seminars*

### Content

This unit is focused on applying a biopsychosocial model of health into the practice of clinical psychology. This aligns with contemporary perspectives on health and mental health that take into account a range of determinants across the biological, psychological and social domains. It begins by examining psychopharmacology as it relates to a comprehensive treatment plan for many psychological disorders and in doing so introduces the integrated nature of biology and psychology in the treatment of mental disorders. Students will be extended to consider how biological and psychological treatments can be effectively integrated, including through the review of key principals of inter-professional practice. They will also specifically focus on the treatment of Pain as a clinical psychology application of these principals.

The Unit is also designed to review and extend students overall understanding of behavioural neuroscience and neuroanatomy. This is achieved by examining these concepts through the lenses of Psychological Medicine and the Neuroscience of Interpersonal Development and how these specialty areas of clinical psychology support the assessment, prevention and treatment of mental disorders commonly seen by Clinical Psychologists. A highlight of the Unit is the examination of how contemporary perspectives on the neurobiology of mental disorders has supported the development of third wave evidence based psychological therapies including somatic therapies. Consistent with the wider intended learning outcomes of the Clinical post-graduate program, emphasis is placed on developing students capacity to formulate and communicate treatment planning for clients within the inter-professional context and taking into account a biopsychosocial view of complex psychological disorders.

### Assessment

- Assessment 1: Assessment and Treatment Recommendation Report to Primary Care (1500 words)
- Assessment 2: Simulated psychoeducation session (30–40 minute video plus self-reflection, 500 words)
- Assessment 3: Understanding Mental Disorder through the Biopsychosocial model of Health – Video Blog (5–7 minutes)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPS979 – Psychological Assessment

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: George Youssef*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS779*

*Scheduled learning activities – campus: 1 x 1.5 hour class and 1 x 1.5 hour seminar per week*

### 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, evaluated and administered, including cognitive and intelligence tests, ability tests, personality tests, and tests of mood states, as well as issues surrounding cross-cultural assessment. 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

- Assessment task 1: WAIS IV scoring exercise
- Assessment task 2: WAIS IV administration and interpretive report (2000 words)
- Assessment task 3: WAIS-IV/PAI integrative report (2000 words)

This unit is Pass Grade only. All assessments must be passed in order for the unit to be passed.

## HPY210 – Coaching and Counselling for Behaviour Change

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dave Demmer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPY310*

*Scheduled learning activities – campus: 1 x 2 hour on-campus seminar per week and 1 x 1 hour of online learning content per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour online seminar per week and 1 x 1 hour of online learning content per week*

### Content

This unit aims to enable students to develop understanding of, and practice in, current approaches in coaching, counselling, and group facilitation for behaviour change. This unit is applicable to a range of disciplines and is highly relevant for students wishing to develop skills as a coach, trainer/facilitator, supervisor, manager, tutor, presenter, and/or students aiming to progress into a career in psychology, counselling, and other people-focused healthcare professions. In this unit students will be exposed to a range of coaching and counselling theories and frameworks, and develop an understanding of human behaviour change. Students will learn and apply a range of skills and techniques involved in individual and group-based coaching and counselling.

### Assessment

- Assessment task 1: Essay (2500 words) 30%
- Assessment task 2: 30-minute video of mock coaching session and written reflection (1000 words) 40%
- Assessment task 3: Final examination (2 hours) 30%

### Hurdle requirement

Seminar attendance at least 9 of the 11 seminars to obtain a pass or above in the unit.

## HPY310 – Coaching and Counselling Groups for Behaviour Change

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dave Demmer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

The unit aims to enable students to develop an understanding of, and practice in, current approaches in evidence and non-evidence-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

- Assessment task 1: Design and write a group training program 30%
- Assessment task 2: Essay (1800 words) 30%
- Assessment task 3: In pairs, facilitate a group training session (30 minutes) 40%

### Hurdle requirement

Seminar attendance – Students must attend and complete exercises in least 9 of the 11 seminars to obtain a pass or above in the unit.



## HPY701 – Leadership Assessment, Development and Coaching

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Vicki Kavadas*

*Cohort rule: Unit only available to students enrolled in H752 Master of Psychology (Organisational).*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour seminars per fortnight*

### Content

In this unit students will gain skills in assessment of leadership, and identification of leadership development needs 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.

*Note: Students are expected to have access to a computer with an internet connection to complete this unit.*

### Assessment

- Assessment task 1: Class presentation and annotated power point 25%
- Assessment task 2: Written assignment (2000 words) 35%
- Assessment task 3: Simulated coaching and critical analysis of coaching engagement (2500 words) 40%

## HPY710 – Client-Centred Skills in Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elizabeth Westrupp*

*Cohort rule: This unit is only available to students enrolled in H650 Graduate Diploma of Psychology and H664 Graduate Diploma of Psychology (Pre-Practice)*

*Prerequisite: HPS715 or HPS431*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 3 hour seminar each week.*

*Scheduled learning activities – cloud (online): Online seminars via Collaborate.*

### Content

This unit will provide an introduction to working with clients in psychology and mental health settings. Students will be introduced to skills in counselling and case management, and will learn knowledge, skills and ethical issues related to working with a variety of clients of different ages, cultural backgrounds and presenting concerns.

### Assessment

- Assessment task 1: Case Management Plan part A (1000 words) 30%
- Assessment task 2: Video Presentation (10 minutes) 10%
- Assessment task 3: Case Management Plan (1500 words) 30%
- Assessment task 4: Critical Reflection Assignment (1500 words) 30%

### Hurdle requirement

Satisfactory completion of micro and case management skills development in at least 8 of the 10 seminars to obtain a pass or above in the unit.

## HPY711 – Psychology A: Fundamentals of Human Behaviour

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Warrnambool, Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mathew Ling*

*Trimester 2 Unit Chair: Alexa Hayley*

*Trimester 3 Unit Chair: Mathew Ling*

*Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS111*

*Scheduled learning activities – campus: Students will have a series of recorded videos and 1 x 2 hour seminars each week (online via the Blackboard Collaborate Ultra system). Online seminars will be recorded for students to catch up on at any time. Assignment work and reading, on average, should account for approximately 6 hours of work per week. In total, students are expected to dedicate 13 hours a week for this unit.*

*Scheduled learning activities – cloud (online): Students will have a series of recorded videos and 1 x 2 hour seminars each week (online via the Blackboard Collaborate Ultra system). Online seminars will be recorded for students to catch up on at any time. Assignment work and reading, on average, should account for approximately 6 hours of work per week. In total, students are expected to dedicate 13 hours a week for this unit.*

### Content

This unit will provide foundational knowledge required for subsequent studies in psychology, while also providing training in essential skills for psychology, research, and scientific writing. In particular, this unit will cover the definition and scope of the discipline of psychology; the primitive roots of our behaviour; the neurological structures and processes that are responsible for our mental life; and the important elements in our adapting to the world as individuals such as learning and intelligence. Students of HPY711 will also learn to source, consume, and synthesise academic writing both for the academic and public audiences.

*Note: New unit 2019*

### Assessment

- Assessment task 1: Critical response essay and response Letter (1300 words) 20%
- Assessment task 2: Systematic literature review (1800 words) 30%
- Assessment task 3: 3 x Online quizzes 20%
- Assessment task 4: Multiple choice examination (90 minutes) 30%

## HPY712 – Research Methods in Psychology D

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nicolas Kambouropoulos*

*Cohort rule: This unit is only available to students enrolled in H650 Graduate Diploma of Psychology and H664 Graduate Diploma of Psychology (Pre-Practice)*

*Prerequisite: HPS742 or HPS432*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 22 hours of intensive classroom activity (face-to-face or via Collaborate/Echo360)*

*Scheduled learning activities – cloud (online):*

### Content

This unit provides advanced coverage of multivariate data analysis. It is designed to provide students with a conceptual understanding of multivariate statistics as well as the practical knowledge of how to implement these analyses using common tools such as SPSS and AMOS. Specific topics include data hygiene, multivariate regression, exploratory and confirmatory factor analysis and structural equation modelling.

### Assessment

- Assessment task 1: SPSS analytic task 40%
- Assessment task 2: AMOS analytic task 20%
- Assessment task 3: MCQ examination (2 hours) 40%

# HPY713 – Psychology B: Individual and Social Development

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Warrnambool, Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hannah Bereznicki*

*Trimester 2 Unit Chair: Anna Klas*

*Trimester 3 Unit Chair: Hannah Bereznicki*

*Cohort rule: This unit is only available to students enrolled in courses H603, H605, H664, H705 and H706*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS121*

## Content

Following on from the biological underpinning of psychology in HPY711, HPY713 focuses on the science of the human individual in context. Different theoretical perspectives of psychological concepts relating to how we function as individuals in a social world are contrasted and evaluated throughout the unit.

We begin by looking at how we – as both biological and social beings – develop throughout the lifespan as we explore the complex interaction between biological and environmental influences. Various theoretical perspectives are applied to explore what makes up our individual personalities, and how personality is assessed. The impact of psychological disorders on individual and societal wellbeing is considered, and the different therapeutic approaches used to treat these disorders are analysed. We then examine the power of situational, societal, and cultural influences on behaviour.

*Note: New unit 2019*

## Assessment

### Trimester 1 and Trimester 2

- Assessment task 1: APA-Style Laboratory Report 30%
- Assessment task 2: Media Release 20%
- Assessment task 3: Multiple choice question examination (2 hours) 50%

### Trimester 3

- Assessment task 1 (Individual): APA-style lab report assignment (2000 words) 30%
- Assessment task 2 (Individual): 5 x Online Quizzes, one per fortnight (10 multiple choice questions per quiz) 15%
- Assessment task 3 (Individual): Multiple Choice Exam (90 multiple choice questions, 2 hours) 40%
- Assessment task 4 (Individual): Media Release Assessment 15%

## Prescribed texts

HPS121 Psychology B: Individual and Social Development 2e (Customised)

Burton, An Interactive Approach to Writing Essays and Research Reports in Psychology, (John Wiley, 4th edn, 2017)

These texts are the same as required for HPS121. If purchasing from DUSA, search for HPS121 to find the required texts in their system.

# HPY720 – Research Project A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250 – 2 enrolled credit points, 0 achievable credit points. (4 credit points achievable on successful completion of HPY720 and HPY721)*

*Trimester 1 Unit Chair: Christian Hyde*

*Cohort rule: This unit is only available to students enrolled in H650 Graduate Diploma of Psychology and H664 Graduate Diploma of Psychology (Pre-Practice)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS718*

*Scheduled learning activities – campus: 1 x 1 hours of contact with a research supervisor and 19 hours of private study per week*

*Scheduled learning activities – cloud (online): 1 x 1 hours of contact with a research supervisor and 19 hours of private study per week*

## 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.

*Note: Together, HPY720 and HPY721 constitute the research thesis component of the Graduate Diploma of Psychology.*

## Assessment

- Assessment task 1: Thesis proposal assignment
  - 1500 word thesis proposal
  - 10-minute oral presentation
- Assessment task 2: Written empirical research report (5000 words)

The thesis proposal and the written empirical report constitute the full assessment in the paired units HPY720 and HPY721. The thesis proposal and empirical report contribute 30% and 70% respectively to the final mark for the thesis component.

## HPY721 – Research Project B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250 – 2 enrolled credit points, 4 achievable credit points. (4 credit points achievable on successful completion of HPY720 and HPY721)*

*Trimester 2 Unit Chair: Christian Hyde*

*Cohort rule: This unit is only available to students enrolled in H650 Graduate Diploma of Psychology and H664 Graduate Diploma of Psychology (Pre-Practice)*

*Prerequisite: HPY720*

*Corequisite: HPY720 or HPS435*

*Incompatible with: HPS790*

*Scheduled learning activities – campus: 1 x 2 hours of contact with a research supervisor and 8 hours of private study per week*

*Scheduled learning activities – cloud (online): 1 x 2 hours of contact with a research supervisor and 8 hours of private study per week*

## 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.

*Note: Together, HPY720 and HPY721 constitute the research thesis component of the Graduate Diploma of Psychology.*

## Assessment

- Assessment task 1: Thesis proposal assignment
  - 1500 word thesis proposal
  - 10-minute oral presentation
- Assessment task 2: Written empirical research report (5000 words)

The thesis proposal and the written empirical report constitute the full assessment in the paired units HPY720 and HPY721. The thesis proposal and empirical report contribute 30% and 70% respectively to the final mark for the thesis component.

## HPY722 – Practice and Ethics in Professional Psychology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Clint Gurtman*

*Cohort rule: Students must be enrolled in H744 to undertake this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS776, HPS976*

*Scheduled learning activities – campus: Students will be expected to spend an average of 150 hours over the trimester in teaching and learning and assessment activities. This will include a 1 x 2 hour online class and 1 x 1 hour collaborate session with problem based exercises. This will also include 12 hours of intensive in-class activities.*

### Content

This unit will prepare students to understand the ethical, legal, governance and personal frameworks that relate to professional practice as a Psychologist and Health Professional. It will ensure that students are familiar with the ethical, legal and professional practice requirements and responsibilities of working as a Psychology Professional.

The unit examines: the Psychology Board of Australia requirements for registration as a psychologist; the APS Code of Ethical and Professional Standards; the role of Psychology in the broader Health system along with high level issues of governance; the nature of supervision and the responsibilities of the supervisor and the psychologist in-training; contemporary paradigms of practice including client-centred care and recovery orientation; the law as it applies to professional practice; and common ethical and practical problems in working with clients.

Adopting a mix of seminar and online learning modalities, the unit has a focus on collaborative practice in Healthcare. Students will participate in an inter-professional education experience involving students from Nursing, Psychology, Occupational Therapy, Social Work, Optometry and Medicine. This will provide students with the opportunity to learn about, from and with each other, the knowledge and skills inherent in effective healthcare collaboration, which itself leads to significant improvements in the quality of care provided.

The Collaborative Practice in Healthcare component is a Cloud (online; Blackboard Collaborate) based experience in which students will work in inter-professional student teams from across the Faculty of Health to develop care plans for complex patient presentations.

### Assessment

- Assessment task 1: Presentation (30 minutes) 40%
- Assessment task 2: Critical Reflection through weekly journaling (2500 words) 30%
- Assessment task 3: Interprofessional Team Care Plan Development (2 x 15%) – total 30%

### Hurdle requirement

- Completion of Multiple Choice Questions relating to online modules – 1 hour in total
- Attendance and satisfactory participation in weekend intensive – 2 days over one weekend

## HPY723 – Psychological Assessment in Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Westrupp*

*Cohort rule: Students must be enrolled in H744 to undertake this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS779, HPS979*

*Scheduled learning activities – campus: Students will be expected to spend an average of 150 hours over the trimester in teaching and learning and assessment activities. This will include a 1 x 2 hour online class and 1 x 1 hour collaborate session with problem based exercises. This will also include 12 hours of intensive in-class activities.*

### Content

This is a practical unit aiming to familiarise students with a range of psychological assessment methods commonly administered in psychological practice. While the main focus will be on testing, other major methods of psychological assessment will be covered, including behavioural observation and interviewing. Various categories of tests will be discussed, evaluated and administered, including cognitive and intelligence tests, ability tests, personality tests, and tests of mood states.



The role of such tests in diagnostic work will be emphasised as well as their prognostic and therapeutic use. Particular skills required will be practised through 'hands-on' experience.

## Assessment

- Assessment task 1: WAIS-IV Scoring Exercise and Administration 10%
- Assessment task 2: WAIS-V Report (1000 words) 40%
- Assessment task 3: WAIS administration, interpretation and WAIS-IV/PAI report (3000 words) 50%

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.

Opportunities to develop skills will occur through demonstration, observation, practical rehearsal (role play) and individualised feedback during online collaborate sessions and in the intensive class activities.

## Assessment

- Assessment task 1: Role Play skill demonstration 30%
- Assessment task 2: Written assignment (2000 words) 30%
- Assessment task 3: Oral examination (1 hour) 40%

## Prescribed texts

Kennerley, H., Kirk, J. & Westbrook, D. (2016). An introduction to cognitive behaviour therapy: Skills and applications. (3rd ed.). Los Angeles: Sage Publications.

## HPY724 – Psychological Interview and Intervention Strategies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Diehm*

*Cohort rule: Students must be enrolled in H744 to undertake this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS777, HPS977*

*Scheduled learning activities – campus: Students will be expected to spend an average of 150 hours over the trimester in teaching and learning and assessment activities. This will include a 1 x 2 hour online class and 1 x 2 hour collaborate sessions. This will also include 12 hours of intensive in-class activities.*

## Content

This unit is designed to provide the theoretical and practical framework for the major evidence-based psychotherapeutic approach broadly defined as cognitive behaviour therapy (CBT) and related therapies. The unit is focused on skill acquisition in intervention practice and management of therapeutic process. The emphasis is on facilitation of practical skill development in terms of content and process. Additionally, the unit will enable students to develop an appreciation of the "common factors" fundamental to outcome in all psychotherapeutic approaches.

## HPY725 – Professional Practicum A

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Linda Byrne*

*Cohort rule: Students must be enrolled in H744 to undertake this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 10 full time days of placement. This will include a combination of pre-practice workshops and practicum days within a relevant agency. As a general rule, practicum days will be within one agency, with arrangements regarding number of days per week to be negotiated between the placement agency, Unit Chair and student.*

## Content

The first practicum consists of three key activities:

- pre-practice workshops;
- placement experience;
- supervision.

This unit is designed to equip students with a range of generalist psychology skills and an awareness of professional issues. Students will fast-track the translation and integration of academic coursework learning into real life application. Students will also develop professional identity and practice through early adoption of supervision and professional learning plans as well as case formulation.

## Pre-clinical workshops

To prepare for placement attendance, students will participate in a number of practitioner led workshops covering topics such as professional identity, case management procedures, and applied suicide intervention skills training.

## Assessment

- Assessment task 1: Attendance for approximately 10 days – or 75 hours (including placement and pre-practice workshops)
- Assessment task 2: Presentation of logbook of all days of placement (including pre-practice workshops) to the Unit Chair within 21 days of completion of the practicum days
- Assessment task 3: Satisfactory report outlining professional and ethical competence of the student from the Agency/Placement Supervisor (at completion of the placement)
- Assessment task 4: Satisfactory case report (approximately 3000 words) written by the student and submitted to the Unit Chair within 21 days of completion of placement

These assessment and procedural 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.

## Hurdle requirement

- Must pass Assessment tasks 1, 2, 3 and 4
- Attendance and successful completion of the minimum number of placement days is a hurdle requirement for this unit.

The four assessment tasks outlined above in this unit are hurdle requirements. Students must complete all four hurdle requirements in order to pass this unit. Failure to complete any one of these tasks will result in the student failing the unit, preclude the admission of the student to the next practicum unit and may result in the student's exclusion from the course. If students fall ill during their practicum, make-up days will need to be arranged so that the minimum requirement of placement days is met. Requirements as to practicum for Masters level qualifications in psychology are set by the Australian Psychology Accreditation Council (APAC) as part of the accreditation requirements of the professional body.

# HPY726 – Psychological Practice Across the Lifespan

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rebecca Diehm*

*Cohort rule: Students must be enrolled in H744 to undertake this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS714 and HPS914*

*Scheduled learning activities – campus: Students will be expected to spend an average of 150 hours over the trimester in teaching and learning and assessment activities. This will include a 1 x 2 hour online class and every second week there will be a 1 x 2 hour online seminar. This will also include 12 hours of intensive in class activities.*

## Content

This unit is designed for the practice of psychology across the lifespan from a biopsychosocial perspective with an emphasis on identification of psychopathology. An introduction to the challenges present at each phase of development from infancy through to old age will be given. Psychologists require detailed knowledge of both the physical and emotional development associated with each phase of development. An understanding of psychological and social pressures encountered by people in different stages of their life is also needed in order to provide support for clients who present with problems and disorders at different stages of their lifespan. DSM-5 classification of disorders will be introduced. There will be a focus on the distinct types of issues confronted by psychologists in working with clients of differing ages, gender, and cultural background that examines the differing influences of physical and emotional development, psychological disorders, social roles, cultural influences, and life crises.

## Assessment

- Assessment task 1: Written mental state examination (500-700 words) 30%
- Assessment task 2: Case Analysis (2500 words) 40%
- Assessment task 3: Objective Simulated Clinical Exam (OSCE) demonstrating application of knowledge and skill with regards to identification of psychopathology and contribution of psychological/social factors to client presentation (40 minutes) 30%.

## HPY727 – Working with Diverse Populations

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kate Hall*

*Cohort rule: Students must be enrolled in H744 to undertake this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students will be expected to spend an average of 150 hours over the trimester in teaching and learning and assessment activities. This will include a 1 x 2 hour online class and 1 x 1 hour collaborate session with problem based exercises (1 hour sessions in weeks 3, 6 and 9 will be assessed). This will also include 12 hours of intensive in-class activities.*

### Content

This unit will focus on working with individuals that may present unique perspectives and challenges. It will cover working with people in forensic settings, from culturally and linguistically diverse (CALD) backgrounds, and working with people with an intellectual disability (ID). Experts from the field will introduce guidelines on how to undertake forensic assessment and interventions, address issues in intellectual disability, conduct accurate and relevant cross-cultural psychological assessments and provide practical training in cross-cultural counselling. In addition, information on how to identify and access support available for forensic, CALD, and ID clients will be provided.

### Assessment

- Assessment task 1: Seminar Problem-based learning activities (3 x 10% each) 30%
- Assessment task 2: Case Conceptualisation Report (2500 words) 45%
- Assessment task 3: In-class presentation during face-to-face intensive 25%

## HPY728 – Applied Methods for Professional Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bosco Rowland*

*Cohort rule: Students must be enrolled in H744 to undertake this unit*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HPS707, HPS907*

*Scheduled learning activities – campus: Students will be expected to spend an average of 150 hours over the trimester in teaching and learning and assessment activities. This will include a 1 x 2 hour online class and 1 x 1 hour collaborate session.*

### Content

This unit will focus on enabling students to develop an appreciation for why clinicians require a strong understanding of statistics and research methodology. Knowledge pertaining to the identification, treatment and general understanding of disorders and syndromes is constantly evolving. In response, new or revised tests and treatment programs are constantly appearing. A critically important task for the psychologist is to be able to evaluate this information and integrate new information into their work. In some instances this is necessary so the most appropriate methods for identification and treatment are provided to individual clients. The decisions clinicians make with respect to such issues should be based on best available evidence. This unit will provide students with the tools and knowledge to assist them in evaluating the evidence. It will equip students with the knowledge needed to evaluate types of evidence relating to diagnostic tools and treatment options for clients. In addition, the unit will cover types of analyses used in psychological research so that students will be better able to understand and interpret studies.

### Assessment

- Assessment task 1: Written evaluation of scientific literature (10 papers, approximately 2000 words) 50%
- Assessment task 2: Multiple choice examination 50%

# HPY729 – Professional Practicum B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Linda Byrne*

*Cohort rule: Students must be enrolled in H744 to undertake this unit*

*Prerequisite: HPY725*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 30 full time days of placement. This will include a combination of pre-practice workshops and practicum days within a relevant agency. As a general rule, practicum days will be within one agency, with arrangements regarding number of days per week to be negotiated between the placement agency, Unit Chair and student.*

## Content

The second practicum consists of three key activities;

- (i) pre-practice workshops;
- (ii) placement experience;
- (iii) supervision.

This unit is designed to equip students with a range of generalist psychology skills and an awareness of professional issues. Students will fast-track the translation and integration of academic course work learning into real life application. Students will also develop professional identity and practice through early adoption of supervision and professional learning plans as well as case formulation.

## Pre-clinical workshops

To prepare for placement attendance, students will participate in a number of practitioner led workshops and/or simulations covering areas relevance to psychological practice with diverse client groups.

## Assessment

- Assessment task 1: Attendance for a minimum of 20 days (including placement and pre-practice workshops)
- Assessment task 2: Presentation of logbook of all days of placement (including pre-practice workshops) to the Unit Chair within 21 days of completion of the practicum days
- Assessment task 3: Satisfactory report outlining professional and ethical competence of the student from the Agency/Placement Supervisor (at completion of the placement)
- Assessment task 4: Satisfactory case report (approximately 3000 words) written by the student and submitted to the Unit Chair within 21 days of completion of placement

These assessment and procedural 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.

## Hurdle requirement

- Must pass Assessment tasks 1, 2, 3 and 4
- Attendance and successful completion of the minimum number of placement days

The four assessment tasks outlined above in this unit are hurdle requirements. Students must complete all four hurdle requirements in order to pass this unit. Failure to complete any one of these tasks will result in the student failing the unit, preclude the admission of the student to the next practicum unit and may result in the student's exclusion from the course. If students fall ill during their practicum, make-up days will need to be arranged so that the minimum requirement of placement days is met. Requirements as to practicum for Masters level qualifications in psychology are set by the Australian Psychology Accreditation Council (APAC) as part of the accreditation requirements of the professional body.

## HSE010 – Exercise and Sport Laboratory Safety

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Marije Liem-Weits*

*Trimester 2 Unit Chair: Marije Liem-Weits*

*Trimester 3 Unit Chair: Marije Liem-Weits*

*Prerequisite: Nil*

*Corequisite: Must be enrolled concurrently in any one of units: HSE101, HSE102, HSE103, HSE105, HSE106, HSE110, HSE201, HSE202, HSE204, HSE208, HSE301, HSE302, HSE303, HSE304, HSE311, HSE314, HSE320, HSE323, HSE330*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): One compulsory one hour safety training session undertaken online. This unit will run in the one week prior to the commencement of Week one of each trimester.*

### 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

Assessment task 1: Online safety training module 100%.

### Hurdle requirement

Successful completion of quiz questions.

## HSE070 – Exercise and Sport Laboratory Safety

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Marije Liem-Weits*

*Trimester 3 Unit Chair: Marije Liem-Weits*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in one of HSE702, HSE703, HSE705, HSE707, HSE711, HSE724 or HSE725*

*Incompatible with: Nil*

*Scheduled learning activities – campus: One compulsory one hour safety training session undertaken online.*

*This unit will run in the two weeks prior to the commencement of Week one of each trimester.*

*Scheduled learning activities – cloud (online): One compulsory one hour safety training session undertaken online. This unit will run in the one week prior to the commencement of Week one of each trimester.*

### 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

Assessment task 1: Online safety training module 100%

### Hurdle requirement

Successful completion of quiz questions



## HSE102 – Functional Human Anatomy

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online) with significant campus requirements*

*Trimester 3: Cloud (online) with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simon Feros*

*Trimester 3 Unit Chair: Simon Feros*

*Cohort rule: This unit is only available to students enrolled in H343, H355, D333, D394, E377, M320, S302, S323, H300, H315, D368, D391 students completing the Exercise Science major sequence (MJ-H000016) or minor sequence (MN-H000016). Other students who would like to enrol in this unit must submit their request to [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au). Enrolment quotas apply. Campus contact: Trimester 2: Burwood (Melbourne) Clint Miller*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 2 Campus: 2 x 1 hour classes per week. 5 x 2 hour seminars and 4 x 2 hour practicals across the trimester. A practical examination in week 11.*

*Scheduled learning activities – cloud (online):*

*Trimester 2 and Trimester 3: 22 x 1 hour classes (recordings provided) and 2 days of practical work scheduled on one weekend during trimester that includes a practical examination.*

*In-person attendance requirements: In Trimester 2 this practical intensive is usually conducted in September on the Burwood (Melbourne) campus.*

*In Trimester 3 this practical intensive is usually conducted in February on the Burwood and Geelong (Waurm Ponds) campuses.*

### 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

- Assessment task 1: Practical class worksheets (4 x 5%) 20%
- Assessment task 2: Online seminar pop quizzes (4 x 5%) 20%
- Assessment task 3: Practical examination (30 minutes) 30%
- Assessment task 4: Final examination (1.5 hours) 30%

### Hurdle requirement

Achieving a pass in the Practical examination – see Assessment task 3.

### Prescribed texts

Floyd, RT. 2018, Manual of Structural Kinesiology, 20th Ed, McGraw Hill, New York, USA

## HSE103 – Essentials of Exercise Delivery

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Troy Castricum*

*Cohort rule: This unit is only available to students enrolled in H343 Bachelor of Exercise and Sport Science and D394 Bachelor of Exercise and Sport Science/ Bachelor of Business (Sport Management) and D333 Bachelor of Exercise and Sport Science/Bachelor of Nutrition Science.*

*Campus contact: Waurm Ponds (Geelong): Chris Young*

*Prerequisite: Nil*

*Corequisite: HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 1 hour seminar and 1 x 2 hour practical laboratory per week.*

### Content

This unit examines the theory and practice of exercise instruction, coaching and professional practice across a range of exercise-based settings. Students will learn the fundamentals of exercise instruction for the general population and be introduced to specific needs of special populations (e.g.: children and adolescents). They will have the opportunity to design and deliver basic exercise sessions to develop musculoskeletal strength and cardiovascular endurance for apparently healthy individuals and groups.

## Assessment

- Assessment task 1: Mid-trimester online MCQ test 15%
- Assessment task 2a: Written health assessment 5%
- Assessment task 2b: Written health assessment and program start (800 words) 20%
- Assessment task 3: Practical assessment of exercise instruction and delivery skills (30 minutes) 20%
- Assessment task 4: Examination (2 hours) 40%

## Hurdle requirement

Achieving a pass in the practical assessment of exercise instruction and delivery of skills – see Assessment task 3.

## Prescribed texts

Ratamess N. ACSM's Foundations of Strength Training and Conditioning. Philadelphia (PA): Lippincott Williams & Wilkins, 2012

# HSE104 – Research Methods and Statistics in Exercise and Sport

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1  
EFTSL value: 0.125*

*Trimester 2 Unit Chair: Peter Kremer*

*Cohort rule: This unit is only available to students enrolled in H343 Bachelor of Exercise and Sport Science and D394 Bachelor of Exercise and Sport Science/ Bachelor of Business (Sport Management) and D333 Bachelor of Exercise and Sport Science/Bachelor Nutrition Science.*

*Campus contact: Burwood (Melbourne): Anne Turner*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Scheduled learning activities – campus: Online learning modules, equivalent to 2–3 hours per week, 1 x 2 hour seminar per week*

## Content

This unit aims to develop students' knowledge and understanding of research design and methodology in the context of exercise and sport science (ESS). This will range from examining some different quality indicators such as validity and reliability to more applied work examining how to organise, analyse, interpret and present ESS research data. The unit will explore different ways that ESS research data are collected and analysed using both qualitative and quantitative statistical methods.

## Assessment

- Assessment task 1: Assignment 1 (1000 words maximum) 30%
- Assessment task 2: Assignment 2 (1000 words maximum) 30%
- Assessment task 3: Examination (2 hours) 40%

## Prescribed texts

Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2015). Research methods in physical activity (7th ed.). Champaign, IL: Human Kinetics

# HSE105 – Principles of Sport Coaching

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1  
EFTSL value: 0.125  
Trimester 1 Unit Chair: Fraser Carson*

*Prerequisite: Nil  
Corequisite: Must be enrolled in or have previously successfully completed HSE010  
Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour practical class per week*

## 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

- Assessment task 1: Online journal 20%
- Assessment task 2: Written assignment (1500 words) 20%
- Assessment task 3: Practical assessment (in class) 20%
- Assessment task 4: Examination (1.5 hours) 40%

## HSE110 – Muscle Biology for Exercise Science

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lee Hamilton*

*Campus contact: Trimester 2*

*Burwood (Melbourne): Severine Lamon*

*Prerequisite: Nil*

*Corequisite: HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This unit is comprised of 3 learning topics. Each learning topic consists of online learning experiences provided via CloudDeakin, accompanied by weekly 2-hour practical activities delivered via a combination of workshop-style seminars, laboratory experiment practicals and computer practicals.*

### Content

Skeletal muscle contraction generates the force necessary for movement and is fundamental to normal physical function and athletic performance.

A thorough understanding of skeletal muscle structure, function, and how muscle responds and adapts to exercise is vitally important for exercise physiologists, as well as for informing exercise prescription strategies in other disciplines of exercise and sports science.

In this unit, students will learn about the fundamental biology of skeletal muscle in the context of exercise, with respect to:

1. the delivery and utilisation of metabolic fuels to support muscle contraction
2. the longer-term adaptations to exercise training in skeletal muscle, and
3. the cellular responses in muscle that underpin these longer term adaptations.

In addition to examining responses and adaptations in muscle to exercise stimuli, this unit will also examine the maladaptation's associated with inactivity and muscle disuse, which are hallmarks of many chronic diseases.

As well as theoretical knowledge, students undertaking this unit will also develop practical skills relevant to the assessment of responses and adaptations to exercise in skeletal muscle. This is a foundation unit for the Major in Exercise Physiology.

### Assessment

- Assessment task 1: 3 x Laboratory reports (approximately 1800 words total) 45%
- Assessment task 2: 3 x Online MCQ tests 20%
- Assessment task 3: End of year examination (90 minutes) 35%

## HSE111 – Physical Activity and Exercise for Health

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jill Hnatiuk*

*Campus contact: Warrn Ponds (Geelong): Sarah Costigan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSE203*

*Scheduled learning activities – campus: 1 x 1 hour learning module each week (conducted online); 1 x 2 hour seminar each week (conducted on-campus)*

*Scheduled learning activities – cloud (online): 1 x 1 hour learning module each week (conducted online); 2 x 1 hour online seminars each week (conducted online via Blackboard Collaborate)*

### Content

This unit introduces students to the field of physical activity and exercise for health. Students will explore the benefits of physical activity and risks of sedentary behaviour and will gain an understanding of why people participate in physical activity and exercise. Common theories of behaviour change and key correlates of physical activity participation are explored and an introduction to physical activity interventions is provided. Throughout the unit, students are required to source and reflect on high quality evidence in particular to advise a client on their current physical activity patterns and offer evidence-based suggestions for increasing their physical activity.

## Assessment

- Assessment task 1: Part A – PLAN: Developing an evidence-based physical activity report (500 words) 10%
- Assignment task 2: Part B – FINAL REPORT: Developing an evidence-based physical activity report (2000 words) 40%
- Assessment task 3: 4 online quizzes (20 minutes each) Total 20%
- Assessment task 4: Written examination (1000 words; 1.5 hours) 30%

## HSE112 – Pathways in the Physical Activity, Exercise and Health Industry

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Megan Teychenne*

*Prerequisite: HSE111*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online, independent learning activities that require student time commitment of approximately 2 hours per week. In addition, students have the opportunity to attend 2 x 2 hour online seminars*

## Content

This unit provides an opportunity for students to investigate the physical activity, exercise and health industry and explore key organisations involved in the field. Students will learn about physical activity participation amongst a number of sub-groups within the population, and, from an employment perspective, locate, investigate and critically analyse key roles in the industry that aim to promote physical activity and exercise in those sub-groups. Students will use their investigation of the physical activity and exercise industry to explore potential career pathways and areas of future employment interest. Students will identify individual skills and strengths they bring to the field, as well as areas for self- and career development.

## Assessment

- Assessment task 1: Six (6) fortnightly self-analyses (300 words each) 30%
- Assessment task 2a: Written report (1500 words) 40%
- Assessment task 2b: Video presentation (5 minutes) and written reflection (500 words) 30%

## HSE113 – Human Growth, Development and Ageing for Exercise Scientists

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rachel Duckham*

*Cohort rule: This unit is only available to students enrolled in H343 Bachelor of Exercise and Sport Science and D394 Bachelor of Exercise and Sport Science/ Bachelor of Business (Sport Management) and D333 Bachelor of Exercise and Sport Science/Bachelor Nutrition Science.*

*Campus contact: Burwood (Melbourne): Rachel Duckham  
Waurin Ponds (Geelong): Lee Hamilton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online learning activities that require student time commitment of up to two hours per week, plus independent study. Weekly 2 hour seminars.*

*Scheduled learning activities – cloud (online): Online learning activities that require student time commitment of up to two hours per week, plus independent study. Weekly 2 hour seminars (conducted online through blackboard collaborate).*

## Content

This unit aims to develop students' knowledge of the structural, physiological, social and cognitive changes in human growth, development and ageing across the lifespan (conception through to older adulthood). The unit will provide students with an understanding of the various stages of growth, development and ageing and identify common injuries or conditions that present during these stages. A key focus of the unit will be on how physical activity and exercise influences, and is influenced by, lifespan human growth, development and ageing.

*Note: New unit 2018*

## Assessment

- Assessment task 1: 2 x Case study reports (1000 words each) (2 x 20%) Total 40%
- Assessment task 2: Video critique (1500 words) 40%
- Assessment task 3: Reflection (1000 words) 20%



## HSE201 – Exercise Physiology

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Trimester 3: Cloud (online) with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Stuart Warmington*

*Trimester 3 Unit Chair: Jackson Fyfe*

*Cohort rule: This unit is only available to students enrolled in H315, H343, D333 D324, D394, M320, E377, S302, S307, H300 or H300CR, H300DA, H300WE, D368, D391, S323 students completing the Exercise Science major sequence (MJ-H000016) or minor sequence (MN-H000016) or the Nutrition and Exercise Science major (MJ-H000026). Other students who would like to enrol in this unit must submit their request to [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au). Enrolment quotas apply. Campus contact: Trimester 1: Waurm Ponds (Geelong): Chris Shaw*

*Prerequisite: E377 students: EEH103*

*All other students: HBS109*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 4 x online modules per trimester (3–5 hours per week, which include 20 x 1 hour class recordings), 1 x 1 hour seminar workshop per week, and 11 x 2 hour practicals per trimester.*

*Scheduled learning activities – cloud (online):*

*Trimester 3: 4 x online modules per trimester (3–5 hours per week), 1 x 1 hour workshop per week (conducted asynchronously online), and 1 x 4 day laboratory intensive scheduled during trimester to be undertaken at either Burwood (Melbourne) for students enrolled at Burwood (Melbourne) based courses or Waurm Ponds (Geelong) for all other students*

*In-person attendance requirements:*

*Trimester 1: 4 x online modules per trimester (3–5 hours per week, which include 20 x 1 hour class recordings), 1 x 90 minute seminar/workshop per week, and 11 x 2 hour practicals per trimester.*

### Content

This unit examines the integrated physiological responses to acute and chronic exercise, with emphasis on the muscular, metabolic and oxygen transport systems. Students will learn about scenarios where these physiological systems limit exercise performance including examples such as, exercise in extreme

environments (e.g. heat, altitude), dehydration, carbohydrate depletion and neuromuscular fatigue. In addition, students will explore the physiological reasoning behind improvements to exercise performance through the use of 'ergogenic' aids and technologies.

Laboratory classes introduce students to the skills and techniques used to assess performance and the physiological responses to exercise, including skills to analyse, interpret and present experimental data.

### Assessment

#### Trimester 1

- Assessment task 1: 5 x group practical reports (400 words each) 20%
- Assessment task 2: 4 x end-module topic quizzes (conducted online) 20%
- Assessment task 3: Data Skills examination (30 minutes) 15%
- Assessment task 4: End-trimester examination (1.5 hours) 45%

#### Trimester 3

- Assessment task 1: 5 x group practical reports (400 words each) 30%
- Assessment task 2: 4 x end-module topic quizzes (conducted online – 20 MCQs per quiz completed in 30 minutes) 20%
- Assessment task 3: Data Skills examination (30 minutes) 15%
- Assessment task 4: End-trimester examination (1.5 hours) 35%

### Hurdle requirement

Practical examination.

## HSE202 – Biomechanics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online) with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Liz Bradshaw*

*Cohort rule: This unit is only available to students enrolled in H343, D324, D333, D394, E377, M320, S302, S307, H315, H300, D368 or D391 students completing the Exercise Science major sequence (MJ-H000016) or minor sequence (MN-H000016). Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply. Campus contact: Burwood (Melbourne): Liz Bradshaw*



*Prerequisite:* Nil

*Corequisite:* Must be enrolled in or have previously successfully completed HSE010

*Incompatible with:* Nil

*Scheduled learning activities – campus:* 2 x 1 hour classes per week, 9 x 2 hour laboratory sessions during trimester

*Scheduled learning activities – cloud (online):* 22 x 1 hour classes (recordings provided) and 2 days of practical work at Burwood (Melbourne), scheduled on weekends during trimester.

*In-person attendance requirements:* Cloud (online) students only: 2 days of practical work at Burwood (Melbourne), scheduled on weekends during trimester.

## 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

- Assessment task 1: Mid trimester test (45 minutes) 20%
- Assessment task 2: Laboratory project part A (10 minute group presentation) 10%
- Assessment task 3: Laboratory project part B (1300 word group report) 30%
- Assessment task 4: Examination (1.5 hours) 40%

# HSE203 – Exercise Behaviour

*Enrolment modes:* Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong), Cloud (online)

*Credit point(s):* 1

*EFTSL value:* 0.125

*Trimester 1 Unit Chair:* Sarah Costigan

*Cohort rule:* This unit is only offered to students who are enrolled in: E377 in or before 2017; OR students who commenced their H343/D394 course in or before 2016 who need to complete this core unit; OR H300/D391 students who commenced the Physical Activity and Health major in or before 2017.

*H300/D391/H343/D394 students who need to enrol into this unit, please email:* [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au).

*Campus contact:* Burwood (Melbourne): Megan Teychenne

*Waurin Ponds (Geelong):* Sarah Costigan

*Warrnambool:* Megan Teychenne

*Prerequisite:* One of HBS110 or ESH404 OR both of EEH101 and EEH102

*Corequisite:* Nil

*Incompatible with:* HSE111

*Scheduled learning activities – campus:* 1 x 1 hour learning module presentations each week (conducted online); 1 x 2 hour face-to-face seminar each week

*Scheduled learning activities – cloud (online):* 1 x 1 hour learning module presentations each week (conducted online); 1 x 2 hour online seminars each week (conducted online via Blackboard Collaborate); Online self-directed learning activities

## Content

This unit introduces students to the field of physical activity and health. The unit begins by exploring the benefits of physical activity and risks of sedentary behaviour and then moves on to understand physical activity participation. In this regard, common theories of behaviour change are explored as are key correlates of physical activity participation. An introduction to physical activity interventions is provided as is an introduction to the importance of physical activity in the lives of specific population sub-groups including older adults and underserved populations. Throughout the unit, students are required to source and reflect on high quality evidence in particular to design an appropriate and safe physical activity program that addresses known barriers to participation and fosters adoption and maintenance.

*Note:* From 2019 onwards, this unit will be only be offered to E377 students

## Assessment

- Assessment task 1: Assignment – conducted in two parts: part 1 – assignment plan/draft (20% of available marks for assignment); part 2 – complete assignment (80% of available marks for assignment) (2000 words) 50%
- Assessment task 2: CloudDeakin discussion boards posts 10%
- Assessment task 3: Examination (1.5 hours) 40%

## HSE204 – Motor Learning and Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online) with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lyndell Bruce*

*Cohort rule: This unit is only available to students enrolled in H343, D324, D333, D394, M320 and E377.*

*Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x topic modules (delivered online) plus 5 x 1-hour seminars plus 7 x 2-hour practicals*

*Scheduled learning activities – cloud (online): 4 x topic modules (delivered online) plus 5 x 1-hr seminars (delivered online) plus 2 x 1-day practical intensives scheduled on 2 weekends in trimester.*

### Content

This unit provides an introduction to concepts in human motor learning, motor control, motor development and physical growth. It is designed to provide students with an understanding of the neurobiological mechanisms and fundamental processes underlying the learning of motor skills and to show how motor development is influenced by physical growth. Application of motor learning, motor development and physical growth concepts, to selected aspects of skill acquisition and remediation of skill in work, sport and everyday living are considered.

### Assessment

- Assessment task 1: Practical reports (4 x 500 words each) 40%
- Assessment task 2: Online MCQ's (4 x 5% each) 20%
- Assessment task 3: Examination (2 hours) 40%

### Prescribed texts

Spittle, M. (2013). Motor learning and skill acquisition: Applications in physical education and sport. Melbourne: Palgrave-MacMillan

## HSE205 – Advanced Sport Coaching Theory and Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Julia Walsh*

*Campus contact: Waurin Ponds (Geelong): Fraser Carson*

*Prerequisite: HSE105*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 9 x 1 hour seminars and 9 x 2 hour practicals across the trimester*

### Content

The aim of this unit is to extend students' theoretical knowledge and application of pedagogical models in coaching. Students learn how to plan, deliver and evaluate youth coaching sessions and develop season plans.

The coaching focus is youth development and inclusive practice. Students are expected to observe, teach, reflect, and evaluate coaching sessions. The knowledge, skills, and practical experiences position students to coach and instruct youth in a variety of sport participation pathways. Students are required to find, organise and engage in a 30-hour coaching placement to create an authentic context to demonstrate their learning.

*Note: Students are required to find a coaching placement position for themselves.*

The student is required to research the type of coaching placement opportunities they are interested in and contact the organisation/s themselves to seek the availability of a placement position with them.

### Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Master coaching plan for a youth squad in a foundation or talent pathway (2000 words) 50%
- Assessment task 2: Assignment – Evaluation of case studies on leadership and youth sport (750 words) 20%
- Assessment task 3 Reflective journal, coaching logbook and supervisor report (1250 words) 30%

### Hurdle requirement

Coaching Practicum: 30 hours

## HSE208 – Integrated Human Physiology

### Enrolment modes:

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Trimester 3: Cloud (online) with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anne Turner*

*Trimester 3 Unit Chair: Anne Turner*

*Cohort rule: This unit is only available to students enrolled in H315, H343, D333, D394, H355 OR S323 students completing the Nutrition and Exercise Science major (MJ-H000026) OR H300 and D391 students completing the Nutrition major (MJ-H000007). Other students who would like to enrol in this unit must submit their request to [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au).*

*Enrolment quotas apply.*

*Campus contact: Waurn Ponds (Geelong): Lee Hamilton*

*Prerequisite: HBS109*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

### Scheduled learning activities – campus:

*Trimester 2: 7 x online modules per trimester (3–5 hours per week), 5 x 1 hour seminars per trimester and 5 x 2 hour practicals per trimester.*

### Scheduled learning activities – cloud (online):

*Trimester 3: 7 x online modules per trimester (3–5 hours per week), 5 x 1 hour online seminars per trimester and 2 x non-consecutive days of practicals, scheduled during trimester. Practical to be undertaken at either Burwood (Melbourne) for students enrolled at Burwood (Melbourne) based courses or Waurn Ponds (Geelong) for all other students.*

*In-person attendance requirements: Trimester 3 students enrol as Cloud (online); however there are significant campus requirements*

### Content

In this unit, students will examine the function of human physiological systems and how these systems respond to and work together (integrate) in their responses to challenges that arise from a variety of conditions such as exercise, pathology and the environment. Students will learn to explain human physiology using physiological data and published scientific evidence.

### Assessment

- Assessment task 1: Written reports (2000 words) 50%
- Assessment task 2: Seminar questions 10%
- Assessment task 3: Examination (2 hours) 40%

### Prescribed texts

Widmaier EP, Raff H and Strang KT (2019) Vander's human physiology: The mechanisms of body function, 15th edition, McGraw Hill, New York, USA.

## HSE212 – Physical Activity Promotion and Evaluation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Megan Teychenne*

*Campus contact: Burwood and Cloud campus:*

*Megan Teychenne*

*Waurn Ponds (Geelong): Sarah Costigan*

*Prerequisite: HSE111 or HSE203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour learning module presentations each week (conducted online); 1 x 2 hour seminar each week (conducted on-campus)*

*Scheduled learning activities – cloud (online): 1 x 1 hour learning module presentations each week (conducted online); 1 x 2 hour online seminars each week (conducted online via Blackboard Collaborate); Online self-directed learning activities*

## Content

This unit provides students with an understanding of the processes involved in planning, implementing and evaluating physical activity promotion programs. A range of settings, including workplaces, schools, and general practice, and a range of approaches including mass-media, sponsorship, policy and environment change are considered. Students will gain skills in developing an evidence-based program and in using a variety of methods to evaluate its effectiveness. Students will also develop a plan for a career in physical activity and health.

## Assessment

- Assessment task 1: Written career action plan (1000 words) 20%
- Assessment task 2: Group written assignment (1000 words per group member) 30%
- Assessment task 3: Examination (2 hours) 50%

## HSE213 – Children's Physical Activity and Sport

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jill Hnatiuk*

*Trimester 2 Unit Chair: Jill Hnatiuk*

*Campus contact: Waurin Ponds (Geelong): Sarah Costigan*

*Prerequisite: HSE111 or HSE203*

*Corequisite: Nil*

*Incompatible with: HSE313*

*Scheduled learning activities – campus: 2 hour face-to-face seminar each week and weekly self-directed online learning. Students must attend a one day intensive practical session at the Burwood campus on a weekend (date TBC).*

*Scheduled learning activities – cloud (online): Weekly self-directed learning experiences online via CloudDeakin. Students must attend a one day intensive practical session at the Burwood campus on a weekend (date TBC).*

## Content

The aim of this unit is to enable students to develop an understanding of the nature of children's physical activity and sport participation and the influences on these behaviours in a variety of contexts. Topics covered include: an introduction to children's physical activity and sport in relation to health, physiology and behaviour; determinants and correlates of children's physical activity and sport; and the promotion of physical activity and sport in several settings. Seminar/practical sessions address the application of the class material in a practical context for promoting physical activity and sport to a group of children.

*Note: HSE213 will be offered for the last time in Trimester 1, in 2019. From 2020, HSE213 will be offered in Trimester 2 only.*

## Assessment

- Assessment task 1: Design of a children's physical activity promotion program – PART A (Outline) 10%
- Assessment task 2: Design of a children's physical activity promotion program – PART B (Full report) 40%
- Assessment task 3: Seminar review tasks 20%
- Assessment task 4: Practical delivery of a physical activity session 30%

## HSE301 – Exercise Prescription for Fitness and Health

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Samantha Hoffmann*

*Cohort rule: Only available to students enrolled in H315, H343, D324, D394, E377, M320, H300, H300CR, H300DA, H300WE, D368, D391 or S323 students completing the Exercise Science major sequence (MJ-H000016) or minor sequence (MN-H000016) or Nutrition and Exercise Science major sequence (MJ-H000026). Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Campus contact: Burwood (Melbourne): Matt Clarkson*

*Prerequisite: One of HSE103 or HSE201 or HSN211*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*



*Scheduled learning activities – campus: 1 x 1 hour seminar each week; 1 x 2 hour practical laboratory each week.*

*Scheduled learning activities – cloud (online): ^1 x 1 hour online learning activities each week; 2 days of practical work at Burwood (Melbourne), scheduled on weekends during trimester.*

*In-person attendance requirements: ^There are significant campus requirements for Cloud (online) students.*

## Content

This unit is designed to enable students to understand and apply the basic requirements of health and fitness testing, exercise prescription, instruction, supervision and communication for the general population. This unit will be taught via a modified team-based learning model, and students will be responsible for delivering health and fitness tests and training programs of their own design to their peers.

## Assessment

- Assessment task 1: Online quizzes 20%
- Assessment task 2: Individual and Team Based Learning (TBL) tasks 30%
- Assessment task 3: Minor practical assessment (video submission) 20%
- Assessment task 4: Major practical examination (30 minutes) 30%

## Hurdle requirement

Passing the major practical Assessment

# HSE302 – Exercise Programming

## Enrolment modes:

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online) – with significant campus requirements*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online) – with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Samantha Hoffmann*

*Trimester 2 Unit Chair: Samantha Hoffmann*

*Cohort rule: Trimester 1: Only available to students enrolled in D333, and the new course versions of H343 and D394 (H343.4 and D394.2).*

*Trimester 2: Only available to students enrolled in D368 and M320, H300 and D391 students who are undertaking the Exercise Science major, and students enrolled in previous course versions of H343 and D394 (H343.3 or prior and D394.1).*

*Note: H343 and D394 students enrolled in previous course versions (H343.3 or prior and D394.1), and students enrolled in H300, D391, M320 and D368 are not required to undertake the 80 hours exercise prescription placement, as this requirement is not part of these course's rules.*

*Campus contact: Burwood (Melbourne): Matt Clarkson*

*Prerequisite: HSE103 or HSE301*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Only D333, and H343 and D394 students enrolled in the new course versions (H343.4 and D394.2) will need to complete an 80-hour placement in exercise assessment, prescription, and delivery at a host organisation approved by the unit team.*

*T1 offering: 7 x online modules across the trimester (2–3 hours each), 7 x 2 hour seminars across the trimester, and 8 x 2 hour practicals across the trimester.*

*T2 offering: 8 x online modules across the trimester (2–3 hours each), 11 x 2 hour seminars across the trimester, 11 x 2 hour practicals across the trimester.*

*Scheduled learning activities – cloud (online):*

*T1 offering: 7 x online modules across the trimester (2–3 hours each), 7 x online collaborative tasks across the trimester, and 1 x 2-day compulsory practical workshop at the Melbourne (Burwood) campus.*

*T2 offering: 8 x online modules across the trimester (2–3 hours each), 11 x online collaborative tasks across the trimester, 3 x full-day compulsory practical workshops across the trimester*

## Content

This unit is designed to advance students' knowledge and application of the principles of exercise prescription, exercise instruction and communication, with an emphasis on individualised, client-specific considerations, such as common musculoskeletal injuries, pregnancy and post-partum, children and older adults. Students enrolled in D333, and the new course versions of H343 and D394 (H343.4 and D394.2) will also complete an 80 hour placement at a pre-approved host organisation, facilitated by the unit team.

*Note: If you are unsure which trimester you should be enrolling into this unit, please seek advice from Student Adviser by emailing [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au) or call 9251 7777 if you have any questions.*



*Note for all D333, H343.4 and D394.2 students enrolling into this unit: You must complete your placement hours by 30 September of the year enrolled in the unit unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by this date, please email the School of Exercise and Nutrition Sciences Professional Placement Office at [ens-placements@deakin.edu.au](mailto:ens-placements@deakin.edu.au) as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

### Trimester 1

- Assessment task 1a: 1 x online Multiple Choice Question (MCQ) test 15%
- Assessment task 1b: 1 x short answer test 25%
- Assessment task 2: Group training session (15 minutes) 20%
- Assessment task 3: Peer assessment of training session (500 words) 10%
- Assessment task 4: Practical examination (20 minutes) 30%

### Trimester 2

- Assessment task 1a: 3 x online Multiple Choice Question (MCQ) test 15%
- Assessment task 1b: 3 x short answer test 30%
- Assessment task 2: Group training session (15 minutes) 20%
- Assessment task 3: Peer assessment of training session (500 words) 10%
- Assessment task 4: Practical examination (20 minutes) 25%

## Hurdle requirement

### Trimester 1

- Assessment task 4: Practical examination
- Placement Host Supervisor Report and Approved Logbook: Ungraded Pass/Fail

### Trimester 2

- Assessment task 4: Practical examination

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HSE303 – Exercise Metabolism

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kirsten Howlett*

*Cohort rule: Only available to students enrolled in H343, D324, D394 or S323 students completing the Nutrition and Exercise Science major (MJ-H000026) or H315 students completing the Exercise Physiology major sequence (MJ-H000029). Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply. Campus contact: Burwood (Melbourne): Glenn Wadley*

*Prerequisite: HSE201*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 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)*

## 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

- Assessment task 1: Individual and Team Based Learning (TBL) tasks 35%
- Assessment task 2: Laboratory Research Project 1 – Individual (400 words) 10%
- Assessment task 3: Laboratory Research Project 2 – Team (2000 words) 25%
- Assessment task 4: Examination (1.5 hours) 30%

## HSE304 – Physiology of Sport Performance

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rachel Duckham*

*Cohort rule: Only available to students enrolled in H343, D324, D394, S302 OR S323 students completing the Nutrition and Exercise Science major (MJ-H000026) or H315 students completing the Exercise Physiology major sequence (MJ-H000029). Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply. Campus contact: Waurn Ponds (Geelong): Chris Young*

*Prerequisite: HSE201*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class recordings (delivered online) and 1 x 2 hour practical per week*

## 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

- Assessment task 1: Two laboratory reports (three pages per report) 15%
- Assessment task 2: Group assignment – research project (3000 words in total from the group) 30%
- Assessment task 3: Fact sheet (2 pages) 15%
- Assessment task 4: Examination (2 hours) 40%

## HSE305 – Issues in Sport Coaching

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Julia Walsh*

*Campus contact: Waurn Ponds (Geelong): Fraser Carson*

*Prerequisite: HSE204 or HSE205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week, 1 x 1 hour online seminar per week*

## 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

- Assessment task 1: A literature review that addresses a current issue in sports coaching or in sports science (2000 words) 50%
- Assessment task 2: Group (3 students) assignment to design, develop, and present an educational resource(s) to address one major sport issue for athletes, coaches or sport scientists (6000 words per group) 50%

## HSE309 – Behavioural Aspects of Sport and Exercise

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Luana Main*

*Trimester 2 Unit Chair: Luana Main*

*Campus contact:*

*Trimester 1: Waurn Ponds (Geelong): Fraser Carson*

*Trimester 2: Burwood (Melbourne): Luana Main*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 11 x 1 hour classes, 11 x 1 hour modularised classes delivered online, 11 x 1 hour seminars*

*Scheduled learning activities – cloud (online): 11 x 1 hour classes (recordings provided), 11 x 1 hour modularised classes delivered online, and 5 x 1 hour seminars conducted online. Off campus students also receive access to 11 pre-planned learning activities/tasks related to the on campus seminars.*

## 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. Although directly related to sport performance, the unit would be useful to students interested in other performance domains.

*Note: This unit will be offered for the last time in Trimester 1 in 2019. From 2020, the unit will be offered in Trimester 2 only.*

## Assessment

### Trimester 1

- Assessment task 1: 4 x Study-area online-quizzes (5% each) 20%
- Assessment task 2: Practical report (2000 words) 40%
- Assessment task 3: Examination (2 hours) 40%

### Trimester 2

- Assessment task 1: Written Psychological skills training program (1400 words) 30%
- Assessment task 2: Simulated client case study (1400 words) 40%
- Assessment task 3: Examination (90 minutes) 30%

# HSE311 – Applied Sports Science 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dan Dwyer*

*Cohort rule: Only available to students enrolled in H343, D324, D394, E377, S302 and S307. Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Campus contact: Waurin Ponds (Geelong): Aaron Fox*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010 and one of HSE201, HSE202, HSE203, HSE204*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week, 1 x 1 hour seminar on alternate weeks*

## 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 improve human performance in sport and physical activity. The approach taken in the unit is to translate theory (presented through classes and readings) into practice (achieved in practical laboratories, seminars and assessments). As such, students will utilise and develop a range of applied skills and strategies that are relevant to becoming practitioners in exercise and sports science, teaching and coaching. The content will focus primarily on the application of sport science within individual sports, with a particular emphasis given to athletics 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 utilised. Following successful completion of all assessment items, students will be eligible for their Level 1 Athletics Coaching Accreditation with Athletics Australia.

## Assessment

- Assessment task 1: Coaching skills assessment 20%
- Assessment task 2: Performance analysis assignment (~750 words and video) 20%
- Assessment task 3: Applied Sport Science assignment (~750 words and oral presentation) 20%
- Assessment task 4: Final examination (2 hours) 40%

## Prescribed texts

Athletics Australia Level 1 Course resource pack.

## HSE312 – Exercise and Sports Science Practicum

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cara Walker*

*Cohort rule: This unit is only available to students enrolled in H343 Bachelor of Exercise and Sport Science and D394 Bachelor of Exercise and Sport Science/ Bachelor of Business (Sport Management) and D333 Bachelor of Exercise and Sport Science/Bachelor Nutrition Science.*

*Campus contact: Burwood (Melbourne): Cara Walker  
Waurin Ponds (Geelong): Kris Hinck*

*Prerequisite: For students who commenced their course before 2018 OR enrolled in the previous version of course structure H343 (Version 1, 2 or 3) or D394 (Version 1):*

*Must have passed all of HBS109, HBS110, HSE101, HSE102, HSE103, HSE104, HSE201, HSE202, HSE203, HSE204; OR must have passed all of HBS109, HSE101, HSE102, HSE103, HSE104, HSE111, HSE201, HSE202, HSE204.*

*For students who commenced their course in or after 2018 or enrolled in the new course structure H343 (Version 4) or D394 (Version 2):*

*Must have passed all of HBS109, HSE102, HSE103, HSE104, HSE111, HSE113, HSE201, HSE202, HSE204, HSE208.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week (first six weeks of trimester only), 1 x 1 hour seminar per week (weeks 8 to 11 only).*

### 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.

*Note: If you are undertaking more than one unit which has a placement component, please note that the placement organisations have to be different for different placement units. For eg. if you are undertaking HSE312 and HSE321 Sport Coaching and Development Practicum, you will need to find two different organisations to undertake the two placements.*

*Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office at [ens-placements@deakin.edu.au](mailto:ens-placements@deakin.edu.au) as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

### Assessment

- Assessment task 1: Project proposal (400 words) 10%
- Assessment task 2: Job application (600 words plus appendix) 25%
- Assessment task 3: Interview (7.5 minutes) 15%
- Assessment task 4: Student evaluation of their practicum experience (1800 words) 30%
- Assessment task 5: Host supervisor's report 20%

### Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.



## HSE313 – Children’s Physical Activity and Sport

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong), Cloud (online) with considerable campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jill Hnatiuk*

*Campus contact: Warrnambool (Geelong): Sarah Costigan  
Burwood (Melbourne): Megan Teychenne  
Warrnambool: TBA*

*Prerequisite: HSE203*

*Corequisite: Nil*

*Incompatible with: HSE213*

*Scheduled learning activities – campus: 2 hour face-to-face seminar each week and weekly self-directed online learning. Students must attend a one day intensive practical session at the Burwood campus on a weekend (date TBC)*

*Scheduled learning activities – cloud (online):  
Weekly self-directed learning experiences online via CloudDeakin. Students must attend a one day intensive practical session at the Burwood campus on a weekend (date TBC)*

### Content

The aim of this unit is to enable students to develop an understanding of the nature of children’s physical activity and sport participation and the influences on these behaviours in a variety of contexts. Topics covered include: an introduction to children’s physical activity and sport in relation to health, physiology and behaviour; determinants and correlates of children’s physical activity and sport; and the promotion of physical activity and sport in several settings. Seminar/practical sessions address the application of the class material in a practical context for promoting physical activity and sport to a group of children.

*Note: This unit will be offered for the last time in Trimester 1 2019.*

### Assessment

- Assessment task 1: Design of a children’s physical activity promotion program – PART A (Outline) 10%
- Assessment task 2: Design of a children’s physical activity promotion program – PART B (Full report) 40%
- Assessment task 3: Seminar review tasks 20%
- Assessment task 4: Practical delivery of a physical activity session 30%

## HSE314 – Applied Sports Science 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amelia Carr*

*Cohort rule: Only available to students enrolled in H343, D394, E377, S302 and S307. Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.  
Campus contact: Burwood (Melbourne): Amelia Carr  
Warrnambool (Geelong): Chris Young*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010 and any one of HSE201, HSE202, HSE203 or HSE204  
Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 2 hour practical, plus cloud (online) seminar tasks equivalent to 1 hour per week*

### 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 classes and readings) into practice (achieved in practical laboratories 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 various examples given as to how this can be successfully achieved. The use of technologies to plan, assess and monitor in-field performance will also be utilised (e.g. hardware such as GPS and heart rate monitors and software applications designed to code video, periodise the annual plan and monitor athlete wellness).

### Assessment

- Assessment task 1: Practical report (Fitness testing) 20%
- Assessment task 2: Group presentation and lesson plan 20%
- Assessment task 3: Practical report (Performance analysis) 20%
- Assessment task 4: Practical examination. Students are required to demonstrate competence in the conduct of fitness testing
- Assessment task 5: Final examination (2 hours) 40%

### Hurdle requirement

Must pass Assessment task 4



## HSE316 – Physical Activity and Population Health

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shannon Sahlqvist*

*Trimester 2 Unit Chair: Jill Hnatiuk*

*Campus contact: Burwood (Melbourne): Jill Hnatiuk*

*Warrnambool: Shannon Sahlqvist*

*Prerequisite: HSE111 or HSE203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Recommended: HSE212*

*Scheduled learning activities – campus: 12 x 2 hour seminars over the course of the trimester*

### Content

HSE316 explores the benefits of physical activity from an epidemiological perspective. Students apply critical thinking skills to understand the roles physical activity and sedentary behaviour (e.g., sitting) play in preventing chronic disease. Contemporary issues are explored, in particular in relation to promoting physical activity. This unit is taught over a series of interactive seminars.

*Note: This unit will be offered for the last time in Trimester 2 in 2019 and will be offered only in Trimester 1 from 2020 onwards.*

### Assessment

- Assessment task 1: Individual assignment (1500 words) 40%
- Assessment task 2: Individual oral presentation (6 minutes) and written reflection (600 words) 35%
- Assessment task 3: Seminar learning activities 25%

## HSE320 – Exercise in Health and Disease

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Robin Daly*

*Cohort rule: Only available to students enrolled in H343, D394 OR S323 students completing the Nutrition and Exercise Science major (MJ-H000026) or H315 students completing the Exercise Physiology major sequence (MJ-H000029). Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply. Campus contact: Waurn Ponds (Geelong): Kirsten Howlett*

*Prerequisite: HSE301 or HSE302*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week via CloudDeakin, 1 x 2 hour seminar in alternate weeks, 1 x 2 hour practical in alternate weeks*

### 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 classes and seminars.

### Assessment

- Assessment task 1: Multiple choice (2 x 15-minute online exams) 10%
- Assessment task 2: Oral presentation (15 minutes) 20%
- Assessment task 3: Written report (2000 words) 20%
- Assessment task 4: Practical exam 10%
- Assessment task 5: Examination (90 minutes) 40%

### Recommended texts

ACSM's Guidelines for Exercise Testing and Prescription (2013) Ninth Edition. Lippincott Williams & Wilkins, USA, Philadelphia

# HSE321 – Sport Coaching and Development Practicum

Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong)

Credit point(s): 1

EFTSL value: 0.125

Trimester 2 Unit Chair: Fraser Carson

Campus contact: Burwood (Melbourne): Cara Walker

Prerequisite: HSE205

Corequisite: Nil

Incompatible with: HSE306

Scheduled learning activities – campus: 1 x 1 hour seminar per week

## Content

In weekly seminars (small groups) topics relevant to the practicum placements will be discussed to ensure constant monitoring and support for students throughout their practicum experience. Students also participate in personal career planning seminars that includes resume development, developing a job application, and an online profile.

Note:

- If you are undertaking more than one unit which has a placement component, please note that the placement organisations have to be different for different placement units. For eg. if you are undertaking HSE321 and HSE312 Exercise and Sports Science Practicum, you will need to find two different organisations to undertake the two placements.
- Students are required to find a coaching/sport administration placement position for themselves.

The student is required to research the type of coaching/sport administration placement opportunities they are interested in and contact the organisation/s themselves to seek the availability of a placement position with them.

*Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office at [ens-placements@deakin.edu.au](mailto:ens-placements@deakin.edu.au) as soon as possible.*

*Note for International Students Only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Project proposal (400 words) 10%
- Assessment task 2: Job application, (1000 words plus appendix) 25%
- Assessment task 3: Interview (7.5 minutes) 15%
- Assessment task 4: Student submission of work journal and evaluation of their practicum experience (2000 words) 40%
- Assessment task 5: Host supervisor's report 10%

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HSE323 – Clinical and Sport Biomechanics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jason Bonacci*

*Cohort rule: Only available to students enrolled in H343, D324, D394, D333, S302 and S307. Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply. Campus contact: Burwood (Melbourne): Liz Bradshaw*

*Prerequisite: HSE202*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 11 x 2 hour laboratories per trimester*

### 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

- Assessment task 1: Mid trimester test (50 minutes) 25%
- Assessment task 2: Laboratory project part A (2000 words) 35%
- Assessment task 3: Laboratory project part B (15 minute group presentation) 10%
- Assessment task 4: Examination (1.5 hours) 30%

### Prescribed texts

Hall, S.J. (2006). Basic biomechanics. (5th ed.). Boston: McGraw-Hill. (612.76 HAL)

## HSE329 – Advanced Anatomy for Exercise Scientists

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jason Bonacci*

*Cohort rule: This unit is only available to students enrolled in H343 Bachelor of Exercise and Sport Science*

*Prerequisite: HBS109, HSE102, HSE103*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour workshop/practical each week, 2 x 1 hour online learning modules/activities each week.*

### Content

This unit provides students with an advanced understanding of musculoskeletal anatomy in relation to exercise. A key focus of the unit will be on the application of musculoskeletal and neurological anatomy to exercise prescription. A detailed analysis of the anatomical, biomechanical and neuromuscular basis of strength based exercise will be explored. The application of anatomical knowledge will be analysed in the context of sport, pathology and injury.

*Note: New unit 2019*

### Assessment

- Assessment task 1: Theoretical examination – Individual (60 minutes) 30%
- Assessment task 2: 3 x Case study analyses – Group presentation (3 x 10 minutes) 30%
- Assessment task 3: Practical examination – Individual (15 minutes) 40%

## HSE330 – Nutrition for Exercise Scientists

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dominique Condo*

*Prerequisite: HSE201*

*Corequisite: HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This unit is comprised of 4 modules. Each module consists of online learning experiences and assessment through CloudDeakin with a commitment of approximately 6 to 8 hours per week. Online content is accompanied by 2 hour on campus workshops each week.*

*Scheduled learning activities – cloud (online): 1 x 2 hour seminar per week (online via Blackboard Collaborate)*

### Content

In this unit students will gain the knowledge and skills to provide nutritional advice to healthy clients. It will cover nutritional recommendations and methods for dietary assessment and analysis. The scope of practice for an exercise scientist around the nutritional advice provided and identifying inappropriate dietary behaviours will be considered, including appropriate referral pathways. Students will gain knowledge in the food and fluid requirements and application of nutritional supplements for exercise preparation, exercise performance and exercise recovery within various sporting activities.

### Assessment

- Assessment task 1: 4 x Online tests (15 minutes each, 4 x 5%) Total 20%
- Assessment task 2: 3 x Dietary assessment and feedback reports (1600 words, 40%) with two presented via a mini-oral (5% each) Total 50%
- Assessment task 3: Examination (90 minutes, 1500 words) 30%

## HSE331 – Advanced Strength and Conditioning

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Matt Clarkson*

*Cohort rule: This unit is only available to students enrolled in H343 – Bachelor of Exercise and Sport Science*

*Campus contact: Kris Hinck*

*Prerequisite: HSE103, HSE302*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour practical class each week, 1 x 2 hour seminar each fortnight, alternating with 1 x 2 hour TBL/Class each fortnight.*

### Content

This unit is designed to equip graduates to work as exercise professionals particularly in strength and conditioning at sub-elite to high level sport. With a significant emphasis on practical aspects of Strength and Conditioning, students will apply their knowledge and skill sets to the athletic context for improving sport and human performance. As an advanced unit in the Strength and Conditioning students will be challenged to make connections with previously learned materials from other units and contribute to team-based learning experiences and coaching sessions. Students will be assessed in a practical setting requiring them to demonstrate an ability to assess, interpret, prescribe and coach through assessment tasks.

### Assessment

- Assessment task 1: Individual – 5 x MCQ Online tests (5 x 4%) Total 20%
- Assessment task 2: Group – 5 x TBL Case studies (5 x 3%) Total 15%
- Assessment task 3: Group – Written assignment (2000 words) 50%
- Assessment task 4: Individual – Practical examination (30 minutes) 15%

## HSE332 – Global Perspectives in Physical Activity and Exercise for Health

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shannon Sahlqvist*

*Campus contact: Burwood (Melbourne): Jill Hnatiuk*

*Prerequisite: HSE111 and HSE212*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 modules delivered online, plus 4 x 3 hour seminar over the trimester.*

*Scheduled learning activities – cloud (online): 5 modules delivered online, 2 x 90 minute Blackboard collaborate sessions, 1 day seminar scheduled in Geelong on a weekend during trimester.*

### Content

This unit provides students with the opportunity to learn about the context of physical activity and exercise for health from an international perspective and is designed to enhance their understanding of cross-cultural aspects of physical activity and exercise for health. The unit will begin by exploring physical activity participation and promotion within the Australian context including in underserved, minority groups. The unit will then explore physical activity participation and promotion in other high, as well as low and middle, income countries. Using specific examples, students will learn about the challenges and opportunities different countries face in promoting physical activity and compare and contrast individual, social, environmental and policy influences of physical activity across these countries. Students will be required to reflect on their, and others, viewpoints and foster capacity building to solve global problems relevant to physical activity and health.

### Assessment

- Assessment task 1: Written stakeholder report (2000 words) 50%
- Assessment task 2: Seminar learning activities conducted online (4 x 20 minutes) 30%
- Assessment task 3: Written reflection on knowledge and skills gained in undertaking units in the major (500 words) 20%

## HSE360 – International Perspectives On Exercise and Sports Science

*Offering information: Only available in Trimester 3 2019 for students enrolled in H343, D394, or D333. Students enrolled in D394 and D333 must complete this unit as an extra in their current workload. Will be available for all other students in 2020.*

*Enrolment modes: Trimester 3: Study tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Will Vickery*

*Cohort rule: For Trimester 3 2019 only available to students enrolled in H343, D394, or D333. At other times, this unit is available to students enrolled in:*

- H343 Bachelor of Exercise and Sport Science
- D394 Bachelor of Exercise and Sport Science/ Bachelor of Business (Sport Management)
- H300 Bachelor of Health Sciences (Exercise Science Major sequence)
- M320 Bachelor of Sport Development
- D391 Bachelor of Arts/Bachelor of Health Sciences (Exercise Science Minor sequence)

*Prerequisite: This unit is completed as an elective in Trimester 3 2019. For T3 2019, students will have completed 16 credit points prior to enrolling. H343 students must include this as one of their electives in T3. D394 and D333 students must complete this as an extra unit on top of their current workload. Completion of a minimum of 6 credit points (Level 1–3) will be required for selection and enrolment in the study tour. Students (approximately 20) will be selected by the unit team based on a formal application and interview process.*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Study tour – 3 x 1 full day seminars, study tour of approximately two weeks.*

### Content

This unit provides students with the opportunity to learn about exercise and sport science from an international perspective and will be conducted in the form of a study tour of a pre-determined international destination(s). The study tour will be comprised of a range of activities, site visits and experiences designed to link students with experts from academic and industry sectors relating to the different disciplines of exercise and sport science in an international environment.



Students will have the opportunity to deepen their understanding of current practice in the major disciplines of sport and exercise science including Applied Sports Science, Strength and Conditioning, Coaching, Physical Activity and Exercise, Exercise Physiology and Sports Development from an international perspective. Students will gain an appreciation of the similarities and differences between Australia and the host destination(s). Students will also reflect on their own values, approaches and career ambitions in relation to the disciplines of exercise and sport science and have the opportunity to network and grow international industrial and academic contacts.

*Note: Students should be aware that study tour costs (travel, accommodation etc) must be covered by the student, in addition to normal unit fees.*

Limited places are available. The selection process includes a written application and personal interview. More information about the study tour program will be available to students closer to unit enrolment. Students are strongly advised to consult with their student advisers first before applying, to ensure they have elective space in their course to undertake this unit.

This unit is being offered in alternate even years, e.g. T3 2020, T3 2022 etc.

### Assessment

- Assessment task 1: (a) Pre-tour oral presentation 15%, (b) Pre-tour report (500 words) 10% – Total 25%
- Assessment task 2: (a) Portfolio Diary 15% (b) Reflective Blog 10% – Total 25%
- Assessment task 3: Briefing and executive summary 50%

## HSE401 – Developing Research Skills

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Lukar Thornton*

*Cohort rule: Only available to students enrolled in Faculty of Health Honours courses*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSH401*

*Scheduled learning activities – campus: 3 x 2 hour classes. As each project will vary, contact hours for the literature review and research proposal are negotiable between the supervisor and the student.*

## 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

- Assessment task 1: Oral presentation (15 minutes) 20%
- Assessment task 2: Literature review (6000 words) 60%
- Assessment task 3: Research proposal (1000 words) 20%

### Hurdle requirement

Submission of a research plan (1000 words) is hurdle requirement for the unit

## HSE402 – Honours Research Project

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 2 Unit Chair: Lukar Thornton*

*Cohort rule: Only available to students enrolled in Faculty of Health Honours courses*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSH402*

*Scheduled learning activities – campus: Negotiable between supervisor and student*

## 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

- Assessment task 1: Thesis (12,000 words) 100%
- Assessment task 2: Final oral presentation is a Hurdle requirement

### Hurdle requirement

Final oral presentation is a hurdle requirement.

## HSE702 – Exercise Physiology for Neurological and Neuromuscular Disease

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Niamh Mundell*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: Nil*

*Corequisite: HSE070*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 2 hour seminar for 2 weeks and 1 x 2 hour clinical practicum for 9 weeks per trimester*

### 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

- Assessment task 1: Mid-trimester test (40 minutes) 20%
- Assessment task 2: Group tasks for client management 20%
- Assessment task 3: Literature review (1500 words) 30%
- Assessment task 4: End of trimester test (60 minutes) 30%

## HSE703 – Mental Health and Exercise Behaviour

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Niamh Mundell*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSE070*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week – total 11 weeks*

### Content

This unit examines the theory and practice of exercise behaviour change, the pathophysiology of common mental illnesses, and the practical aspects of working with people with mental illness. Students in this unit will develop a basic understanding of the theory and practice of counselling and coaching clients with pain, mental illness, 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. Topics in this unit include counselling and life-skills coaching, coping with chronic disease and injury, anxiety and depression, self-confidence, goal setting and transitions.

### Assessment

- Assessment task 1: Quiz x 3 (20 minutes each) 15%
- Assessment task 2: Mid-trimester test (1 hour) 30%
- Assessment task 3: Video client interview 20%
- Assessment task 4: Literature review (2000 words) 35%

## HSE704 – Exercise Physiology for Metabolic Disease

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Steve Fraser*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week – total 11 weeks, 11 x 2 hour clinical practicals, 11 x 1 hour Seminar B per trimester*

### Content

This unit provides students with the knowledge and skills to work effectively with patients with metabolic conditions and cancer in order to provide clinical services such as assessment of exercise capacity and prescription of exercise. Students will explore the pathophysiology underlying metabolic disease and cancer, determine objective assessments, interpret clinical data and referrals and prescribe safe and appropriate exercise for patients with various aspects of metabolic disease or cancer.

### Assessment

- Assessment task 1: Weekly quizzes (15 minutes each week for 10 weeks) 40%
- Assessment task 2: Clinical Examination (1 hour) 20% (Hurdle requirement)
- Assessment task 3: Program overview, client report, and individual reflective piece (2500 words) 40%

## HSE705 – Exercise Physiology for Cardiopulmonary Disease

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Louise Conway*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week – total 11 weeks, 9 x 2 hour laboratories, 2 x 2 hour seminars per trimester*

### Content

This unit provides a thorough examination of the pathophysiological aspects, diagnosis and medical regimens and lifestyle management for a range of cardiopulmonary diseases. Through both theoretical and practical experiences, students develop their knowledge and skills to work effectively with patients with cardiopulmonary pathologies. This will enable students to provide clinical exercise services such as assessment of exercise capacity and individualised exercise prescription for clientele with cardiopulmonary pathologies.

### Assessment

- Assessment task 1: Quizzes x 10 (15 minutes each week) 50%
- Assessment task 2: Case study written report (1000 words) plus brief literature review (2000 words) 25%
- Assessment task 3: Clinical Examination (45 minutes) 25% (hurdle requirement)

## HSE706 – Research in Clinical Exercise Physiology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Saunders*

*Cohort rule: This unit is only available to students enrolled in H743 – Master of Clinical Exercise Physiology*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week – total 11 weeks, 11 x 2 hour seminars per trimester*

### Content

This unit develops students' professional practice relating to the use of research skills to better inform clinical reasoning. Students will plan and execute a research-based project that will integrate and apply knowledge from a range of contexts developed during the course. Upon completion of this unit, students will be well placed to critically analyse, reflect on and synthesise scientific research to better inform clinical reasoning within the research and clinical environments.

### Assessment

- Assessment task 1: Team based research project (2000 words) 40%
- Assessment task 2: Individual Clinical program proposal OR Research proposal (2500 words) 50%
- Assessment task 3: MCEP Conference presentation 10%

## HSE707 – Exercise Physiology for Musculoskeletal Injury and Disease

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Clint Miller*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSE070*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1x 2 hour class, 1 x 2 hour laboratory per week – total 11 weeks per trimester*

### 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. Students will gain practical experience and skills required to implement this knowledge in a clinical setting for the holistic exercise management of the musculoskeletal compromised client.

### Assessment

- Assessment task 1: Quizzes x 10 (15 minutes each week) 50%
- Assessment task 2: Written case study assignment on musculoskeletal pathology (2000 words) 20%
- Assessment task 3: Clinical Examination (40 minutes) 30% (Hurdle requirement)

## HSE709 – Exercise Physiology Across the Lifespan

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Clint Miller*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: HSE711 and HSE712*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week – total 11 weeks, 11 x 2 hour laboratories per trimester*

### Content

This unit will apply and further develop foundation knowledge of clinical exercise testing and prescription for unique and emerging population groups in AEP practice. The aim of this unit is to develop the skills and knowledge required to adapt clinical practice approaches in the occupational environment, and additionally, the use of clinical exercise in a range of conditions experienced throughout remaining key life stages which include paediatrics, pregnancy, menopause, arthritis, osteoporosis, sarcopenia, and geriatrics. This unit aims to provide students with a theoretical knowledge of these key areas, and an opportunity to apply this knowledge and competently in AEP practice.

### Assessment

- Assessment task 1: Weekly in class quizzes (15–20 minutes each) 40%
- Assessment task 2: Group assignment: Solving clinical challenges using innovative approaches (3000–3500 words) 30%
- Assessment task 3: Develop a comprehensive program manual on targeted pathology (2500 words) 30%

## HSE711 – Pre Clinical Practice 1

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Saunders*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: Nil*

*Corequisite: HSE070, HSE705 and HSE707*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 2 hour laboratory per week – total 11 weeks*

### 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

- Assessment task 1: Written report (800 words) 10%
- Assessment task 2: Written assignment (1200 words) 30%
- Assessment task 3: Practical examination (20 minutes) 30%
- Assessment task 4: Examination (1.5 hours) 30%

### Hurdle requirement

Must pass Assessment task 3



## HSE712 – Pre Clinical Practice 2

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Louise Conway*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: HSE711*

*Corequisite: HSE702 and HSE704*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 1 hour seminar, 1 x 2 hour laboratory per week – total 11 weeks*

### 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

- Assessment task 1: Written assignment (2000 words) 40%
- Assessment task 2: Examination (1.5 hours) 30%
- Assessment task 3: Presentation (45 minutes) 30%

### Hurdle requirement

Must pass Assessment task 3

## HSE714 – Clinical Practicum 1

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rebecca Turnbull*

*Trimester 3 Unit Chair: Rebecca Turnbull*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: All of HSE703, HSE705, HSE707 and HSE711*

*Corequisite: All of HSE702, HSE704 HSE712*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar for 6 weeks per trimester. External practicum hours allocated via student practicum agreement – minimum 80 hours*

### Content

This unit will provide students with an opportunity to undertake a minimum of 80 hours of clinical exercise physiology practicum experience. Each student's practicum experience will be supervised by an Exercise and Sport Science Australia (ESSA) accredited Exercise Physiologist, or other qualified professional. These practicum 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.

*Note: Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

### Assessment

- Assessment task 1: Critical Analysis (1500 words) 40%
- Assessment task 2: Team Based Learning, Individual Readiness Assurance Test (iRAT) and Team Readiness Assurance Tests (tRAT) x 3 30%
- Assessment task 3: Job readiness (1200 words) 30%

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Travel commitment

Because of the need for professional practice at external sites, all students undertaking the course should be aware of the required need for travel to placement sites. The requirement to travel is very real and travel time up to 2 hours each way is considered normal. It is also likely that you will have to attend at least one rural placement during the course.

## HSE715 – Clinical Practicum 2

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Rebecca Turnbull*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: All of HSE702, HSE703, HSE704, HSE705, HSE707, HSE711, HSE712*

*Corequisite: HSE714*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No face to face campus contact hours. Deakin and External practicum hours allocated via student practicum agreement – minimum 140 hours.*

## 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.

*Note: Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Client Handover Plan (includes case conference video and peer review x 2) (1500 words) 40%
- Assessment task 2: Reflective piece on critical learning moment (1000 words) 30%
- Assessment task 3: Review of sample Cover Letter and Curriculum Vitae (1000 words) 30%

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Travel commitment

Because of the need for professional practice at external sites, all students undertaking the course should be aware of the required need for travel to placement sites. The requirement to travel is very real and travel time up to 2 hours each way is considered normal. It is also likely that you will have to attend at least one rural placement during the course.

## HSE717 – Clinical Practicum 3

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Turnbull*

*Trimester 3 Unit Chair: Rebecca Turnbull*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Prerequisite: HSE714 and HSE715*

*Corequisite: One of HSE706, HSE709, HSE715*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Contact hours: 6 x 2 hour seminars plus practicum experience*

## 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.

*Note: Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please*

*email the School of Exercise and Nutrition Sciences Professional Placement Office as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: LinkedIn Profile (500 words) 10%
- Assessment task 2: Mock Job Interview (20 minutes) 30%
- Assessment task 3: Objective Structured Clinical Examination (OSCE) (90 minutes) 60%

## Hurdle requirement

- Objective Structured Clinical Examination (OSCE) – as above
- Portfolio – collation of all relevant documentation required for ESSA EP accreditation

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Travel commitment

Because of the need for professional practice at external sites, all students undertaking the course should be aware of the required need for travel to placement sites. The requirement to travel is very real and travel time up to 2 hours each way is considered normal. It is also likely that you will have to attend at least one rural placement during the course.

## HSE720 – Athlete and Program Development in High Performance Sport

*Enrolment modes: Trimester 1: Cloud (online) with significant on campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kris Hinck*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit introduces students to principles of athlete development and performance management, including concepts related to athlete profiling and benchmarking, performance pathways, individualised support, coaching and training prescription, and athlete support services. The role of sport science and its respective disciplines will be evaluated in the context of what is required in a broad, holistic and integrated high performance program. Students will be challenged to develop their own sport science strategies and to identify the necessary components and processes required to implement a high performance program.

### Assessment

- Assessment task 1: Written assignment (approximately 1500 words) 30%
- Assessment task 2: Portfolio of unit tasks 30%
- Assessment task 3: Written assignment (approximately 1500 words) and oral presentation 40%

## HSE721 – High Performance Management in Sport

*Enrolment modes: Trimester 3: Cloud (online) significant on campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Kris Hinck*

*Cohort rule: This unit is only available to students enrolled in H707 Master of Applied Sport Science*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities plus a 5 day scheduled on-campus intensive in Geelong.*

### Content

This unit provides students with an understanding of what is required to work in a high performance environment and the necessary skills essential for individual, program and team success. Foundation content will focus on ways of learning, thinking, behaving and influencing. Principles of high performance sport will be considered along with concepts related to working within multi- and inter-disciplinary teams, role clarity, culture development, evidence based decision-making, evaluation, continuous improvement, leadership and management. Case studies and problem based learning approaches will be used to allow students to understand and apply when, how and why sport science and their own personal contribution can have a performance impact. The knowledge and competencies of the sport scientist and high performance manager in sport, and how to become professionally accredited with Exercise and Sport Science Australia will also be addressed.

### Assessment

- Assessment task 1: Portfolio of unit tasks, 20%
- Assessment task 2: Written assignment (group project; ~2000 words each), 40%
- Assessment task 3: Written assignment (~2000 words), 40%

## HSE722 – The Scientific Process for Sports Scientists

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peter Kremer*

*Trimester 2 Unit Chair: Peter Kremer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

The scientific process is fundamental to sports scientists' everyday work practice. To investigate questions that are of interest to coaches, athletes; and managers; sport scientists continually conduct research by reviewing the scientific literature or designing tests and evaluations. In this unit, students will undertake learning activities that focus on each stage of this scientific process, using contexts and examples specific to sports science. Modules will be delivered in a flipped (online) classroom mode with both formative and summative assessment tasks. Students will be provided with learning materials (e.g., selected readings, narrated lectures, videos) prior to online activities where their knowledge can be formatively assessed and feedback (by the unit team and other students) can be provided. Summative assessments will challenge students' ability to apply their knowledge and communicate their understanding in an authentic manner for selected audiences, such as athletes, coaches, fellow sports scientists, or managers. The unit will also develop students' ability to use a variety of communication media common for sports scientists, such as brief written reports and oral presentations.

### Assessment

- Assessment task 1: Research paper critique and reflection (1500 words) 25%
- Assessment task 2: Literature review infographic 25%
- Assessment task 3: Written methodology, incorporating peer feedback (1800 words) 25%
- Assessment task 4: Narrated presentation, written reference section, and reflection (15 minute recorded presentation, plus 300 word written component) 25%

## Prescribed texts

Jones, I. (2015). Research methods for sport studies (3rd ed.). New York, NY: Routledge.

This book will be available via the Deakin library catalogue in time for the start of trimester.

## HSE723 – Data Analysis and Program Evaluation for Sports Scientists

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Peter Kremer*

*Prerequisite: HSE722*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

Accurate analysis of data is fundamental to sports scientists' everyday work practice. High performance managers and senior sports scientists are involved in evaluating existing sports science programs. In this unit, students will undertake learning activities that will develop and assess their ability to manage data; conduct analyses appropriate for data type and collection method; interpret their analyses and communicate the results to fellow sports scientists. Students will also learn how to evaluate an existing sports science program and communicate their results to a high-performance manager. Students will be provided with learning materials (e.g., selected readings, videos, existing sports science data sets) prior to online activities where their knowledge can be formatively assessed and feedback can be provided.

Summative assessments will challenge students' ability to apply their knowledge and communicate their understanding in authentic contexts to fellow sports scientists, coaches or high performance managers.

### Assessment

- Assessment task 1: Program evaluation (Qualitative) (1500 words) 35%
- Assessment task 2: Statistical package comparison (750 words) 10%
- Assessment task 3: Quantitative case study (1000 words) 20%
- Assessment task 4: Program evaluation (Quantitative) (1500 words) 35%



## HSE724 – Strength and Conditioning Methods for Athletes

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Liv Knowles*

*Prerequisite: Nil*

*Corequisite: HSE070*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit will provide students with the theoretical principles and practical skills required to physically prepare athletes for competition. This unit will include implementing methods for developing anatomical (neural) adaptation, muscular hypertrophy, strength and power in addition to aerobic and anaerobic power. Specific methods will include speed and agility, plyometrics, weightlifting and power lifting movement variations, methods specific for optimising strength and power, and interval training. Additionally, this unit will examine methods of periodising and tapering training as part of a long-term training development program. On completion of this unit, students will be able to make evidence-based decisions regarding an array of factors involved in delivering a highly effective conditioning program in their professional practice. Performing weightlifting and power lifting movements will be part of this unit. Components of this unit are included to address some of the requirements for accreditation with the Australian Strength and Conditioning Association (ASCA).

*Note: ^Students enrol in Cloud (online) however there are significant on campus requirements.*

*Students enrolled in this unit will also be required to attend on campus activities delivered as a one-week intensive workshop on the Waurin Ponds Campus, running 28 May 28 to 1 June inclusive.*

### Assessment

- Assessment task 1: Periodised Annual Plan, Part 1: team introduction and overview (800 words) 10%
- Assessment task 2: Periodised Annual Plan, Part 2: program body + justification (~20 tables and figures + 1500 words) 30%
- Assessment task 3: Practical skills performance (intensive) 20%
- Assessment task 4: Learning module portfolio (2500 words) 40%

### Hurdle requirement

Attendance at a 1 week on campus intensive at Waurin Ponds (Geelong) scheduled towards end of trimester.

## HSE725 – Factors Influencing Training Design for Sport

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Eric Drinkwater*

*Prerequisite: Nil*

*Corequisite: HSE070*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

There are many factors that influence the design of an athlete's training plan. This unit will address the wide range of factors that a coach needs to consider. Topics will include nutrition and recovery strategies, understanding the rehabilitation process of an injured athlete, fitness testing, legal and ethical issues including supplement strategies that work within the Australian Sports Anti-Doping Authority (ASADA), and facility design. On completion of this unit, students will be able to use the evidence around an array of factors that must be considered in a conditioning program in their professional practice. Components of this unit are included to address some of the requirements for accreditation with the Australian Strength and Conditioning Association (ASCA).

*Note: ^Students enrol in Cloud (online) however there are significant on campus requirements.*

## Assessment

- Assessment task 1: Written assignment (1600 words) 15%
- Assessment task 2: Coaching session (20 minutes) and coaching notes 15%
- Assessment task 3: Oral coaching presentation (20 minutes) and presentation outlines 30%
- Assessment task 4: Learning module portfolio 40%

## Hurdle requirement

Attendance at a 1 week on campus intensive at Waurn Ponds (Geelong) scheduled towards end of trimester.

## Prescribed texts

Haff, G. G. and Triplett, N. T., Essentials of Strength Training and Conditioning, (Human Kinetics, 2016)

On completion of this unit, students will be able to complete an accurate notational analysis of a sport performance, interpret the results and create feedback that would be considered to be useful to a coach.

## Assessment

- Assessment task 1: Written assignment (1000 words) 15%
- Assessment task 2: Video recordings (2 x 5 minutes each) 10%
- Assessment task 3: Written assignment (1500 words) 25%
- Assessment task 4: Written assignment (2500 words) 50%

## Prescribed texts

Hughes and Franks, Essentials of Performance Analysis in Sport, (Routledge, 2nd edn. 2015)

This book is available electronically via the Deakin library catalogue.

# HSE726 – Sport Performance Analysis

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dan Dwyer*

*Trimester 3 Unit Chair: Dan Dwyer*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars.*

*Students are encouraged to attend and participate in practical classes at the Waurn Ponds campus on the scheduled day/s during the trimester intensive week.*

## Content

This unit introduces students to the fundamental knowledge and skills of a performance analyst. Students will learn about different types of performance analysis, the role of the performance analyst and the most important aspects of the performance analysis process. Students will be supported to acquire the essential practical skills related to the use of video technology and performance analysis software. Students will also learn how to identify indicators of performance and how to effectively provide feedback to athletes and coaches.

# HSE727 – Advanced Sport Performance Analysis

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lyndell Bruce*

*Prerequisite: HSE726*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This unit builds on the knowledge and skills taught in the introductory unit, HSE726 Sport Performance Analysis, by developing a deeper understanding of the Performance Analysis process. Students will learn how to interrogate databases of performance data, using data visualisation and statistical analysis methods. This unit also explores the technology and methods used for time-motion analysis and explores advances in Performance Analysis technology. Finally, students are provided with the opportunity to integrate all of their Performance Analysis knowledge in a capstone assessment, by designing a comprehensive plan for the implementation of a Performance Analysis service.

## Assessment

- Assessment task 1: Written assignment (1500 words) 30%
- Assessment task 2: Written assignment (1500 words) 30%
- Assessment task 3: Written assignment (2000 words) 40%

## Prescribed texts

Essentials of Performance Analysis in Sport, Hughes & Franks, 2nd Ed. 2015. Routledge.

Research Methods in Sport Performance Analysis, Peter O'Donoghue, 1st Ed. 2010, Routledge.

These books are available electronically via the Deakin library catalogue

Please note:

- 1) *HSE728 Applied Sport Science Project – Part 1 can be selected as a stand-alone unit; it is not essential to complete HSE729 Applied Sport Science Project – Part 2.*
- 2) *Whilst every effort will be made to align the project areas completed in HSE728 and HSE729, on occasion this may not be possible.*

## Assessment

- Assessment task 1: Literature Search Plan (approximately 5 pages) 20%
- Assessment task 2: Detailed literature review suitable for publication as a journal article (5000 words) 50%
- Assessment task 3: EITHER a brief research proposal OR brief 'recommendations for practitioners' (1500 words) 15%
- Assessment task 4: Ethics case study (1500 words) 15%

## HSE728 – Applied Sport Science Project – Part 1

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Brad Aisbett*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students will be invited to attend three, 1 hour online collaborative sessions across the trimester*

## Content

In Applied Sport Science Project – Part 1, students will develop and apply their research skills to a specific research area within applied sport science. Students will learn specific skills essential for conducting systematic review and meta-analyses. They will work with a supervisory team to produce a critical review of the literature that can be published in a journal relevant to their career path. Students will then complete EITHER a brief research proposal (for students interested in completing HSE729) OR brief recommendations for practitioners' (for students interested in completing HSE730). All students will be introduced to the ethical conduct of sport science research and practice.

## HSE729 – Applied Sport Science Project – Part 2

*Enrolment modes: Trimester 3: Cloud (online).*

*Students enrol in Cloud (online) however there are significant on campus requirements.*

*EFTSL value: 0.250*

*Trimester 3 Unit Chair: Dan Dwyer*

*Cohort rule: This unit is only available to students enrolled in H707 Master of Applied Sport Science*

*Prerequisite: HSE728*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This unit provides students with an opportunity to complete a research project that was designed in HSE728 Applied Sport Science Project – Part 1. Students will learn about the research process by; implementing good project management practices, presenting their proposal and implementing feedback, obtaining ethical approval (where required), collecting data (where required) and communicating their results, analysis and conclusions in a standard scientific form of communication. Students will work closely with their supervisors throughout the trimester.

## Assessment

- Assessment task 1: Research ethics approval or exemption
- Assessment task 2: Research proposal presentation
- Assessment task 3: Research dissertation (10,000 words) 100%

## Hurdle requirement

Must pass Assessment tasks 1 and 2

## Prescribed texts

Thomas J, Nelson J, Silverman S, Research Methods in Physical Activity, (Human Kinetics, 7th edn, 2015)

# HSE730 – Professional Practice

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 3 Unit Chair: Kris Hinck*

*Cohort rule: This unit is only available to students enrolled in H707 Master of Applied Sport Science*

*Prerequisite: All of HSE720, HSE724, HSE726, HSE727 and HSE728*

*Corequisite: HSE721*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

Students will undertake a placement experience within a sport setting. Students existing knowledge from the course will be extended within context of their chosen profession; such as performance analysis, strength and conditioning and high performance management or any combination. This unit will encourage students to consider their career planning through a series of industry, self and professional learning exercises that endeavour to guide a career road map and their professional direction. Students will be encouraged and directed to career platforms to connect with industry, commence their own professional profiling and research career paths. Through exploring job description specifics, students will consider generic/transferable-skills, professional development, contributions to teams and achieving high performance in the workplace. Throughout the 220 hours of placement the student's learning will be immediately applicable to their chosen setting within the context of sport and performance.

*Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Self-analysis written report (1500 words) 30%
- Assessment task 2: Workplace learning written plan, video submission (3–5 minutes) and logbook (1500 words) 45%
- Assessment task 3: Career planning report (1500 words), interview and online presentation (12 minutes) 25%

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HSH105 – Understanding Families and Health

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shane McIver*

*Prerequisite: Nil*

*Corequisite: Desirable to be taking or have completed HBS107*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

This is the first unit in the Family, Society and Health major sequence in H300 Bachelor of Health Sciences (unit set code MJ-H000002).

### Assessment

- Assessment task 1: Essay (2000 words) 50%
- Assessment task 2: Small group presentation (equivalent to 1000 words) 30%
- Assessment task 3: Cloud (online) test (20 questions) 20%

## HSH111 – Introduction to Public Health and Health Promotion

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Hakman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week in addition to weekly cloud content*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

### Content

This unit is core to the Bachelor of Public Health and Health Promotion, the combined courses with Commerce and Nursing, and for the Health Promotion major pathway in the Bachelor of Health Sciences. The unit is also offered as an elective to students across the University. Through this unit, students will be introduced to the theories, models and frameworks used in both public health and health promotion; explore the evolution of public health and health promotion; examine case studies highlighting responses to public health and health promotion issues; and explore the relationship between health, policy development, and the health care system.

### Assessment

- Assessment Task 1: Reflective Journal (1000 words) 20%
- Assessment Task 2: Written Report (1500 words) 30%
- Assessment Task 3: Examination (2 hours) 50%



## HSH112 – Local and Global Environments for Health

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Justin Lawson*

*Prerequisite: Desirable to have completed HBS107*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

### 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

- Assessment task 1: Reflective learning journals (2000 words total) 40%
- Assessment task 2: Major group presentation (10 minutes) and written report (1500 words per group) 40%
- Assessment task 3: Online test (30 minutes) 20%

## HSH113 – Social Perspectives on Population Health

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hayley McKenzie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week and learning experiences via CloudDeakin*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x weekly scheduled online seminars (recordings provided). Students must give oral presentation during live blackboard collaborate session at a scheduled time during weeks 7–9.*

### Content

This unit takes a sociological perspective to the examination of health issues and their determinants. It focuses on the development of knowledge regarding social theory and its applicability to health and wellbeing at an individual, community and population level.

### Assessment

- Assessment task 1: 3 short answer questions (1200 words in total) 30%
- Assessment task 2: Presentation 20%
- Assessment task 3: Written assessment (2000 words) 50%

## HSH201 – Planning and Evaluation 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Greer Lamaro-Haintz*

*Cohort rule: Unit only available to students enrolled in courses H313, D381 and D388*

*Prerequisite: HBS107 or HSH111*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week only*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 1 hour class per week (recording provided) and 1 x 2 hour online seminar per week*

### Content

This unit will help students to understand the context of community health issues and needs, and apply the range of principles, processes and strategies to develop health promotion programs to address those issues and needs.

The unit is comprised of three modules. Module 1 explores the discipline of health promotion, the context of health promotion practice, and the need for effective planning in health promotion. It introduces the key frameworks and tools that will be applied for developing a health promotion program. Module 2 develops applied understanding of how to identify and understand community health needs as the first step in planning an effective, relevant and targeted health promotion program. Module 3 builds on modules 1 and 2 to design a realistic health promotion program to address the needs identified in Module 2, using the planning principles and frameworks introduced in Module 1.

The unit provides the basis for HSH218 Planning and Evaluation 2, which examines and practices how community based health promotion are evaluated.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Community health needs assessment (1500 words) – visual mind map 10% and written plan 40% – total 50%
- Assessment task 2: Community health program plan – group presentation equivalent to 700 words 15%, group written report 1800 words 35% – total 50%

## HSH205 – Epidemiology and Biostatistics 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shane Kavanagh*

*Prerequisite: One unit from HBS108, HNN108, SLE101, SLE115*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Mixed cloud (online) and face to face, equivalent to 3 hours per week*

### 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 students to understand, apply and interpret these methods and to critically appraise the health research literature.

### Assessment

- Assessment task 1: Short answer written assignment (equivalent to 1000 words) 30%
- Assessment task 2: Cloud (online) multiple choice test (equivalent to 1000 words) 20%
- Assessment task 3: Examination (2 hours) 50%

### Prescribed texts

Carneiro, I. et al (2011). Introduction to Epidemiology, 2nd edition. McGraw Hill, Open University Press.

## HSH206 – Human Development and Healthy Families

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shane McIver*

*Prerequisite: Nil*

*Corequisite: Desirable to be taking or have completed HSH105*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

## 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 and provides an overview of biosocial, physical, cognitive and psychosocial development across the lifespan. The unit is underpinned by an 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 inhibit human development across the lifespan.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

This unit is part of the Family, Society and Health major sequence in H300 Bachelor of Health Sciences (unit set code MJ-H000002).

## Assessment

- Assessment task 1: Reflective Practice Journal (2000 words) 40%
- Assessment task 2: Group assignment (equivalent to 1500 words) 40%
- Assessment task 3: Cloud (online) test (20 questions) 20%

## Prescribed texts

A digital and interactive resource will serve as the prescribed text for this unit and details will be discussed with students at the beginning of the trimester.

# HSH207 – Socio-Economic Status and Health

*Enrolment modes: Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*Previously coded as: HSH106*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elyse Warner*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar and learning experiences via CloudDeakin*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

## 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

This unit is part of the Family, Society and Health major sequence in H300 Bachelor of Health Sciences (unit set code MJ-H000002).

## Assessment

- Assessment task 1: Case study questions (1600 words in total) 40%
- Assessment task 2: Report (1600 words) 40%
- Assessment task 3: Group presentation (15 minutes) 20%

## HSH208 – Health Communication

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Hakman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour weekly class delivered online, 1 x 2 hour weekly campus seminar*

*Scheduled learning activities – cloud (online): 1 x 1 hour weekly class delivered online, 1 x 2 hour weekly online seminar*

### 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 explore social media as a vehicle for designing and implementing campaigns, presentations and messages. Topics include: functional and strategic communication skills and strategies; communication and behaviour change theories; understanding and working with the media; developing media releases; social media and health; social marketing; conducting controversial or sensitive campaigns; conducting low budget campaigns in the community; cultural appropriateness and sensitivity; working with CALD groups; global contexts; engaging the community; the role of communication strategies (e.g. advocacy, networking, building partnerships and building capacity) in promoting health.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Media package (1000 words) 25%
- Assessment task 2: Oral presentation 25%
- Assessment Task 3: Communications strategy (2000 words) 50%

## HSH211 – Australian Health Care System

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elyse Warner*

*Trimester 3 Unit Chair: Sonia Nuttman*

*Prerequisite: HBS107*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including fortnightly 2 hour scheduled online seminars*

### Content

This unit will explore the Australian health care delivery and funding systems and policies, and its core aims of equity, quality, efficiency and acceptability. Students learn about the health status of the Australian population, the health workforce, levels of health care from primary and community care to secondary and tertiary care and the systems and sectors that manage them. The roles of the States and Commonwealth in the funding and provision of those services is covered, as well as the roles of the public and private sectors, challenges in the provision of health and social care workforce, and current health policy debates.

### Assessment

- Assessment task 1: Critical analysis exercise – Case Study Part 1 (1500 words) 40%
- Assessment task 2: Case Study – Part 2 (1500 words) 40%
- Assessment task 3: Online test (20%)

### Prescribed texts

Willis, E, Reynolds, L and Keleher, H, Understanding the Australian Health Care System, (Elsevier, 3rd edn, 2016)

*NOTE: This text is available as an e-book through Deakin Library. There are also limited copies available for loan. You do not need to purchase this textbook through the DUSA bookshop.*

## HSH212 – Professional Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rebecca Stockdale*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

### 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 two modules.

- Module 1 covers community and stakeholder engagement and partnerships. It also explores career planning in relation to health promotion and public health.
- Module 2 covers project management and grant writing. Students will focus their attention on the participation and inclusion of vulnerable population groups within Australia, in a community health setting.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Field visit, audio visual reflection and report 50%
- Assessment task 2: Grant application (2000 words) 50%

## HSH216 – Epidemiology and Biostatistics 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shane Kavanagh*

*Prerequisite: HSH205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Mixed cloud (online) and face to face, equivalent to 3 hours per week*

### 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

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Online MCQ test 20%
- Assessment task 3: Assignment (1500 words) 40%

### Recommended texts

Argyrous, G (2011) Statistics for research: With a guide to SPSS, 3rd edition. Sage Publications.

Cronk, BC (2018) How to Use SPSS®, A Step-By-Step Guide to Analysis and Interpretation, 10th Edition. Routledge.



## HSH218 – Planning and Evaluation 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), CBD\*, Warrnambool, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Natalie Hakman*

*Cohort rule: Unit only available to students enrolled in courses H313, D381 and D388*

*Prerequisite: HSH201*

*Corequisite: Nil*

*Incompatible with: HSH307*

*Scheduled learning activities – campus: Mixed cloud (online) and face to face, equivalent to 3 hours per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

### Content

This unit builds on the knowledge and skills developed through the prerequisite unit Planning and Evaluation 1 (HSH201) and introduces students to the history and evolution of program evaluation in Australia; develops skills in planning for effective evaluation in a variety of settings; contextualises research and evaluation in health promotion; up-skills students in the critical appraisal of evaluation evidence; addresses the often-ignored importance of formative and process evaluation in the field; demonstrates how to plan and conduct complex program evaluation; explores evaluation methods for program replication, dissemination and institutionalisation; and explains how evaluation evidence informs policy and practice.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Annotated bibliography (1000 words) 25%
- Assessment task 2: Critical appraisal (1000 words) 25%
- Assessment task 3: Evaluation proposal (2000 words) 50%

## HSH219 – Population Health: A Research Perspective

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elyse Warner*

*Prerequisite: HBS108 or HSH205*

*Corequisite: Nil*

*Incompatible with: HSH319*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour online seminar per week*

*All students: Learning resources are available online via the DeakinSync unit site*

### 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 quantitative studies including questionnaire design and piloting; and conducting qualitative studies including interview and focus group discussions, transcription and analysis of qualitative data.

### Assessment

- Assessment task 1: Written assignment (800 word equivalent) 20%
- Assessment task 2: Qualitative research assignment (1800 word equivalent) 45%
- Assessment task 3: Quantitative research assignment (1400 word equivalent) 35%

## HSH302 – Politics, Policy and Health

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Stockdale*

*Prerequisite: HBS107 or HSH111 and one level 2*

*HSH coded unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning activities including 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Policy essay (2000 words) 50%
- Assessment task 2: Presentation and report (equivalent to 2000 words) 50%

## HSH303 – Public Health and Health Promotion Practicum

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD, Waurin Ponds (Geelong)*

*Trimester 2: Burwood (Melbourne), CBD, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hayley McKenzie*

*Trimester 2 Unit Chair: Greer Lamaro Haintz*

*Cohort rule: Students must be enrolled in H313, D381, or D388*

*Prerequisite: HSH201*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour seminar (week 1 and week 11); fieldwork x 120 hours (across weeks 1–11 of trimester)*

### Content

This is a core public health-health promotion unit that aims to provide students with an in-depth, working understanding of public health-health promotion principles and approaches in the field. Students are required to undertake a minimum of 120 hours of work experience in a health-related agency. In addition to developing a practical understanding of public health-health promotion, this experience will help students further develop the professional and personal skills required to work in a public health-health promotion role. The practicum component follows one seminar session covering: the expectations of the unit, and overview of project management; and an introduction to workplace organisation and context.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Assessment

- Assessment task 1: Practicum plan (1500 words) 30%
- Assessment task 2: Reflective journal (1500 words) 40%
- Assessment task 3: Resume (1000 words) 30%

## Hurdle requirement

Supervisor's report – Pass/Fail

## HSH306 – People, Health and Place

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Justin Lawson*

*Prerequisite: HBS107 and completion of four level 2 units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

## 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). This unit will also explore how the physical and social environment affects the health and wellbeing of specific groups in society including migrants, Indigenous Australians, those living with a disability and older people.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

This unit is part of the Family, Society and Health major sequence in H300 Bachelor of Health Sciences (unit set code MJ-H000002).

## Assessment

- Assessment task 1: Essay (1500 words) 30%
- Assessment task 2: Group presentation and summary handout (500 words) 30%
- Assessment task 3: Examination (2 hours) 40%

## HSH313 – Contemporary Health Issues

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Wairn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: HSH203*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shane McIver*

*Prerequisite: HBS107 OR HSH111 and four level 2 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including a scheduled online seminar per week of up to 2 hours' duration*

## 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

- Assessment task 1: Essay: Critical discussion of a contemporary issue (2000 words) 45%
- Assessment task 2: Essay: Reflective Practice (1500 words) 35%
- Assessment task 3: Online test 20%

## HSH319 – Population Health: A Research Perspective

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Elyse Warner*

*Prerequisite: HBS108 or HSH205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour online seminar per week*

*All students: Learning resources are available online via CloudDeakin*

### 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 quantitative studies including questionnaire design and piloting; and conducting qualitative studies including interview and focus group discussions, transcription and analysis of qualitative data.

### Assessment

- Assessment task 1: Written assignment (800 word equivalent) 20%
- Assessment task 2: Qualitative research assignment (1800 word equivalent) 45%
- Assessment task 3: Quantitative research assignment (1400 word equivalent) 35%

## HSH322 – Health Sciences Practicum

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Waurn Ponds (Geelong), Warrnambool, Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Waurn Ponds (Geelong), Warrnambool*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hayley McKenzie*

*Trimester 2 Unit Chair: Greer Lamaro Haintz*

*Cohort rule: Must be enrolled in H300 Bachelor of Health Sciences/Bachelor of Arts and must be enrolled in one of unit sets MJ-H000004 Health Promotion, MJ-H000002 Family, Society and Health, MJ-H000025 Disability and Inclusion, MJ-S000059 Environmental Health, MJ-H000013 Health and Sustainability to enrol in this unit. Students that meet the pre-requisites may self-enrol in this unit.*

*Prerequisite: Must have passed 8 credit points at level 1 and must have passed 8 credit points at level 2 or 3 and must have completed 4 of the units within the eligible majors*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar (Week 1 – Attendance essential to ensure placement allocation), 1 x 3 hour seminar (Week 11); fieldwork x 120 hours (across weeks 1–11 of trimester)*

*Please note there is compulsory on-campus attendance at the 2 x 3 hour seminars (week 1 and week 11) for all students undertaking HSH303/322.*

*Details of the seminar dates are provided in the timetable, on the unit site and emailed to all students.*

### Content

This is an elective unit that aims to provide Bachelor of Health Sciences students enrolled in Health Promotion; Family, Society and Health; Disability and Inclusion; Health and Sustainability; or Environmental Health majors with an in-depth, working understanding of the principles and approaches relevant to their field. Students are required to undertake a minimum of 120 hours of work experience in a relevant agency.

In addition to developing a practical understanding of their major field of study, this experience will help students further develop the professional and personal skills required to work in their sector. The practicum component follows one seminar session covering the expectations of the unit; an overview of project management; and an introduction to workplace organisation and context.

### Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Practicum plan (1500 words) 30%
- Assessment task 2: Reflective journal (1500 words) 40%
- Assessment task 3: Resume (equivalent to 1000 words) 30%

### Hurdle requirement

Supervisor's report (summative assessment task 4) – Pass/Fail.

## HSH323 – Program Planning, Management and Evaluation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Stockdale*

*Prerequisite: HSH211 and HSH219*

*Corequisite: Nil*

*Incompatible with: HSH201 and HSH218*

*Scheduled learning activities – campus: 1 online recorded class and 1 x 2 hour face-to-face seminar per week. Online problem-based exercises via the unit site in DeakinSync.*

*Scheduled learning activities – cloud (online): 1 online recorded class and 1 x 2 hour online seminar per week. Online problem-based exercises via the unit site in DeakinSync.*

### Content

This unit is designed to assist students gain the core skills and knowledge for health sciences program planning, management and evaluation. The core elements of program management will be covered, including how to develop a program rationale (needs assessment) for program development and management, and an evaluation design to measure change and outcomes, as well as the fundamental elements of applying for funding to support the proposed implementation of the program. Students will learn about the conceptual bases of program logic, and the techniques that guide planning and evaluation. Case studies, group work, planning tools and evaluations of different types of health sector programs will be used to develop practical problem-solving skills.

### Assessment

- Assessment task 1: Needs assessment plan (1200 words) 35%
- Assessment task 2: Funding pitch (oral presentation) 15%
- Assessment task 3: Program and evaluation plan (funding submission) (1800 words) 50%



## HSH324 – Integrated Learning for Practice

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Henderson-Wilson*

*Cohort rule: Students must be enrolled in D391, H300*

*Prerequisite: HSH219 and HSH323*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 2 hour fortnightly seminars*

### Content

Students in the Bachelor of Health Science complete this 'capstone' unit, which is designed to assess course outcomes and graduate attributes, at the end of their course. In a small multidisciplinary team, students undertake an applied problem-based project for a client who may be real or imagined. The unit requires students to integrate and synthesise prior knowledge and learning between the Bachelor of Health Science core sequence and their majors, to connect and integrate their learning for use in the real world. They are supported in this by learning about project management, team work and professional communication, including report writing. Projects require self-management, teamwork and independence as learners. The capstone is designed to enhance graduates' university-to-work transition needs (or undergraduate-to-higher-degree needs). The final assessment requires students to produce explicit evidence of their graduate capabilities.

### Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Individual task: Project Proposal/Brief (1000 words) 25%
- Assessment task 2: Individual task: tailoring a health job application – Cover Letter (500 words) and Short video interview: (6 minutes, equivalent to 500 words) 25%
- Assessment task 3: Group task: report on 'product' completed by the team (2000 words) 50%

### Hurdle requirement

Submission of group 'product' and group statement of contribution – ungraded

## HSH340 – Health in Action: Planning for Sustainable Change

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claire Henderson-Wilson*

*Prerequisite: Desirable to have completed one Level 2 HSH unit*

*Corequisite: Nil*

*Incompatible with: HSH740*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

### Content

This unit is the final in the 'Health and Sustainability' major of the Bachelor of Health Sciences and focuses on the actions that can be taken to create sustainable and healthy change. Students will explore topics such as: systems thinking and social practices theory; interrelationships between the biophysical environment, environmental and urban planning legislation; policy and planning systems; inter-sectoral collaboration and their links to health and wellbeing.

### Assessment

- Assessment task 1: Group assignment (1750 words) 40%
- Assessment task 2: Written individual assignment (1500 words) 40%
- Assessment task 3: Career-related assignment (750 words) 20%

## HSH360 – International Perspectives in Health and Social Development

*Enrolment modes: Trimester 3: Study tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Shane Kavanagh*

*Cohort rule: Must be enrolled in one of courses A300, A301, A326, D388, D391, H300, H313, H326, H330, H355, S398*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSH760*

*Scheduled learning activities – campus: 2 x 2 hour*

*Blackboard Collaborate, 1 x 1 full day seminar, study tour of approximately two weeks*

### 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.

*Note: Self-enrolment is not possible. Students will be selected by the unit team based on a formal application and interview process.*

### Assessment

- Assessment task 1a: Pre-departure oral presentation (10 minutes) 30%
- Assessment task 1b: Report – written summary of oral presentation (1000 words) 20%
- Assessment task 2: Participation and engagement in tour activities and regular group debriefing 10% pass/fail
- Assessment task 3: Policy Brief on health issue (2500 words) 40%

## HSH401 – Developing Research Skills

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Lisa Barnett*

*Cohort rule: Only available to students enrolled in Faculty of Health Honours courses*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSE401*

*Scheduled learning activities – campus: A number of workshops will be held throughout the trimester*

### 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 and the writing of a draft publication.

### Assessment

- Assessment task 1: Literature review (3500 words) 50%
- Assessment task 2: Research proposal (2000 words) 30%
- Assessment task 3: Draft publication (1500 words) 20%

## HSH402 – Honours Research Project

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 2 Unit Chair: Lisa Barnett*

*Cohort rule: Only available to students enrolled in Faculty of Health Honours courses*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSE402*

## Content

The range of topics is diverse. Students will be required to select a topic and undertake original research on this topic with the guidance of a supervisor.

## Assessment

- Assessment task 1: Final oral presentation 10%
- Assessment task 2: Thesis (12,000 words) 70%
- Assessment task 3: Draft publication 20%

# HSH701 – Principles and Practice of Public Health

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Berni Murphy*

*Campus contact: CBD: Wendy Anders*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 hours per week comprising 1 hour weekly class (recorded and accessible online) and 2 hour weekly seminar.*

*Scheduled learning activities – cloud (online): 3 hours per week comprising 1 hour weekly class (recorded and accessible online) and 2 hour weekly online seminar*

## 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Group presentation 30%
- Assessment task 2: Major paper (2500 words) 50%
- Assessment task 3: MCQs online quiz 20%

## Prescribed texts

Liamputtong, P. (Ed.). (2019). Public Health: Local and Global Perspectives. Cambridge: Cambridge University Press

# HSH702 – Contemporary Health Issues and Policies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Matthew Dunn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week (11 seminars)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour online seminar per week*

## Content

This unit is a core unit for the Master of Public Health, Master of Health Promotion, and Master of Health and Human Services Management, and is also an elective unit for a range of courses offered at the University. This unit exposes students to the policy process in relation to health, and the impact of social determinants of health on health policy. Through this unit, students will be introduced to theories and models of the policy process; explore how the political process impacts upon policy development and vice versa; develop tools to analyse policy; and identify and apply the skills necessary for policy advocacy.

Contemporary health issues, both locally and globally, are drawn upon to assist students in developing skills to describe, investigate, analyse, and assess health policy.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

H756, H757 and H759 students are advised to have successfully completed at least 4 postgraduate units before enrolling in this unit.

## Assessment

- Assessment task 1: Essay (2500 words) 50%
- Assessment task 2: Essay (2500 words) 50%

## HSH703 – Health Promotion

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: CBD\* only*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Teresa Capetola*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: All students: Weekly learning resources are available online via the Unit site in DeakinSync. In addition students are expected to attend 11 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 x 2 hour online seminars per trimester*

## 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Assignment 1 (2000 words) 40%
- Assessment task 2: Assignment 2 (3000 words) 60%

## HSH704 – Health Communication

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Berni Murphy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 8 x 2 hour seminars on campus, plus online independent and collaborative learning activities*

*Scheduled learning activities – cloud (online): 8 x 2 hour online seminars, plus online independent and collaborative learning activities*

## Content

Topics include:

- Communication and behaviour change concepts, models and theories
- Functional and strategic communication
- Working with the media
- Social media and health
- Social marketing campaigns
- Health education and empowerment
- Communication in a global context
- Engaging communities
- Health advocacy
- The role of communication in partnerships for health
- The role of communication in capacity building and change management

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Assignment 1 (2500 words equivalent per student) 50%
- Assessment task 2: Assignment 2 (2500 words equivalent per student) 50%

## HSH705 – Needs Assessment and Health Program Planning

*Enrolment modes: Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Teresa Capetola*

*Prerequisite: HSH703*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 weekly cloud (online) classes through Blackboard Collaborate plus 3 day seminar (Friday-Sunday)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including a 1.5 hour scheduled online class per week*

### 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, an introduction to evaluation design (including process, impact and outcome) and its link to planning, budgeting, sustainability, approaches to the management of programs, and an overview of some current debates regarding program planning and government policy and resource issues.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Assignment 1 (2000 words) 40%
- Assessment task 2: Assignment 2 (3000 words) 60%

## HSH709 – Health and Social Impact Assessment

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Berni Murphy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Taught in intensive mode over 5 days (9 am to 5 pm daily) during the Trimester 2 mid-trimester break.*

### 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

- Assessment task 1: Individual assignment (1500 words) 30%
- Assessment task 2: Group presentation 20%
- Assessment task 3: Essay (2500 words) 50%



## HSH712 – Alcohol, Tobacco, and other Drugs

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Matthew Dunn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including a minimum of two online seminars during the trimester*

### Content

This unit introduces students to research and policy relating to alcohol, tobacco, and other drugs, and assumes no prior knowledge. It is offered as an elective to primarily complement the postgraduate public health and health promotion courses, though will be of benefit to anyone interested in this topic. Students will consider different drugs, their pharmacological effects, and the potential benefits and harms from use; investigate patterns of drug use in Australia and internationally; and investigate and critique responses to use and harm both in Australia and internationally.

### Assessment

- Assessment task 1: Essay (1500 words) 30%
- Assessment task 2: Essay (2000 words) 50%
- Assessment task 3: Cloud participation and discussion 20%

## HSH715 – Qualitative Health Research

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Patrick*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including 1 x 2 hour online seminar per week*

*In-person attendance requirements: CBD only: Seminar in block mode*

### Content

This unit aims to introduce students to the qualitative health research. Students will explore the types of research questions that can be answered using qualitative methods. 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Collecting and analysing a qualitative data set (2000 words equivalent) 40%
- Assessment task 2: Journal article (3000 words) 60%

## HSH717 – Health Economics 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jenny Watts*

*Trimester 3 Unit Chair: Lisa Gold*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 hours per week*

*Scheduled learning activities – cloud (online): 1 hour weekly class (recordings provided) and 1 hour weekly seminar exercise posted to a moderated online discussion group*

### 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.

1. 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.
2. 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.
3. 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.
4. Health Economics and Public Policy: Health expenditure control; health insurance; reforming Medicare – from tinkering to managed competition; efficiency in health provider payment mechanisms; efficiency in sub-sectors of the health care system (such as primary care and hospitals).

### Assessment

- Assessment task 1: In-trimester exercises (including seminar participation) 20%
- Assessment task 2: Essay (2000 words) 40%
- Assessment task 3: Examination (2 hours) 40%

### Prescribed texts

Rice, T, and Unruh, L, Economics of health reconsidered, (US Health Administration Press, 4th edn, 2016)  
ISBN-10: 1567937233

## HSH719 – Economic Evaluation 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cathy Mihalopoulos*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 hours per week*

*Scheduled learning activities – cloud (online): 1 hour weekly class (recordings provided) and 1 hour weekly seminar exercise posted to a moderated online discussion group.*

### Content

The unit introduces the basic concepts, methods and applications of economic evaluation in the healthcare sector. Topics include an introduction to the different methods of economic evaluation (e.g. cost-minimisation analysis, cost-effectiveness analysis, cost-utility analysis, cost-benefit analysis); the strengths and limitations of studies and study design; analysing the quality of evidence; how economic evaluation differs from other forms of evaluation; and how information from an economic evaluation can aid decision making. Practical application will include when to undertake an economic evaluation, designing an economic evaluation, the steps in conducting an economic evaluation; and the tools and methods for measuring costs and outcomes.

### Assessment

- Assessment task 1: In-trimester exercises (including seminar participation) 20%
- Assessment task 2: Essay (2000 words) 40%
- Assessment task 3: Examination (2 hours) 40%

## HSH724 – Healthy Cities and Urban Communities

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Fiona Andrews*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour campus seminars. Class material posted on CloudDeakin*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit will investigate cities and urban developments as settings for health. It will provide students with an understanding of the key health issues for urban dwellers at the global and local levels, existing approaches to addressing these, along with new and emerging approaches. Topics to be addressed include: the history of urban public health, ecological public health perspectives, urban health inequities, the WHO Healthy Cities program, UN Principles for Healthy and Sustainable Places, new approaches and challenges for developing health urban environments. The unit will take an interdisciplinary learning approach embracing the contributions that both public health and urban planning make to improve the lives of urban dwellers.

*Note: This unit will be offered in T1 from 2020 onwards.*

### Assessment

- Assessment task 1: Individual assignment (Poster – 1500 words equivalent, plus 500 word abstract) 40%
- Assessment task 2: Individual assignment (Report – 3000 words) 60%

## HSH725 – Research Literacy for Health Practice

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amie O'Shea*

*Trimester 3 Unit Chair: Amie O'Shea*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HBS400/401, HBS701*

*Scheduled learning activities – campus: Class material posted on CloudDeakin, 5 x 2 hour on campus seminars per trimester*

*Scheduled learning activities – cloud (online): Class material posted on CloudDeakin, 5 x 2 hour cloud (online) seminars per trimester*

### Content

This unit has been designed specifically for students enrolled in H615 Graduate Diploma of Health Promotion, H703 Master of Social Work, H759 Master of Health Promotion, H756 Master of Health and Human Services Management and H757 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 5 sections, as follows:

1. Introduction to research for health practice
2. Evidence based practice and critical appraisal
3. Quantitative research: principles, techniques and critique
4. Qualitative research: principles, techniques and critique
5. Ethical principles

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Literature review (1500 words) 30%
- Assessment task 2: Critical Appraisal (2500 words) 50%
- Assessment task 3: Online (Cloud) test (20 questions): 20%

## HSH728 – Health Equity and Human Rights

*Enrolment modes: Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Fiona McKay*

*Prerequisite: Nil*

*Corequisite: HSH701 or HSH703 or HSW701. Corequisite units can also be studied prior to taking this unit.*

*Incompatible with: HDS310*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including one scheduled online workshop per week of up to 2 hours' duration*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Short answer questions (1000 words total) 20%
- Assessment task 2: Group presentation 30%
- Assessment task 3: Report (2500 words) 50%

## HSH731 – Minor Project A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 3: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Patrick*

*Trimester 2 Unit Chair: Fiona Andrews*

*Trimester 3 Unit Chair: Rebecca Patrick*

*Prerequisite: One of HSH725 or HSH744 or HSH746*

*Trimester 2: One of HSH725 or HSH744 or HSH746; for H708 students only, HSH715 AND HDS736*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning, including 4 x 2 hour online seminars (on campus and/or Cloud) and regular online contact with project supervisor throughout trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning, including 4 x 2 hour online seminars (on campus and/or Cloud) and regular online contact with project supervisor throughout trimester*

### Content

This unit must be studied in conjunction with HSH732 Minor Project B. This unit enables students to improve their knowledge and skills in research planning, conduct, and presentation of findings relative to public health. Students conduct research-based tasks and make a significant contribution to a research-based project in their relevant field of study.

Students can choose from among six different project types:

1. Literature review
2. Development of a research protocol
3. Data analysis of an existing data set
4. Policy-related research
5. Other research-based project
6. Applied research assistance

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

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.

## Assessment

- Assessment task 1: Project proposal (~500 words)  
Ungraded Pass
- Assessment task 2: Interim report (~500 words)  
Ungraded Pass
- Assessment task 3: Oral presentation (10 minutes) and presentation abstract 20%
- Assessment task 4: Written report (8000–10,000 words equivalent) 80%

## HSH732 – Minor Project B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 3: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Patrick*

*Trimester 2 Unit Chair: Fiona Andrews*

*Trimester 3 Unit Chair: Rebecca Patrick*

*Prerequisite: HSH725 or HSH744 or HSH746*

*Trimester 2: One of HSH725 or HSH744 or HSH746; for H708 students only, HSH715 AND HDS736*

*Corequisite: HSH731*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning, including 4 x 2 hour online seminars (on campus and/or Cloud) and regular online contact with project supervisor throughout trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning, including 4 x 2 hour online seminars (on campus and/or Cloud) and regular online contact with project supervisor throughout trimester*

## Content

This unit must be studied in conjunction with HSH732 Minor Project B. This unit enables students to improve their knowledge and skills in research planning, conduct, and presentation of findings relative to public health. Students conduct research-based tasks and make a significant contribution to a research-based project in their relevant field of study.

Students can choose from among six different project types:

1. Literature review
2. Development of a research protocol
3. Data analysis of an existing data set
4. Policy-related research
5. Other research-based project
6. Applied research assistance

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

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

## Assessment

- Assessment task 1: Project proposal (~500 words)  
Ungraded Pass
- Assessment task 2: Interim report (~500 words)  
Ungraded Pass
- Assessment task 3: Oral presentation (10 minutes) and presentation abstract 20%
- Assessment task 4: Written report (8000–10,000 words equivalent) 80%



## HSH733 – Major Project A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 3: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 2*

*Previously coded as: HSH723*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Rebecca Patrick*

*Trimester 2 Unit Chair: Fiona Andrews*

*Trimester 3 Unit Chair: Rebecca Patrick*

*Prerequisite: Either HSH725 or both of HSH744 and HSH746. H709 students: HDS736. Except for H709, students must have a WAM of 70 or over to be eligible to undertake HSH733/734.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning, including 4 x 2 hour online seminars (on campus and/or Cloud) and regular online contact with project supervisor throughout trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning, including 4 x 2 hour online seminars (on campus and/or Cloud) and regular online contact with project supervisor throughout trimester*

### 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).

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

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).

### Assessment

- Assessment task 1: Project proposal (~500 words) Ungraded Pass
- Assessment task 2: Interim report (~500 words) Ungraded Pass
- Assessment task 3: Oral presentation (15 minutes) and presentation abstract 20%
- Assessment task 4: Written report (12,000–14,000 words) 80%

## HSH734 – Major Project B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 3: Burwood (Melbourne), CBD\*, Cloud (online)*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Rebecca Patrick*

*Trimester 2 Unit Chair: Fiona Andrews*

*Trimester 3 Unit Chair: Rebecca Patrick*

*Prerequisite: Either HSH725 or both of HSH744 and HSH746. H709 students: HDS736 and HSH733. Except for H709, students must have a WAM of 70 or over to be eligible to undertake HSH733/734.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning, including 4 x 2 hour online seminars (on campus and/or Cloud) and regular online contact with project supervisor throughout trimester*

### Content

Refer to HSH733 for details.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Project proposal (~500 words) Ungraded Pass
- Assessment task 2: Interim report (~500 words) Ungraded Pass
- Assessment task 3: Oral presentation (15 minutes) and presentation abstract 20%
- Assessment task 4: Written report (12,000–14,000 words) 80%

## HSH736 – Community Consultation and Participation

*Enrolment modes: Not offered 2019, next offering 2020  
Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Teresa Capetola*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 day seminars*

### 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, and 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: analyse contexts for consultation with and participation by individuals, households, organisations and communities; identify needs and plan opportunities for individuals, households, organisations and communities to influence policies and decisions affecting their lives; review and evaluate examples of community consultation and participation; create strategies to maximise participation in policy- and decision-making; and apply consultation skills and techniques.

### Assessment

- Assessment task 1: Group presentation (1000 words) 20%
- Assessment task 2: Consultation plan (2000 words) 40%
- Assessment task 3: Individual written paper (2000 words) 40%

## HSH739 – Global Health Policy and Planning

*Enrolment modes: Trimester 3 2019: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Offering information: This unit is offered in alternate, odd years 2017 then 2019*

*Trimester 3 Unit Chair: Elizabeth Hoban*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 day intensive (9 am to 5 pm) = 35 hours; 3 hour interactive lecture every morning (3 x 4) = 12 hours; 4 hour seminar every afternoon (4 x 4) = 16 hours.*

*Cloud BB Collaborate Seminars: 1 x 1 hour Seminar 2 weeks before the Intensive begins; 1 x 1 hour Seminar mid-way into the Intensive; and 1x 1 hour Seminar post-Intensive.*

*Intensive dates are 8, 9, 10, 11 November 2019.*

### Content

This unit focuses on differences between cultures, nation states, government environments, regions and sectors in the considerations of planning and policy development and implementation for health. We will take a broad, ecological and global perspective. We will explore the context for global health and apply this to local circumstances. Health perspectives and developments in different countries will be presented. Students will actively engage and provide insights about international health systems and their implication on the health of populations. This will include a critical perspective on the political economies and social determinants of health. We will establish a common theoretical and conceptual foundation which will evolve into a project driven environment where students will actively contribute to furthering global public health. The unit aims to familiarise students with the applicability of political theory to international, transnational and global health issues.

### Assessment

- Assessment Task 1: Annotated Bibliography 20%
- Assessment Task 2. Group Assessment Task – Policy Issue Paper delivered as a Powerpoint presentation 30%
- Assessment Task 3: Policy brief (3000 words) 50%

## HSH744 – Epidemiology 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tony LaMontagne*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Equivalent 2 hours per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences, including a 1 hour online seminar per week*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Assignment 1 (equivalent 1000 words) 20%
- Assessment task 2: Assignment 2 (equivalent 1500 words) 30%
- Assessment task 3: Final examination (2 hours) 50%

### Prescribed texts

Webb, P & Bain, C. 2017, Essential epidemiology: an introduction for students and health professionals (Third edition), Cambridge University Press.

## HSH745 – Health Program Evaluation

*Enrolment modes: Trimester 2: Burwood (Melbourne), CBD\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Fiona McKay*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including a scheduled online workshop per week of up to 2 hours' duration*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Individual report (1500 words) 30%
- Assessment task 2: Cloud participation and discussion 20%
- Assessment task 3: Individual written assignment (2000 words) 50%

# HSH746 – Biostatistics 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), CBD\*, Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Julie Abimanyi-Ochom*

*Trimester 3 Unit Chair: Julie Abimanyi-Ochom*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: equivalent 2 hours per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x 2 hour online seminar per week*

## 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 application of bio statistical techniques to realistic health-related data. The main topic areas covered will include: descriptive statistics, hypothesis testing, confidence intervals, comparison of means, inference on proportions, contingency tables, correlation and basic regression concepts.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Data manipulation and analysis (equivalent 1000 words) 20%
- Assessment task 2: Data manipulation, analysis and interpretation (equivalent to 1500 words) 30%
- Assessment task 3: Examination (2 hours) 50%

# HSH747 – Biostatistics 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Chris Stevenson*

*Prerequisite: HSH746*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 hour computer lab-based workshop each week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning and 1 x 2 hour online seminar per week*

## Content

This unit will cover topics in regression analysis with a focus on practical application to data and problems in public health, health economics and variety of health settings. Topics include: linear regression, including model fitting, measures of goodness of fit and using regression to explore confounding and effect modification; logistic regression, extending regression to modelling proportions, rates and odds ratios and the analysis of case-control studies; and Poisson and other generalised linear models. Unit delivery is designed to facilitate the syntheses of the components of learning through practical exercises, statistical computing labs and the application of regression techniques to realistic health-related data.

All content will be delivered via CloudDeakin, with short narrated powerpoints/videos providing the main content delivery supported by links to online resources and appropriate journal articles. Face-to-face sessions for on-campus students will focus on applying the week's content to real/realistic data. Detailed notes on these practical sessions will be posted on the unit's CloudDeakin site so that off-campus students can work through the practical sessions at home. Weekly online sessions for off-campus students facilitated by the unit chair will allow them to workshop the online content and practical sessions. Practical work will use the Stata statistical analysis software.

## Assessment

- Assessment task 1: Theoretical questions and applied analyses (equivalent to 1000 words) 20%
- Assessment task 2: Theoretical questions and applied analyses (equivalent to 1500 words) 30%
- Assessment task 3: Data analysis, reporting and interpretation (equivalent to 2500 words) 50%

## HSH754 – Epidemiology 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jo Williams*

*Prerequisite: HSH744 Epidemiology 1*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour weekly class delivered via cloud (online) plus 1 x 2 hour weekly seminar*

*Scheduled learning activities – cloud (online): 1 x 1 hour weekly class delivered via cloud (online) plus a 1 x 2 hour weekly online Blackboard Collaborate session.*

### Content

The unit builds on the knowledge gained in Epidemiology 1 to develop practical epidemiological skills to allow public health practitioners to interpret and critically evaluate relevant epidemiological research literature, design and conduct data collection, analyse epidemiological data from existing data sources and write research reports.

The topics covered will be the application of epidemiological concepts and analytical approaches in the evaluation of health services, surveillance systems and screening programs and in conducting research using administrative data sets

### Assessment

- Assessment task 1: Survey instrument development (equivalent 1500 words) 30%
- Assessment task 2: Data collection and interpretation (equivalent 1500 words) 30%
- Assessment task 3 : Data analysis task (equivalent of 2000 words) 40%

## HSH760 – International Perspectives in Health and Social Development

*Enrolment modes: Trimester 3 2019: Study tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Patsie Frawley*

*Cohort rule: Must be enrolled in courses offered by the School of Health and Social Development – H615, H703, H746, H747, H749, H756, H757, H759*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSH360*

*Scheduled learning activities – cloud (online): 2 x 2 hour Blackboard Collaborate*

*In-person attendance requirements: 1 x 1 full day seminar, study tour of approximately two weeks*

### 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.

*Note: Self-enrolment is not possible. Students will be selected by the unit team based on a formal application and interview process.*

### Assessment

- Assessment task 1: Pre-departure group presentation (15 minutes) 30%
- Assessment task 2: Critical reflection paper (1000 words) 20%
- Assessment task 3: Final report (2000 words) 40%
- Assessment task 4: Observations, participation and engagement 10%



## HSH761 – Health Technology Assessment 1

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Marcus Tan*

*Prerequisite: HSH746*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Seminars will be fortnightly in 2 x 2 hour blocks commencing week 1 of the trimester*

*Scheduled learning activities – cloud (online): 1 hour weekly class (recording provided) and 1 hour weekly seminar exercise posted to a moderated online discussion group*

### Content

Health technologies such as medicines, diagnostic tools and surgical procedures provide the opportunity for government and providers to improve health care services and patient outcomes. Given the rapid development of these technologies and expanding evidence for pre-existing interventions, decision-makers face unprecedented challenges in ensuring that high quality and innovative care is managed in an environment of scarce resources. Health Technology Assessment (HTA) provides a means by which health technologies can be assessed and prioritised against existing health care interventions to inform the benefits and comparative value of interventions. This unit will focus on HTA and the clinical evaluation process, including the role of evidence-based medicine in the decision-making process. Appraisal of clinical evidence will include 'risk of bias' assessment, heterogeneity across clinical trials, and the use of surrogate outcome measures, and how clinical evidence can be incorporated into economic evaluations.

### Assessment

- Assessment task 1: Contribution to online discussion topics 20%
- Assessment task 2: Group Activity – literature search report (individual contribution 1000 words) 20%
- Assessment task 3: Clinical Evaluation Report Part 1 (1750 words) 35%
- Assessment task 4: Clinical Evaluation Report Part 2 (1250 words) 25%

## HSH762 – Resource Allocation and Priority Setting

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anita Lal*

*Prerequisite: HSH719*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar each week*

*Scheduled learning activities – cloud (online): 1 hour weekly class (recording provided) and 1 hour weekly seminar exercise posted to a moderated online discussion group*

### Content

This unit introduces students to the challenges of priority setting in health care. Students will gain an understanding of the different approaches used for priority setting and the relevance of context and setting, the role of economic evaluation and issues around involving the public in difficult choices. Alternative methods for priority setting will be explored, including economic (for example league tables, Program Budgeting and Marginal Analysis and Assessment of Cost Effectiveness) and non-economic approaches, including the contribution from ethics and theories of social justice.

### Assessment

- Assessment task 1: In-trimester exercises (including seminar participation) 20%
- Assessment task 2: Essay (2000 words) 40%
- Assessment task 3: Examination (2 hours) 40%

## HSH763 – Financing Health Care

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jenny Watts*

*Prerequisite: HSH717 or MPE781*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar each week*

*Scheduled learning activities – cloud (online): 9 x 2 hours weekly class (recording provided). All students will participate in group activities facilitated through the online discussion board (1 hour per week over 11 weeks).*

### Content

How societies pay for health care and how many resources are devoted to health and health care can affect individual access to health care; and impact on both health inequalities and population health. As a policy instrument, health financing is about raising sufficient funds in a fair and equitable way; pooling financial resources across population groups to minimise the impact of illness; and creating a legislative framework to support an equitable and efficient use of public funds. This subject will explore alternative mechanisms for financing health care, including collecting revenue, pooling funds, purchasing services from providers and the role of the prevailing policy framework.

Broadly there are two approaches to health care financing: (i) government financed systems and (ii) market-based systems. However in contemporary health systems this distinction is blurred with market-based incentives influencing predominantly government financed healthcare; output-based funding for hospitals and pay-for-performance (P4P) models are examples of this. Insurance, whether universal or private, provides a further layer of complexity.

Any payment system is affected by how the incentives underlying payment, including the existence of insurance, influence individual behaviour; and in health care funding incentives influence the behaviour of both consumers and providers. We will analyse the strengths and weaknesses of different financing and policy options from an economic perspective. The subject will draw on both Australian and international examples of healthcare financing policy.

### Assessment

- Assessment task 1: 5 written exercises (each exercise approximately 500 words) posted to all students enrolled in the Unit via the CloudDeakin discussion board – Total marks 50%
- Assessment task 2: Essay (2500 words) 50%

## HSH764 – Economic Evaluation – Theory and Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mary Lou Chatterton*

*Prerequisite: HSH719*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 hour class and 1 hour Blackboard collaborate session each week*

*Scheduled learning activities – cloud (online): 1 hour weekly class (recording provided) and 1 hour Blackboard collaborate session each week*

### Content

This unit expands the concepts, methods and applications introduced to students in Economic Evaluation 1 (HSH719). Topics covered include: the theoretical underpinnings of economic evaluation); costing health care services (including joint costs, annuatisation, non-market based costing and costing methods); the theory and pragmatics of generic outcome measures (QALYs, monetary benefits, capabilities and others); statistical issues in the analysis of trial-based economic data; calculating ICERs (including the cost-effectiveness plane, net benefit, and acceptability curves); and, clinical trials versus modelled economic evaluations (rigour versus pragmatism)

### Assessment

- Assessment task 1: In-trimester exercises (including seminar participation) 20%
- Assessment task 2: Essay (2000 words) 40%
- Assessment task 3: Examination (2 hours) 40%

## HSH765 – Health Technology Assessment 2

*Offering information: NOT OFFERED 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: HSH761*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar each week*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

### Content

Having focused on the evaluation of clinical evidence in HSH761 Health Technology Assessment 1, this unit focuses on the next steps in the health technology assessment process. There are two key aspects, (1) determination of how to apply the clinical evidence and (2) a broader policy perspective that considers concepts such as transparency, stakeholder involvement, and integration with the larger health system. General issues that will be explored include:

1. implementation and reimbursement of technologies
2. consideration of both clinical and cost effectiveness evidence
3. the influence of setting on coverage decisions
4. HTA decision rules such as 'rule of rescue', 'orphan' drugs, end of life treatment, special patient populations and public health benefit; and
5. the influence of HTA on pricing decisions

### Assessment

- Assessment task 1: Essay (3000 words) 45%
- Assessment task 2: In-trimester exercises (including tutorial participation) 15%
- Assessment task 3: Examination (2 hours) 40%

## HSH766 – Economics and Health Policy Analysis

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Victoria Brown*

*Prerequisite: HSH717 or MPE781*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar each week*

*Scheduled learning activities – cloud (online): 9 x 2 hour weekly class (recording available) and 1 hour weekly seminar exercise posted to a moderated online discussion group*

### Content

This unit will enable the student to undertake an analysis of contemporary issues in health policy from an economic perspective. It will build on the fundamental economic concepts of markets, competition and efficiency learned in HSH717 Health Economics 1. Understanding the role of government and the concept of equity as it relates to health and health care will provide a framework for analysis of health policy issues. Factors impacting on the supply and demand for health and health care professionals will be explored, in the context of contemporary issues such as ageing, rising prevalence of chronic disease, technology-driven care, health care inflation, and disability care. Health service performance will also be analysed against performance measures such as efficiency, equity, access and health outcomes.

### Assessment

- Assessment task 1: Written exercises (each exercise approximately 300 words) posted to the CloudDeakin discussion board over the trimester – Total marks 50%
- Assessment task 2: Essay (2500 words) 50%

## HSH767 – Economic Modelling

*Enrolment modes: Trimester 3: Cloud (online) in Intensive mode over 4 days in February at Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Lan Gao*

*Prerequisite: HSH719*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Taught in intensive mode over 4 days in February at Burwood (Melbourne)*

- Friday 31 January 2020
- Monday 3 February 2020
- Wednesday 5 February 2020
- Friday 7 February 2020

### Content

This unit introduces students to the application of decision analysis and modelling techniques for the purposes of conducting an economic evaluation of a health care intervention. Students are progressed through a series of practical exercises in modelling to enable them to gain some practical experience in performing cost-effectiveness analysis that assesses the value of a health care intervention. The following topics will be covered:

1. Fundamentals of decision analysis
2. Conceptual frameworks to determine an appropriate structure for a model
3. Fundamentals of decision trees
4. Fundamentals of Markov models
5. Analysis of models using microsimulation
6. Evaluation of companion diagnostics
7. Sensitivity analysis
8. Assessment of the value of additional information
9. Reporting an economic evaluation

Throughout this course, TreeAge Pro software is used to create and analyse decision models. Students can expect to develop a basic proficiency in the use of this software during the course.

### Assessment

- Assessment task 1: In trimester exercises 40%
- Assessment task 2: Report of an economic analysis (3000 words) 60%

## HSH768 – Health Economics in a Global Context

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Julie Abimanyi-Ochom*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar each week*

*Scheduled learning activities – cloud (online): 1 hour weekly class (recording provided) and 1 hour weekly seminar exercise posted to a moderated online discussion group*

### Content

This unit introduces health economics in an international context. The unit provides an overview of the overarching health challenges internationally from an economic perspective using case studies for illustration. Policies and strategies that have been developed to improve human health will be highlighted as well as the challenges in undertaking research in a resource poor setting.

The unit will explore:

1. socioeconomic determinants of health including linkages between health and development; health and education; health and the environment; and the impact of cultural and traditional beliefs on health
2. the global burden of disease including contemporary issues in developing countries (for example patterns of disease, the interaction between the environment and health, and major health problems)
3. the nature of health systems including alternative models for health financing and service delivery; and
4. the WHO's commitment to achieve global health.

### Assessment

- Assessment task 1: In-trimester exercises (6 x 300 words) and tutorial participation 40%
- Assessment task 2: Individual assignment (report plus presentation) (2500 words) 60%

### Prescribed texts

Witter, S, Ensor, T, Jowett, M and Thompson, S (2013). Health Economics for Developing Countries: A Practical Guide. Royal Tropical Institute Press (KIT (Koninklijk Instituut voor de Tropen)).

## HSH769 – Comparative Health Systems

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online), \*CBD*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lisa Gold*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: A minimum of 22 hours of intensive classroom activity over the trimester*

*Scheduled learning activities – cloud (online): 2 hours weekly class (recording provided) and 1 hour per week group assessment activities (all students)*

### Content

This unit provides students with a framework for undertaking critical and comparative analysis of the performance of both state-based and market-based health systems. Students will gain an in-depth understanding of the various domains that impact on equitable and efficient health care delivery including: (i) the organisation, operation, funding and policy environment and (ii) the role that political, cultural, legal and economic factors play in the development of health systems. Further issues that are explored are the fragmentation of health systems, health workforce supply in a global context, health inequities particularly indigenous and isolated populations and the neglect of health promotion and primary prevention at the expense of curative care. These topics are explored in the context of a series of case studies including the National Healthcare Service (NHS) in the UK, the Affordable Care Act in the US, Australia's Medicare, and various other examples from India, Africa, South America, the Netherlands, China, Singapore and Thailand.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Oral presentation (10 minutes) 10%
- Assessment task 2: Group project – literature review 40%
- Assessment task 3: Written report (2500 words) 50%

## HSH915 – Qualitative Health Research

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Rebecca Patrick*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSH715*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including 1 x 2 hour online seminar per week*

### Content

This unit aims to introduce students to the qualitative health research. Students will explore the types of research questions that can be answered using qualitative methods. 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

- Assessment task 1: Collecting and analysing a qualitative data set (2000 words equivalent) 40%
- Assessment task 2: Journal article (3000 words) 60%

## HSH944 – Epidemiology 1

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Tony LaMontagne*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSH744*



*Scheduled learning activities – campus: Equivalent 2 hours per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences including a 1 hour online seminar per week*

## 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

- Assessment task 1: Assignment 1 (equivalent 1000 words) 20%
- Assessment task 2: Assignment 2 (equivalent 1500 words) 30%
- Assessment task 3: Final examination (2 hours) 50%

# HSH946 – Biostatistics 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*  
*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Julie Abimanyi-Ochom*

*Trimester 3 Unit Chair: Julie Abimanyi-Ochom*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSH746*

*Scheduled learning activities – campus: 1 x 2 hour computer practical per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences and 1 x 2 hour online seminar per week*

## 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 application of bio statistical techniques to realistic health-related data. The main topic areas covered will include: descriptive statistics, hypothesis testing, confidence intervals, comparison of means, inference on proportions, contingency tables, correlation and basic regression concepts.

## Assessment

- Assessment task 1: Data manipulation and analysis (equivalent 1000 words) 20%
- Assessment task 2: Data manipulation, analysis and interpretation (equivalent to 1500 words) 30%
- Assessment task 3: Examination (2 hours) 50%

# HSH947 – Biostatistics 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 2 Unit Chair: Chris Stevenson*

*Prerequisite: HSH946*

*Corequisite: Nil*

*Incompatible with: HSH747*

*Scheduled learning activities – campus: 1 x 2 hour computer workshop per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences and 1 x 2 hour online seminar per week*

## Content

This unit will cover topics in regression analysis with a focus on practical application to data and problems in public health, health economics and variety of health settings. Topics include: linear regression, including model fitting, measures of goodness of fit and using regression to explore confounding and effect modification; logistic regression, extending regression to modelling proportions, rates and odds ratios and the analysis of case-control studies; and Poisson and other generalised linear models. Unit delivery is designed to facilitate the syntheses of the components of learning through practical exercises, statistical computing labs and the application of regression techniques to realistic health-related data. All content will be delivered via CloudDeakin – with short narrated powerpoints/videos providing the main content delivery supported by links to online resources and appropriate journal articles. Face-to-face sessions for on-campus students will focus on applying the week's content to real/realistic data. Detailed notes on these practical sessions will be

posted on the unit's CloudDeakin site so that off-campus students can work through the practical sessions at home. Weekly online sessions for off-campus students facilitated by the unit chair will allow them to workshop the online content and practical sessions. Practical work will use the Stata statistical analysis software.

## Assessment

- Assessment task 1: Theoretical questions and applied analyses (equivalent to 1000 words) 20%
- Assessment task 2: Theoretical questions and applied analyses (equivalent to 1500 words) 30%
- Assessment task 3: Data analysis, reporting and interpretation (equivalent to 2500 words) 50%

## HSN010 – Food and Nutrition Laboratory Safety

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Marije Liem-Weits*

*Trimester 2 Unit Chair: Marije Liem-Weits*

*Prerequisite: Nil*

*Corequisite: Must be enrolled concurrently in any of units: HSN104, HSN106, HSN204, HSN206, HSN212, HSN313, HSN315, HSN320*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): One compulsory one hour safety training session undertaken online. This unit will run in the one week prior to the commencement of Week one of each trimester.*

## Content

This unit will give you a basic understanding on principles of safety within the food and nutrition science environment, which will prepare you for your laboratory classes and fieldwork.

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

Assessment task 1: Online safety training module 100%

## Hurdle requirement

Successful completion of quiz questions

## HSN070 – Food and Nutrition Laboratory Safety

*Enrolment modes: Medicine Semester 1: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Semester 1 Unit Chair: Marije Liem-Weits*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in HSN754*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): One compulsory one hour safety training session undertaken online. This unit will run in the one week prior to the commencement of Week one of each trimester.*

## Content

This unit will give you a basic understanding on principles of safety within the food and nutrition science environment, which will prepare you for your laboratory classes and fieldwork.

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

Assessment task 1: Online safety training module 100%

## Hurdle requirement

Successful completion of quiz questions

## HSN101 – Foundations of Food, Nutrition and Health

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jennifer Mccann*

*Trimester 3 Unit Chair: Brenton Baguley*

*Campus contact: Burwood (Melbourne): Andrew Costanzo  
Warrnambool (Geelong) and Warrnambool: Penny Love*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*  
*Burwood (Melbourne) and Warrnambool (Geelong)*  
*students: 1 x 2 hour class per week and 3 x 1 hour*  
*seminars per trimester*  
*Warrnambool students: 1 x 2 hour online recorded class*  
*per week and 3 x 1 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 1 x 2 hour*  
*online recorded class per week and 3 x 1 hour cloud*  
*(online) seminars per trimester*

## Content

This unit provides students with foundation knowledge in food, nutrition and health, including food sources of nutrients, food and nutrient recommendations for health and methods for measuring food intake and behaviour, 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 also gain an understanding of interactions between the environment, technologies developed to produce and harvest foods and scientific advances in food and nutrition. The topics include: food history, Australian food culture, food production, food sources of nutrients, food and nutrient recommendations and their relationship with health and methods used to measure food intakes and behaviours. Students also have an opportunity to align their interests and values to future career options.

## Assessment

- Assessment task 1: Three multiple-choice cloud (online) tests (5% each) 15%
- Assessment task 2: Career activity and reflection (500 words, plus infographic, 500 words equivalent) 20%
- Assessment task 3: Written assignment (1400 words) 30%
- Assessment task 4: Examination (1.5 hours) 35%

## HSN103 – Food: the Environment and Consumers

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gie Liem*

*Cohort rule: This unit is only available to students who commenced D301 or H315 in or prior to 2017.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN208, HSN713*

*Scheduled learning activities – cloud (online): 1 x 1 hour*  
*Collaborate session every two weeks and 1 x 2 hour*  
*recorded class per week*

## 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.

*Note: This unit will be offered for the last time in 2019.*

## Assessment

- Assessment task 1: Essay (2000 words) 50%
- Assessment task 2: Examination (2 hours) 50%

## HSN104 – The Science of Food

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sara Sayanjali*

*Trimester 2 Unit Chair: Robert Shellie*

*Cohort rule: Only available to students enrolled in D301, D333, H315, H343 OR H300, D391 students completing the Food Studies major sequence (MJ-H000003) or minor sequence (MN-H000003). Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010*

*Incompatible with: HSN203*

*Scheduled learning activities – campus: 1 x 2 hour class*  
*per week and 4 x 3 hour laboratory classes for the*  
*trimester*

## 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

- Assessment task 1: Practical report 1 (1000 words) 25%
- Assessment task 2: Practical report 2 (1000 words) 25%
- Assessment task 3: Examination (2 hours) 50%

## HSN105 – Healthy and Sustainable Food Systems

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Lindberg and Georgie Russell*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Equivalent of 1 x 1 hour cloud (online) class, related to specific topics, plus 1 x 2 hour seminar or equivalent per week*

## Content

Dietary patterns and the way food is produced can have a major impact on the environment and the environment has a major impact on the food system. This raises concerns about the food system's future ability to produce sufficient food for food and nutrition security. Governments, non-government organisations, academia, the private sector and citizens are urgently seeking solutions to these public health nutrition problems.

This unit will explore the bidirectional relationship between our food system and environmental sustainability. It will examine how Australia's food system may be contributing to environmental degradation through greenhouse gas emissions, water use and ecosystem changes, such as the loss of biodiversity and how this impacts on health. In addition, it will examine the effects of global warming on the food system and the threats to food security. Following on from this, the unit will ascertain what changes are needed to ensure a prosperous and ecologically sustainable food system.

*Note: New unit 2018*

## Assessment

- Assessment task 1: MCQ 5%
- Assessment task 2: Literature review (1000 words) and blog post (500 words) 40%
- Assessment task 3: Field trip worksheet (200 words) 5%
- Assessment task 4: Healthy and Sustainable Food Challenge (2300 words) 50%

## HSN106 – Food Fundamentals

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Georgie Russell*

*Cohort rule: Only available to students enrolled in D301, D333, E377 and H315. Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010*

*Incompatible with: HSN205*

*Scheduled learning activities – campus: 11 x 1 hour classes and 4 x 2.5 hour laboratories for the trimester*

## 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

- Assessment task 1: laboratory report (1200 words) 35%
- Assessment task 2: laboratory report (1200 words) 35%
- Assessment task 3: Individual assignment (1000 words) 30%

## HSN107 – Physiology of Human Growth and Development

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Gunveen Kaur*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week delivered on campus and 5 x 1 hour seminars per trimester delivered electronically via cloud.*

### Content

This unit aims to develop students' knowledge of the biological and physiological basis of human growth and development across the lifespan. Fundamentals of cell biology and metabolism will be applied to physiological changes occurring during foetal life, followed by the postnatal, infancy, childhood, adolescence and ageing life stages. The fundamentals of genetics and inheritance of human traits will be developed with an emphasis on inborn errors of metabolism and polymorphisms affecting nutrient needs.

### Assessment

- Assessment task 1: Four online multiple choice question tests (5% each) for a total of 20%
- Assessment task 2: One written assignment (1500 words) 30%
- Assessment task 3: Final examination (2 hours) 50%

### Recommended texts

Martini, Nath and Bartholomew. Fundamentals of Anatomy and Physiology Tenth Edition (Global Edition). Pearson ISBN 13: 9781292074870

## HSN202 – Lifespan Nutrition

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Katherine Livingstone*

*Prerequisite: HSN101 and HSN211*

*Corequisite: Nil*

*Incompatible with: HSN702*

*Scheduled learning activities – campus:*

*Burwood (Melbourne) students: 1 x 2 hour class per week and 6 x 1 hour seminars per trimester.*

*Warrnambool and Waurin Ponds (Geelong) students: 1 x 2 hour class per week delivered electronically and 6 x 1 hour face-to-face seminars per trimester.*

*Scheduled learning activities – cloud (online): 1 x 2 hour online recorded classes per week and 6 x 1 hour cloud (online) seminars per trimester*

### Content

This unit will provide students with an understanding of recommended dietary intakes, with reference to different population groups. Through the class program and problem-based seminar 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

- Assessment task 1: Individual assignment (1400 words, 1 minute oral presentation) 30%
- Assessment task 2: Four cloud (online) multiple-choice quizzes 20%
- Assessment task 3: Examination (2 hours) 50%



## HSN204 – Food Safety

Enrolment modes: Trimester 2: Burwood (Melbourne)

Credit point(s): 1

EFTSL value: 0.125

Trimester 2 Unit Chair: Snehal Jadhav

Cohort rule: Only available to students enrolled in D301, H315 or H300, D391 students completing the Food Studies major sequence (MJ-H000003) or minor sequence (MN-H000003). 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.

Prerequisite: One of: SBB111, SLE111, SBC152, SLE152, SLE155, HSN104, HSN203

Corequisite: Must be enrolled in or have previously successfully completed HSN010

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 2 hour class per week, 7 x 2 hour practicals spread across the trimester, 7 x 1 hour practicals spread across the trimester

### Content

This unit will provide students with an understanding of the global issues around safe and sustainable food production. A major focus of the unit will be on understanding the microbial safety of food which would involve studying about different foodborne pathogens and spoilage agents and developing the skills for microbiological analysis of foods. Topics covered include: global food security and safety, microbial growth, foodborne pathogens, standard and advanced methods of pathogen detection, food spoilage and preservation, control of microbial growth, allergens and chemical contaminants in food and microbiological Hazard Analysis Critical Control Points (HACCP) analysis.

### Assessment

- Assessment task 1: Lab Report 1 and 2 (maximum of 500 words), worth 5% each, of final grade
- Assessment task 2: Lab Report 3 and 4 (maximum of 1000 words), worth 20% each of final grade
- Assessment Task 3: Poster assignment with Peer review feedback (maximum of 1500 words), worth 50% of final grade

### Hurdle requirement

Students are required to attend 80% of classes/laboratories

### Prescribed texts

Adams, M.R., Moss, M.O. and McClure, P. Food Microbiology 4th edition, The Royal Society of Chemistry Publishers UK. ISBN 978-1-84973-960-3

## HSN206 – Food Analysis and Quality Assurance

Enrolment modes: Trimester 1: Burwood (Melbourne)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Robert Shellie

Cohort rule: Only available to students enrolled in D301 or 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.

Prerequisite: SBC131 or SLE131 or SLE133 and one of HSN104, SLE152, SBC152, SLE155, HSN203

Corequisite: Must be enrolled in or have previously successfully completed HSN010

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 2 hour class per week and 6 x 3 hour laboratory classes for the trimester

### 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

- Assessment task 1: Written laboratory report 1 (1000 words) 25%
- Assessment task 2: Written laboratory report 2 (1000 words) 25%
- Assessment task 3: Examination (2 hours) 50%

### Prescribed texts

Nielsen, S. S. (Ed.) (2010). Food analysis (4th ed.). London & New York: Kluwer Academic/Plenum Publishers.

## HSN209 – Food Security and Safety

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Snehal Jadhav*

*Cohort rule: This unit is only offered to H315 and D301 students and H300 or D391 students who are completing MJ-H000003 Food Studies major or minor.*

*Prerequisite: One of: HSN104, SBC152, SLE152, SLE155*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 1 hour seminar fortnightly for the trimester*

### 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: food regulation; foodborne pathogens and food spoilage microorganisms; food allergies; bioterrorism and food insecurity; food additives, contaminants and packaging, hazards in food production, food waste and risks associated with genetically engineered food.

*Note: This unit will be offered for the last time in 2019.*

### Assessment

- Assessment task 1: Four multiple choice tests (4 x 5%) 20%
- Assessment task 2: Group-based assignment (1500 words) 30%
- Assessment task 3: Examination (2 hours) 50%

## HSN210 – Nutrition and Food Promotion

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alison Booth*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN708*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 5 x 1.5 hour seminars per trimester*

### 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 e.g.: 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

- Assessment task 1: Group assignment (500 words) 15%
- Assessment task 2: Individual assignment with group component (2000 words) 50%
- Assessment task 3: Resource and career activity (1500 words) 35%

## HSN211 – Nutritional Physiology

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Walsh*

*Trimester 3 Unit Chair: Shaun Mason*

*Prerequisite: HBS109*

*Corequisite: Nil*

*Incompatible with: HSN201 and HSN701*

*Scheduled learning activities – campus:*

*Burwood (Melbourne) and Warrnambool (Geelong) students: 1 x 2 hour class per week.*

*Warrnambool students: 1 x 2 hour online recorded classes*

*Scheduled learning activities – cloud (online): 1 x 2 hour online recorded classes per week*

### Content

This unit expands on the knowledge acquired in HBS109 Human Structure and Function and examines the physiology pertinent to the study of human nutrition. Specifically, this unit will provide students with an understanding of: gastrointestinal system anatomy and physiology including mechanical & chemical digestion; nutrient absorption and pancreatic, liver and biliary system function; physiological mechanisms that control the gastrointestinal system; human nutrient requirements; renal physiology including body fluid homeostasis and water and electrolyte balance and excretion; energy use and control of energy balance; micronutrient use in normal cell functioning and physiological mutations that impact nutrient digestion and absorption.

### Assessment

- Assessment task 1: One individual assignment (1200 words, 1 minute oral presentation) 30%
- Assessment task 2: Fortnightly cloud (online) multiple-choice questions 20%
- Assessment task 3: Examination (2 hours) 50%

### Prescribed texts

Whitney E, Rolfes SR, Crowe T, Cameron-Smith D, Walsh A. Understanding Nutrition: Australian and New Zealand edition, 3rd edn, Cengage Learning, Australia. 2017. ISBN 9780170366670

## HSN212 – Functional Foods and Biotechnology

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrew Costanzo*

*Cohort rule: This unit is only offered to H315 students who are completing MJ-H000022 Food Science major.*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010*

*Incompatible with: HSN303 and HSN304*

*Scheduled learning activities – campus: 1 x 2 hour class each week, 2 x 3 hour laboratory sessions*

### 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.

*Note: This unit will be offered for the last time in 2019.*

### Assessment

- Assessment task 1: Assignment (1500 words) 40%
- Assessment task 2: Assignment (500 words) 10%
- Assessment task 3: Examination (2 hours) 50%

## HSN223 – Sensory Evaluation of Food

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Russell Keast*

*Cohort rule: This unit is only offered to H315 and D301 students and H300 or D391 students who are completing Food Studies major or minor. Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Prerequisite: HSN104*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010*

*Incompatible with: HSN313*

*Scheduled learning activities – campus: 1 x 2 hour class per week – 1 hour class, 1 hour via cloud (online), 2 x 2 hour seminar, 3 x 3 hour laboratory classes during trimester*

### 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. Knowledge and skills obtained through this unit are important for students who seek employment in the food industry (e.g. product developers, brand builders, consumer marketing insight manager, and sensory panel leader), nutrition and health related organisations (e.g. Nutrition Australia) and research (e.g. market research agency, sensory and consumer scientist, food scientist and market analyst).

### Assessment

- Assessment task 1: Sensory laboratory and laboratory write-up (2000 words) 50%
- Assessment task 2: Practical test (15 minutes) 20%
- Assessment task 3: Examination (1.5 hours) 30%

## HSN227 – Volunteering in Exercise and Nutrition Sciences

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jennifer McCann*

*Prerequisite: Completion of 8 credit points, at least 4 should be HSN-coded units if volunteering in a food or nutrition organisation, or HSE-coded units if volunteering in a sport or exercise organisation. Enrolment into this unit is restricted; you are strongly advised to consult with your Student advisor or call 9251 7777 before applying, to ensure you have elective space in your course to undertake this unit.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): There are no scheduled learning activities for this unit as it is a placement unit.*

### Content

The unit aims to provide students with an opportunity, as part of their course, to prepare for, undertake and reflect on a volunteering experience in the area of exercise or nutrition. Students will make a contribution to an organisation and develop their skills and experience in a professional context. Students will undertake a total of 100 hours of volunteering during the trimester in one or more organisations, and are responsible for selecting and negotiating an appropriate volunteer experience subject to approval from the unit chair. Students will initially complete cloud (online) learning modules that will assist them in preparing for the volunteering experience. The volunteering experience will enable students to develop graduate learning outcomes such as communication, digital literacy and critical thinking and provide students with opportunities to develop skills and knowledge in areas of exercise or nutrition which will enhance their professional development and vocation potential

*Note: If you are interested in applying for this unit, please email [health-wil@deakin.edu.au](mailto:health-wil@deakin.edu.au).*

You are required to find a volunteer placement position for yourself. You should research the type of volunteering opportunities that interest you and contact the organisation/s to seek the availability of a placement position with that organisation.

If you are undertaking more than one unit which has a placement component, the placement organisations must be different for each unit. For example, if you

are undertaking HSN227 Volunteering in Exercise and Nutrition Sciences and HSN311 Food and Nutrition Practicum, you will need to find two separate organisations for each placement.

*Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office at [hsn227@deakin.edu.au](mailto:hsn227@deakin.edu.au) as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Volunteering preparation including report on host organisation, project proposal or description of the tasks the student will complete and goal setting (1200 words) 30%
- Assessment task 2: Reflective journals (four 400 word reflections) 30%
- Assessment task 3: Mock interview (5 minute video responding to interview questions) 15%
- Assessment task 4: Development of a professional online profile (700 words) and a reflective piece on how peer feedback was used to improve the student's online profile (300 words) 25%

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HSN301 – Diet and Disease

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun Mason*

*Prerequisite: HSN211*

*Corequisite: Nil*

*Incompatible with: HSN703*

*Scheduled learning activities – campus:*

*Burwood (Melbourne) students: 2 x 1 hour classes per week and 6 x 2 hour face-to-face or cloud (online) seminars per trimester.*

*Waurin Ponds (Geelong) students: 2 x 1 hour stream or online recorded class per week and 6 x 2 hour face-to-face or online seminars per trimester.*

*Warrnambool students: 2 x 1 hour stream or online recorded class per week and 6 x 2 hour face-to-face or online seminars per trimester.*

*Seminar attendance is not a hurdle requirement but attendance is strongly recommended.*

*Scheduled learning activities – cloud (online): Cloud (online) students: 2 x 1 hour stream or online recorded class per week and 6 x 2 hour cloud (online) seminars per trimester.*

*Recorded Burwood (Melbourne) classes will be available to all students via CloudDeakin.*

## 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

- Assessment task 1: Assignment 1 (1000 words) 20%
- Assessment task 2: Assignment 2 (2000 words) 40%
- Assessment task 3: Examination (1.5 hours) 40%



## HSN302 – Population Nutrition

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rebecca Lindberg*

*Prerequisite: HSN202 or HSN211*

*Corequisite: Nil*

*Incompatible with: HSN705*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 1 hour cloud (online) seminars per trimester*

### Content

This unit deals with the application of nutrition and behavioural approaches to the prevention and amelioration of population health problems. Topics include: key concepts, goals and initiatives in public health nutrition, nutritional deficiencies and over consumption; food insecurity and disadvantaged populations; and food sustainability.

### Assessment

- Assessment task 1: Individual assignment (2000 words) 50%
- Assessment task 2: Five cloud (online) multiple choice/short answer tests (3% each) 15%
- Assessment task 3: Examination (1.5 hours) 35%

## HSN305 – Assessing Food Intake and Activity

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Carley Grimes*

*Prerequisite: HSN211*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010 or HSE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Burwood (Melbourne) students: 1 x 2 hour class per week, 6 x 1 hour campus seminars per trimester and 1 x 2 hour campus practical per trimester.*

*Waurin Ponds (Geelong) students: 1 x 2 hour online recorded classes per week, 6 x 1 hour campus seminars per trimester and 1 x 2 hour campus practical per trimester*

### Content

This unit provides students with an understanding of both theoretical and practical aspects of food, nutrition and physical activity assessment methods, and the ability to apply this knowledge to future workplace requirements. The unit focuses on methods of measuring food and nutrient intake, physical activity, energy expenditure, and body size and composition; reliability, validity, and measurement of errors; nutrition, physical activity, and anthropometric reference standards and recommendations; population norms for dietary intakes, physical activity, and body size and composition; and evaluation and interpretation of dietary intake, physical activity and anthropometric survey data.

### Assessment

- Assessment task 1: Four sets of cloud (online) multiple-choice questions 20%
- Assessment task 2: Assignment (1500 words) 30%
- Assessment task 3: Examination (2 hours) 50%

### Prescribed texts

Gibson, R.S. 2005, Principles of Nutritional Assessment, 2nd ed. Oxford University Press, Oxford, UK.

## HSN307 – Sports Nutrition: Theory and Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dominique Condo*

*Prerequisite: HSN201 or HSN211*

*Corequisite: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar in weeks 2, 4, 6, 8, 10 of trimester to be completed in cloud (online)*

*Scheduled learning activities – cloud (online): 1 x 2 hour online recorded classes per week and 5 x 1 hour cloud (online) seminars per trimester*

## 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

- Assessment task 1: 5 x cloud (online) multiple choice quizzes (5 x 3%) 15%
- Assessment task 2: Written assignment (2000 words), 40% and online oral presentation 10% Total: 50%
- Assessment task 3: Examination (2 hours) 35%

## HSN308 – Food, Nutrition and Society

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rebecca Lindberg*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN704*

*Scheduled learning activities – cloud (online): 5 x 0.5 hour online recorded classes per trimester and 5 x 1 hour cloud (online) seminars per trimester*

## 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: introduction to the history of food, consideration of the variety of social influences on food behaviours (including beliefs, religion, culture, gender, age, body image, media and marketing, and the food environment); and practical applications for understanding and changing eating behaviours.

## Assessment

- Assessment task 1: Assignment (1000 words) plus infographic 40%
- Assessment task 2: Assignment (2000 words) 50%
- Assessment task 3: Two cloud (online) multiple choice tests (5% each) 10%

## HSN309 – Food Policy and Regulation

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Julie Woods*

*Prerequisite: HSN101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 8 x 1 hour seminars per trimester*

## Content

This unit is designed to provide students with an understanding of how food policy and regulation affects the different components of the food system, including food production, processing, marketing, consumption and nutritional health. Food policy is critically important for public health due to its role in food security and sustainability, healthy eating and obesity prevention. The unit also examines food regulation. Food regulation is used by governments to protect the public against potential risks associated with developments in the food system and is also a particularly powerful policy tool for promoting public health benefits by determining the composition and labelling of food products. Case studies including food fortification and food labelling, food security and sustainability and obesity prevention will be reviewed.

## Assessment

- Assessment task 1: Four cloud (online) quizzes and reflection 20%
- Assessment task 2: Written assignment (2000 words) 50%
- Assessment task 3: Written assignment (1500 words) 30%

# HSN311 – Food and Nutrition Practicum

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jennifer McCann*

*Cohort rule: This unit is only available to students enrolled in H315 and D333 OR H300 students completing the Nutrition major sequence (MJ-H000007) or Food Studies major sequence (MJ-H000003).*

*Students can only enrol in this unit after they have received approval from the unit chair.*

*Enrolment into this unit is restricted; you are strongly advised to consult with your Student advisor before applying, to ensure you have elective space in your course to undertake this unit.*

*Prerequisite: After Trimester 2 results are released, students must have completed a minimum of 4 HSNxxx units in their course of which at least two must be at level 2. For food industry practicum students, it is recommended that students complete HSN204 and HSN206 from the Food Science or Food Innovation major sequence.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Minimum of 100 hours on-site training*

## 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, 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.

Students must have their placement site secured and pre-placement documentation submitted by the end of April (the actual timing of placements may vary). The Cloud Deakin site will be open with relevant information from the start of the year. Please ensure you check your Deakin email account regularly for updates and placement information.

**Note:**

- Application process: Eligible H300 and H315 students will receive an email approximately mid-September to submit their expression of interest to apply into this unit and application instructions will be included in the email. Please note that the closing date to submit your application will be 9 November 2018.

- If you are undertaking more than one unit which has a placement component, the placement organisations must be different for each unit. For example, if you are undertaking HSN227 Volunteering in Exercise and Nutrition Sciences and HSN311 Food and Nutrition Practicum, you will need to find two separate organisations for each placement.

*Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office at [ens-placements@deakin.edu.au](mailto:ens-placements@deakin.edu.au) as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Pre-placement preparation (CV, cover letter, pre-placement self-assessment, me in a minute video (1 minute))
- Assessment task 2: Career plan (max 1200 words)
- Assessment task 3: Project media report (5 minutes)
- Assessment task 4: Supervisor report, hours log, post-placement self-assessment

To achieve an ungraded pass in this unit all assessment tasks must reach Ungraded Pass.

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## HSN313 – Sensory Evaluation of Foods

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Russell Keast*

*Cohort rule: Only available to students enrolled in D301 and H315. Other students who would like to enrol in this unit must submit their request to [health-enquire@deakin.edu.au](mailto:health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Prerequisite: HSN101 or HSN201 or HSN211*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010*

*Incompatible with: HSN223*

*Scheduled learning activities – campus: 1 x 2 hour class per week – 1 hour class, 1 hour via cloud (online), 2 x 2 hour seminar, 3 x 3 hour laboratory classes during trimester*

### 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

- Assessment task 1: Sensory laboratory and laboratory write-up (2000 words) 50%
- Assessment task 2: Two cloud (online) multiple-choice tests (2 x 5%) 10%
- Assessment task 3: Practical test (10 minutes) 10%
- Assessment task 4: Examination (1.5 hours) 30%

### Prescribed texts

Meilgaard, Civille and Carr (2015). Sensory Evaluation Techniques, CRC Press 5th Edition

## HSN315 – Food Manufacturing and Process Innovation

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shirani Gamlath*

*Cohort rule: Only available to students enrolled in H315 and H300, D391 students completing the Food Studies major sequence (MJ-H000003). Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Prerequisite: HSN204*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010*

*Incompatible with: HSN306*

*Scheduled learning activities – campus: 1 x 2 hour class (11 weeks) and 1 x 3 hour practical (6 weeks). Students are required to attend 80% of practicals (hurdle requirement).*

### 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

- Assessment task 1: 2 cloud (online) MCQ tests 20%
- Assessment task 2: Individual practical reports (1500 words/3 practical reports per student) 30%
- Assessment task 3: Examination (2 hours) 50%

## HSN319 – Consumer and Sensory Innovation of Food

*Enrolment modes: First offered 2020*

*Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gie Liem*

*Prerequisite: HSN223 or HSN313*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 hour class each week, 1.5 hour seminar in weeks 2, 4, 6, 8, 10*

### Content

Today's food environment is complex with a large variety of foods for consumers to choose from. Our sense of taste, smell, sound, vision and touch play a key role in consumer choice. These senses are triggered by the product as well as marketing messages. This unit will discuss the interplay between sensory science and marketing, also known as "sensory marketing". Sensory marketing includes research investigating how sensory perception influences marketing messages and how marketing messages influences sensory perception with the aim to shape consumers' product quality perception and buying behaviour. Topics include: the influence of scent on consumer behaviour, role of sound on perception of product quality, how taste is manipulated by marketing messages and multi-sensory approached in food design.

Knowledge and skills obtained through this unit are important for students who seek employment in the food industry (e.g. product developers, brand builders, consumer marketing insight manager, and sensory panel leader), nutrition and health related organisations (e.g. Nutrition Australia) and research (e.g. market research agency, sensory and consumer scientist, food scientist and market analyst).

*Note: New unit 2020*

### Assessment

- Assessment task 1: Create and critically analyse an innovative food product by making use of sensory marketing principles (1500 words) 45%
- Assessment task 2: Reflection on the comments provided to Assessment task 1 (500 words) 10%
- Assessment task 3: Case study report (2000 words) 45%

## HSN320 – Trends in Product Development

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shirani Gamlath*

*Cohort rule: Only available to students enrolled in H315 and students enrolled in D391, H300 Food Studies major sequence (MJ-H000003). Other students who would like to enrol in this unit must submit their request to [Health-enquire@deakin.edu.au](mailto:Health-enquire@deakin.edu.au). Enrolment quotas apply.*

*Prerequisite: HSN315*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010*

*Incompatible with: HSN306*

*Scheduled learning activities – campus: 1 x 2 hour class (7 weeks) and 1 x 3 hour practical (10 weeks). Students are required to attend 80% of practicals (hurdle requirement)*

### 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

- Assessment task 1: 2 cloud (online) MCQ tests 10%
- Assessment task 2: Individual contribution to team project report (1500 words per student) and oral presentation 50%
- Assessment task 3: Examination (1.5 hours) 40%



## HSN360 – International Perspectives in Food and Nutrition

*Enrolment modes: Trimester 3: Study tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Gie Liem*

*Cohort rule: Must be enrolled in H315 Bachelor of Food and Nutrition Sciences; or H343 Bachelor of Exercise and Sport Science; or any Faculty of Health course and completed at least 2 x HSN-coded units at any level.*

*Prerequisite: Must have completed 2 x level 1 or level 2 HSN-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 full day seminar*

*In-person attendance requirements: Study tour of approximately two weeks*

### Content

This unit provides students with the opportunity to learn about the context of food, nutrition and health 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 students with the opportunity to enhance their understanding of cross-cultural aspects of food, nutrition and health. The study tour will consist of a range of activities designed to link students with policy makers, consumers, nutrition departments, educators and food production companies in the host country, and to reflect on their own values and approaches in relation to food, nutrition and health.

More information about the study tour program will be available to students by the end of March 2019.

*Note: Limited places are available. The selection process includes a written application and personal interview. Students are strongly advised to consult with their student advisers first before applying, to ensure they have elective space in their course to undertake this unit.*

This unit is being offered in alternate odd years, next offered Trimester 3 2019.

### Assessment

- Assessment task 1: Group pre-departure presentation (30 minutes per group) and written summary 20%
- Assessment task 2: Reflective practice paper (1000 words) 30%
- Assessment task 3: Written briefing paper (2000 words) 50%

### Hurdle requirement

Must pass Assessment task 1.

## HSN414 – Honours Research Project

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 2 Unit Chair: Lukar Thornton*

*Cohort rule: This unit is only available to students enrolled in level 4 Honours*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Negotiable between supervisor and student*

### 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

- Assessment task 1: Thesis (12,000 words) 100%
- Assessment task 2: Final oral presentation

### Hurdle requirement

Assessment task 2: Final oral presentation.

## HSN701 – Principles of Nutrition

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gunveen Kaur*

*Trimester 3 Unit Chair: Carley Grimes*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol into T1:*

*If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser.*

*If you are enrolled in a Cloud course, you will need to enrol into the Cloud unit offering. T3 Cloud enrolment is open to H511, H517, H616 and H714 students and other postgraduate students enrolled in Cloud course or on campus course.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN201 and HSN211*

*Scheduled learning activities – campus: 5 x 2 hour on campus seminars per trimester in addition to online learning activities*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 2 hour cloud (online) seminars per trimester*

### 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

- Assessment task 1: 5 x online MCQs throughout the trimester (4% each) 20%
- Assessment task 2: Assignment (2000 words) 45%
- Assessment task 3: Assignment (1500 words) 35%

## Prescribed texts

Whitney E, Rolfes SR, Crowe T, Cameron-Smith D, Walsh A. Understanding Nutrition: Australian and New Zealand edition, 4th edn, Cengage Learning, Australia. 2019.

## HSN702 – Lifespan Nutrition

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sze Yen Tan*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit:*

*If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN202*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars per trimester*

### 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.

*Note: HSN701 is recommended as a pre-requisite*

### Assessment

- Assessment task 1: Individual assignment (1800 words, 1 minute oral presentation) and learning plan reflection (500 words) 45%
- Assessment task 2: Three cloud (online) multiple-choice tests (5% each) 15%
- Assessment task 3: Case studies 40%

## HSN703 – Diet and Disease

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gunveen Kaur*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit:*

*If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser.*

*If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: HSN701*

*Incompatible with: HSN301*

*Scheduled learning activities – campus: 5 x 2 hour on campus seminars per trimester in addition to online learning activities*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 2 hour cloud (online) seminars per trimester*

### 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

- Assessment task 1: Four online MCQ Tests 20%
- Assessment task 2: Factsheet (1500 words) 30%
- Assessment task 3: Critical review of the literature (2500 words) 50%

## HSN705 – Public Health Nutrition

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rachel Laws*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit:*

*If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser.*

*If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN302*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 2 hour cloud (online) seminars per trimester*

### 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, goals and initiatives in public health nutrition, the social context of food; nutrition related disease-deficiencies and over consumption; the nutrition transition; food security and disadvantaged populations; food sustainability. The unit complements HSN706: Food Policy and Public Health.

### Assessment

- Assessment task 1: Learning reflection on completion of module activities and participation in online discussion (6% per module) 30%
- Assessment task 2: Assignment (1000 words) 25%
- Assessment task 3: Assignment (2000 words) 45%

## HSN706 – Food Policy and Public Health

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mark Lawrence*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: All students:*

*Online and collaborative learning activities, 5 x 2 hour seminars*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars*

### Content

Food policy affects the structure and operation of food systems and is essential to help protect and promote public health. This unit focuses on the core food policy reference standards (Dietary Guidelines, food selection guides, Nutrient Reference Values) and how food policy and its interventions can be developed, implemented and evaluated to achieve these reference standards. Food has health, economic, social and cultural meanings and consequently food policy often is contested and political – the unit explores the role of evidence and politics in food policy-making. Topical food policy case studies are used to illustrate these concepts, for example policy activities to: protect food security and promote healthy and sustainable diets; prevent obesity and other chronic diseases; and protect public health in food regulation related to food fortification and food labelling.

### Assessment

- Assessment task 1: Assignment (3000 words) 60%
- Assessment task 2: Assignment (2000 words) 40%

## HSN708 – Nutrition Promotion

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tony Worsley*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN210*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 2 hour cloud (online) seminars per trimester*

### Content

Nutrition promotion is an important aspect of public health nutrition, essential for the improvement and optimisation of population health. This unit focuses on current examples on nutrition promotion in action, and on the development of practical skills relevant to working in this field. Topics include: the foundations, scope and role of nutrition promotion; nutrition promotion at the levels of individual/group, settings, and community; theories relevant to nutrition promotion; and skills in communication, advocacy, facilitating behaviour change, and program and evaluation planning.

### Assessment

- Assessment task 1: Assignment (2200 words) 45%
- Assessment task 2: Assignment (2200 words) 45%
- Assessment task 3: Four cloud (online) multiple-choice tests (2.5% each) 10%

## HSN709 – Sports Nutrition

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rhiannon Snipe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN307*

*Scheduled learning activities – cloud (online): 1 x 1 hour online recorded class per week and online independent and collaborative learning activities including 5 x 1 hour cloud (online) seminars per trimester*

### 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

- Assessment task 1: Four cloud (online) multiple choice quizzes (4 x 5% each) 20%
- Assessment task 2: Assignment (2000 words) 40%
- Assessment task 3: Assignment (1500 words, 30%) and mini oral presentation (3 minutes, 10%) total 40%

## HSN713 – Food, Nutrition and Behaviour

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gie Liem*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN103 and HSN208*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 2 hour cloud (online) seminars per trimester*

### 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

- Assessment task 1: Essay (3000 words) 50%
- Assessment task 2: Practical assignments (2000 words) 50%

## HSN714 – Systems Thinking in Public Health Nutrition

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Penny Love*

*Previously: Previously coded HSN727 (2 credit points)*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: HSN705 and HSN708*

*Corequisite: Nil*

*Incompatible with: HSN727*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars per trimester*



## Content

In this unit students will build on skills and competencies gained via the two prerequisite units. This unit introduces students to the concept of systems thinking in order to understand and intervene around major nutrition related problems. The unit is designed for those students seeking a career in public health nutrition or current public health nutritionists seeking to extend their knowledge and skills in public health nutrition.

This unit focuses on application of systems thinking in public health nutrition and covers the fundamentals of systems thinking theory. It offers an opportunity to apply key methods and approaches in systems thinking to public health nutrition policy and programs. It prepares students to use a systems thinking lens to describe, understand, and anticipate complex behaviour and environments relevant to public health nutrition problems as well as design interventions in keeping with systems thinking.

## Assessment

- Assessment task 1: Group assignment (visual representation of food system issue) 10%
- Assessment task 2: Food system mapping project (2200 words) 50%
- Assessment task 3: Nutrition intervention plan (2000 words) 40%

## HSN715 – Understanding Human Nutrition Research Studies

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ewa Szymlek-Gay*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars per trimester*

## 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 design and evaluate nutrition research studies. Topics to be covered in this unit include: research planning and dissemination; understanding research methodologies; designing, interpreting and critically analysing research studies including qualitative, quantitative and observational research designs, and; human research ethics principles.

## Assessment

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Assignment (2000 words) 40%
- Assessment task 3: Four Cloud (online) multiple choice tests: Total 20%

## HSN719 – Assessment Methods for Nutrition and Physical Activity Research

*Enrolment modes: Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Amelia Lee*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN305*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars per trimester*

## Content

This unit provides an overview of methods of measuring food intake, physical activity, energy expenditure and body composition 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 composition survey data is addressed along with an examination of the theory and practice of validation and measurement error.

## Assessment

- Assessment task 1: Three cloud (online) multiple choice quizzes (15 questions each) 20%
- Assessment task 2: Written report (1500 words) 30%
- Assessment task 3: Major assignment (3000 words) 50%

## Prescribed texts

Gibson, R.S. 2005, Principles of Nutritional Assessment, Oxford University Press, Oxford, UK.

# HSN734 – Obesity Prevention

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrew Costanzo*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars per trimester*

## 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

- Assessment task 1: Learning reflections (3% per module) 30%
- Assessment task 2: Assignment (1500 words) 30%
- Assessment task 3: Assignment (1500 words) 40%

# HSN735 – Essentials of Food Science

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shirani Gamlath*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 6 x 1.5 hour online recorded classes per trimester and 6 x 1 hour cloud (online) seminars per trimester*

## Content

This unit provides students with theoretical knowledge and skills in food science to advance in nutrition and health related careers. Specific topics to be covered include: characteristics and properties of food commodities, food safety, food preservation, food regulation, functional foods and health claims, food processing and product innovations for improving nutrition and health.

## Assessment

- Assessment task 1: Two Cloud (online) MCQ tests 20%
- Assessment task 2: Assignment 1 (1500 words written and digital component) 40%
- Assessment task 3: Assignment 2 (2000 words) 40%

## HSN738 – International Nutrition

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Paige van der Pligt*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars (recordings provided)*

*Online independent and collaborative learning including 5 scheduled online recorded classes (recordings provided)*

## 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

- Assessment task 1: Assignment (2000 words) 40%
- Assessment task 2: Assignment (2000 words) 40%
- Assessment task 3: 5 cloud (online) forum tasks (5 x 4%) 20%

## HSN740 – Dietetic Research Skills

*Enrolment modes: Medicine Semester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Nicole Kiss*

*Cohort rule: This unit is only available to students enrolled in H718 Master of Dietetics*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Teaching intensive in the first week of the unit comprising 3 hour classes over a 4 day period. 1 x 2 hour seminar/ tutorial per week for the remainder of the unit.*

## Content

This unit will equip students to understand research in nutrition and dietetics and to critically appraise scientific literature in order to make informed decisions about evidence-based practice. Topic covered in this unit include literature review, critical appraisal, research study designs, interpreting statistics and presentation skills.

## Assessment

- Assessment task 1: Critical appraisal of scientific articles (3000 words) 40%
- Assessment task 2: Group systematic review manuscript (1200 words per student) 40%
- Oral presentation 10% – total 50%
- Assessment task 3: Individual reflection (750 words) 10%

## Prescribed texts

Hodson L, Sharma S, Lovegrove J.A. Nutrition Research Methodologies. John Wiley & Sons

# HSN741 – Postgraduate Nutrition Practicum

*Enrolment modes: Trimester 2: Cloud (online)^*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jennifer Mccann*

*Cohort rule: Unit only available to students enrolled in H616 Graduate Diploma of Human Nutrition or H714 Master of Human Nutrition*

*Prerequisite: Minimum of 6 credit points including HSN701 and HSN702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 100 hours work-based practicum. In addition, 8 x 1-hour online modules will need to be completed by the end of week 1 of trimester.*

## Content

The unit aims to give students who are well into their studies the opportunity to develop professional skills, applied in a work setting, which are relevant to an area of the human nutrition workforce. Students will undertake a 100-hour work-based practicum which may be undertaken in a full-time block of 2–3 weeks or on a more staggered basis such as 1 day per week for 12–15 weeks. Students will initially complete 8 x 1-hour cloud (online) learning modules that will assist them in preparing for the work-based project as well as providing the practical skills and knowledge required for the placement. Topics covered in this unit include professional growth and self-reflection; professional self-management; developing, planning and managing a project; working effectively as part of a professional team; and communicating effectively and appropriately in a range of contexts, including in a 1-minute video presentation aimed at prospective employers.

Students must complete the pre-placement modules and have all necessary placement documentation submitted by the end of June of the year of the placement.

*Note: Students wishing to enrol in this unit need to contact the unit chair on email [hsn741@deakin.edu.au](mailto:hsn741@deakin.edu.au) for approval of their proposed practicum, ideally by the end of the teaching period in Trimester 1 or earlier.*

*^ Students enrol as Cloud (online) students; however, students are required to attend practicum placement locations.*

*Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office at [ens-placements@deakin.edu.au](mailto:ens-placements@deakin.edu.au) as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Project proposal/plan (1200 words) ungraded pass/fail
- Assessment task 2: Career task (1500 words) ungraded pass/fail
- Assessment task 3: Project report media task, ungraded pass/fail

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

# HSN742 – Food Service Management

*Enrolment modes: Medicine Semester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Judith Appleton*

*Cohort rule: This unit is only available to students enrolled in H718 Master of Dietetics*

*Prerequisite: All of HSN740, HSN744 and HSN754*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Week 1: Full-time at Burwood (Melbourne); weeks 2 to 5: full time on placement; week 6: 4 hours at Burwood (Melbourne).*

*Narrated power points delivered electronically (3 hours) and eSimulation (1 hour). Seminars, placements and assessment tasks may take place outside of Deakin University teaching periods.*

## 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.

*Note: Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Team based learning 10%
- Assessment task 2: Menu assessment (2500 words) 25%
- Assessment task 3: Group food service project report (individual contribution 1650 words per student) 25%; Poster presentation 5%; Oral presentation 5% – total 35%
- Assessment task 4: Test (1.5 hours) 30%

## Hurdle requirement

- Professional placement and competency based assessment (ungraded pass/fail)
- Failure of the practicum component will lead to a fail in this unit and may lead to exclusion.

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Travel commitment

Because of the need for professional practice at external sites, all students undertaking the course should be aware of the required need for travel to placement sites. The requirement to travel is very real and travel time up to 2 hours each way is considered normal. It is also likely that you will have to attend at least one rural placement during the course.

## Prescribed texts

Duncan, P., & Jensen, J. 2011, Professional Foodservice, 2nd ed, Pearson, New Zealand.



## HSN743 – Nutrition for Healthy Ageing

*Enrolment modes: Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Catherine Milte*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: HSN701*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars per trimester*

### 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

- Assessment task 1: Multiple choice questions via CloudDeakin 10%
- Assessment task 2: Written assignment (2000 words) 45%
- Assessment task 3: Written assignment (2000 words) 45%

### Prescribed texts

Stanner S, Thompson R, Buttriss J, eds. 2009, Healthy Ageing: The Role of Nutrition and Lifestyle, British Nutrition Foundation, Wiley-Blackwell, Oxford UK.

## HSN744 – Principles of Dietetics

*Enrolment modes: Medicine Semester 1: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Adam Walsh*

*Cohort rule: Only available to students enrolled in H718 Master of Dietetics*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 hours per day in week 1 at Burwood (Melbourne), 1 x 2 hour and 1 x 2.5 hour seminars per week, hospital based classes for 10 full days.*

### 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, gastrointestinal diseases, liver disease and renal disease).

### Assessment

- Assessment task 1: Nutrition care plan (3500 words) 35%
- Assessment task 2: Test (2.5 hours) 50%
- Assessment task 3: Reflective practice entries (ungraded pass/fail)
- Assessment task 4: Objective Structured Clinical Examination (OSCE) 15%

### Hurdle requirement

Must pass Assessment tasks 1, 2 and 4

# HSN745 – Community Nutrition

*Enrolment modes:*

*Semester 1: Burwood (Melbourne)*

*Semester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Alison Spence*

*Semester 2 Unit Chair: Alison Spence*

*Cohort rule: This unit is only available to students enrolled in H718 Master of Dietetics*

*Prerequisite: HSN740 and HSN744*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 weeks part-time at Burwood (Melbourne) pre-placement, 7 weeks full-time community placement.*

*Seminars, placements and assessment tasks may take place outside of Deakin University teaching periods.*

## Content

This unit prepares students for community nutrition placements by developing skills in practical public health nutrition, including preparation of project proposals, budget submissions, project management and evaluation, report writing and addressing the needs of specific groups. Students then apply these skills to complete a community fieldwork project as a group project.

*Note: There is an enrolment quota for this unit. Students wishing to enrol in this unit need to contact the unit chair and/or placement coordinator.*

*Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Individual and Team Based Learning (TBL) tasks 10%
- Assessment task 2: Cultural competency assessment (1000 words) 10%
- Assessment task 3: Placement project report (3000 words per student) 35% and presentation (10%) – total 45%
- Assessment task 4: Community grant application (2000 words) 20% and reflection (500 words) 5% – total 25%
- Assessment task 5: Evaluation of a group education session (1000 words) 10%

## Hurdle requirement

- Professional placement and competency based assessment (ungraded pass/fail)
- Failure of the practicum component will lead to a fail in this unit and may lead to exclusion.

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Travel commitment

Because of the need for professional practice at external sites, all students undertaking the course should be aware of the required need for travel to placement sites. The requirement to travel is very real and travel time up to 2 hours each way is considered normal. It is also likely that you will have to attend at least one rural placement during the course.

## HSN746 – Nutritional Issues from Early Childhood to Adolescence

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Susan Torres*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: HSN702*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars per trimester*

### 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

- Assessment task 1: Assignment (2000 words) 45%
- Assessment task 2: Assignment (2000 words) 45%
- Assessment task 3: Multiple choice questions (MCQ) via CloudDeakin 10%

## HSN747 – Clinical Dietetic Practice

*Enrolment modes:*

*Medicine Semester 1: Burwood (Melbourne)*

*Medicine Semester 2: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Claire Margerison*

*Semester 2 Unit Chair: Claire Margerison*

*Cohort rule: This unit is only available to students enrolled in H718 Master of Dietetics*

*Prerequisite: HSN744 and HSN754*

*Corequisite: HSN742 – must be passed prior to completing this unit OR undertaken in the same semester*  
*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 days full time at Burwood (Melbourne) and 1 day full time off campus pre-placement, 10 weeks full time clinical placement, 2 days at Burwood (Melbourne) post-placement.*

*Teaching, placements and assessment tasks may take place outside of Deakin University teaching periods.*

### 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.

*Note: Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Collaborative practice reflection (1000 words) 15%
- Assessment task 2: Nutritional care plans (4000 words) 40%
- Assessment task 3: Major case study assignment (3000 words) 35%; Major case study oral presentation 10%

## Hurdle requirement

- Professional placement and competency based assessment (ungraded pass/fail)
- Failure of the practicum component will lead to a fail in this unit and may lead to exclusion.

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Travel commitment

Because of the need for professional practice at external sites, all students undertaking the course should be aware of the required need for travel to placement sites. The requirement to travel is very real and travel time up to 2 hours each way is considered normal. It is also likely that you will have to attend at least one rural placement during the course.

# HSN749 – Biochemistry and Physiology for Human Nutrition

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Severine Lamon*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 2 hour cloud (online) seminars per trimester*

## Content

This unit will provide students with foundation knowledge of chemistry, biochemistry and physiology and will start integrating this knowledge to the context of nutrition. At the end of this unit, the students will be able to actively engage in the chemistry and biochemistry of higher tertiary nutrition subjects.

## Assessment

- Assessment task 1: Multiple choice quizzes (4 quizzes) 20%
- Assessment task 2: Introduction to literature search (750 words) 30%
- Assessment task 3: Mini literature review (1500 words) 50%

## HSN750 – Nutrition Research Project Part A

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Ewa Szymlek-Gay*

*Prerequisite: HSN715 and completion of at least three other HSN level 7 credit points*

*Corequisite: Nil*

*Incompatible with: HSN712, HSR701*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour cloud (online) seminars per trimester. Students have weekly one on one contact (either on campus or online/phone) with a supervisor throughout the trimester*

### 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 thesis 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.

*Note: Students who completed HSN711 must select an alternative topic for this unit.*

### Assessment

- Assessment task 1: Evaluation of ethics application (1500 words) 12.5%
- Assessment task 2: Literature review (5000 words) 75%
- Assessment task 3: Research plan (1500 words) 12.5%

## HSN751 – Nutrition Research Project Part B

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Susan Torres*

*Prerequisite: HSN750*

*Corequisite: Nil*

*Incompatible with: HSN712, HSR702*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 x 1 hour cloud (online) seminars per trimester.*

*Students have weekly one on one contact (either on campus or online/phone) with a supervisor throughout the trimester.*

### Content

This unit follows on from HSN750 Nutrition Research Project Part A and provides the opportunity to conduct research and write a thesis 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 thesis.

### Assessment

Assessment task 1: Research thesis (10,000 words) 100%

### Hurdle requirement

- Evidence of approval from an appropriate Ethics Committee (if applicable)
- Submission of a final research plan developed as a component of HSN750 including an oral presentation of the research proposal.



## HSN753 – Research Practice in Human Nutrition

*Enrolment modes: Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Katherine Livingstone*

*Cohort rule: H511, H517, H616 and H714 students: enrol via Cloud (online) mode only. H748 students: enrol via Campus mode at Burwood (Melbourne) only.*

*Other Postgraduate students who wish to enrol in this unit: If you are enrolled in an on-campus course, you can enrol in the on-campus unit offering and you will need to request a manual enrolment from your Student Adviser. If you are enrolled in a Cloud course, you need to enrol into the Cloud unit offering.*

*Prerequisite: HSN715*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour seminars per trimester*

*Scheduled learning activities – cloud (online): 5 x 2 hour cloud (online) seminars per trimester*

### Content

This unit will provide students with an overview and understanding of the research process. Students will gain experience in either quantitative or qualitative research methods through the completion of an independent research project. Through completion of this unit, students will develop skills in critiquing literature within the area of nutrition sciences, defining a research question, writing aims and hypotheses, developing research methodologies, conducting data analysis and preparing and disseminating research findings.

### Assessment

- Assessment task 1: Literature review and research proposal (2000 words) 40%
- Assessment task 2: Research manuscript (3000 words) 60%

## HSN754 – Dietary Modification to Improve Health

*Enrolment modes: Medicine Semester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Elena George*

*Cohort rule: This unit is only available to students enrolled in H718 – Master of Dietetics*

*Prerequisite: Nil*

*Corequisite: HSN070 and HSN744*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 3-hour practical per week*

### Content

This unit introduces students to the key concepts in dietary prescription within the context of medical, dietary and social issues affecting a broad range of clinical conditions, including but not limited to obesity, diabetes, oncology, gastrointestinal disease, liver disease and renal disease. Cultural, social and psychological factors that influence the dietary prescription in these populations will be considered.

### Assessment

- Assessment task 1: Group practical reports (individual contribution 800 words per student) 50%
- Assessment task 2: Reflection (500 words) 10%
- Assessment task 3: Media piece and annotated bibliography (1500 words) 25%
- Assessment task 4: Ready reckoner (700 words) 15%

### Prescribed texts

Food literacy – Helen Vidgen, eBook London; New York: Routledge, 2016

Food cultures of the world encyclopedia [electronic resource] / Ken Albala, editor, E-book | Greenwood | 2011

# HSN758 – Professional Practice for Dietetics

*Enrolment modes: Medicine Semester 1: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Paige Van der Pligt*

*Cohort rule: Only available to students enrolled in H718 Master of Dietetics*

*Prerequisite: HSN744, HSN740 and one of HSN745 or HSN747*

*Corequisite: HSN745 or HSN747*

*Incompatible with: HSN752*

*Scheduled learning activities – campus: 6 weeks of teaching consisting of seminars, presentations, placement and time for assessment task completion. Seminars, and assessment tasks may take place outside of Deakin University teaching periods.*

## Content

This unit will explore a range of issues including ethical considerations in professional practice; business skills, entrepreneurship and innovation in dietetics; the importance and value of successful interprofessional collaboration; leadership and professionalism; and career development activities as students prepare to enter the dietetic workforce. A one week (Monday to Friday) elective placement will be run as part of this unit and students are encouraged to organise their own placement in an area of Dietetics in which they are particularly interested and which may form part of their career focus.

*Note: Note for all students enrolling into this unit: You must complete your placement hours within your trimester of enrolment of the placement unit, unless otherwise stated directly by the Unit Chair. If you are not able to complete the placement by the end your trimester of enrolment in the placement unit, please email the School of Exercise and Nutrition Sciences Professional Placement Office at [ens-placements@deakin.edu.au](mailto:ens-placements@deakin.edu.au) as soon as possible.*

*Note for International students only: If you are not able to complete your placement by your visa expiry date, please note that you will be liable for any costs involved with extending your stay in Australia, for example: visa extension application cost and extra living expenses.*

## Assessment

- Assessment task 1: Reflection on results of unconscious bias test (1000 words) 10%
- Assessment task 2: Group ethical debate – 10 minutes each group 15%
- Assessment task 3: Individual Professional Development Assignment (3000 words) 30% and mock job interviews (15 minutes) 20% – Total 50%
- Assessment task 4: Elective placement log book 15% and oral presentation (5 minutes) 10% – Total 25%

## Department of Human Services policy – Police Record Check and Working With Children Check

In accordance with Department of Human Services policy, all students are required to undertake a National Police Record Check prior to placements in each calendar year of their course.

In accordance with the Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of placement will not be able to undertake placement and this will impede progress in the course.

Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their learning experience. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Travel commitment

Because of the need for professional practice at external sites, all students undertaking the course should be aware of the required need for travel to placement sites. The requirement to travel is very real and travel time up to 2 hours each way is considered normal. It is also likely that you will have to attend at least one rural placement during the course.

## HSN760 – International Perspectives in Food and Nutrition

*Enrolment modes: Trimester 3: Study tour*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Gie Liem*

*Cohort rule: Must be enrolled in: H511 Graduate Certificate of Human Nutrition; or H616 Graduate Diploma of Human Nutrition; or H714 Master of Human Nutrition; or H718 Master of Dietetics; or any Faculty of Health postgraduate course and completed at least 2 x Nutrition coded units (eg. HSN7XX).*

*Prerequisite: Must have completed 2 x level 7*

*HSN-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 full day seminar (Blackboard Collaborate)*

*In-person attendance requirements: Study tour of approximately two weeks*

### Content

This unit provides students with the opportunity to learn about the context of food, nutrition and health 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 students with the opportunity to enhance their understanding of cross-cultural aspects of food, nutrition and health. The study tour will consist of a range of activities designed to link students with policy makers, consumers, nutrition departments, educators and food production companies in the host country, and to reflect on their own values and approaches in relation to food, nutrition and health.

More information about the study tour program will be available to students by the end of March 2019.

*Note: Limited places are available. The selection process includes a written application and personal interview. Students are strongly advised to consult with their student advisers first before applying, to ensure they have elective space in their course to undertake this unit.*

This unit is being offered in alternate odd years, next offered Trimester 3 2019.

### Assessment

- Assessment task 1: Group pre-departure presentation via Blackboard Collaborate (30 minutes per group) and written summary 20%
- Assessment task 2: Reflective practice paper (1500 words) 30%
- Assessment task 3: Written briefing paper (2500 words) 50%

### Hurdle requirement

Must pass Assessment task 1

## HSO102 – Foundations of Occupational Science and Therapy A

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: HSO101*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emma Clark*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Stream 1 (Academic): 1 x 1 hour class plus 1 x 1 hour seminar per week; Stream 2 (Practice education): Practice education comprising 1 day per week or equivalent*

### 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, practice education preparation and experience in the field. Through practice education students will participate in site visits and observation of occupational therapy programs.

### Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Written paper (1400 words) 35%
- Assessment task 2: Professional development portfolio 40%
- Assessment task 3: Practical examination (consisting of three tasks) 25%

### Hurdle requirement

Practical examination. Failure of the practical examination will lead to failure of the unit.

### Prescribed texts

Brown, T., et al., Eds. (2017). Occupational Therapy in Australia: Professional and practice issues. NSW, Allen & Unwin

## HSO104 – Foundations of Occupational Science and Therapy B

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: HSO101*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emma Clark*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: HSO102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Stream 1 (Academic): 1 x 1 hour class plus 1 x 1 hour seminar per week; Stream 2 (Practice education): practice education comprising 1 day per week or equivalent*

### Content

This level 1 unit comprises both academic and practice education 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. Classes, seminars, 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.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Written paper (1200 words) 30%
- Assessment task 2: Group e-portfolio 15%
- Assessment task 3: Professional development portfolio 35%
- Assessment task 4: Practice education (previously named Fieldwork) assessment 20%; SPEF-R and timesheet – Pass/Fail

Failure of a practice education component in the Bachelor of Occupational Therapy will normally lead to failure of the unit and may 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.

## HSO202 – Impact of Health Conditions On Occupational Performance

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Pearse Fay*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: All of HSO102, HSO104 (or HSO101), HSE102 and HSE208*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Stream 1 (Academic) 1 x 2 hour online class, 1 x 2 hour seminar per week*

*Stream 2 (Practice education) 1 week full time simulated practice education (2 blocks)*

### Content

This level 2 unit builds on the bioscience units and links them with occupational therapy theoretical and practice elements. A range of health conditions commonly encountered in occupational therapy practice is presented and explored in relation to their impact on occupational performance. An occupational therapy model will be used to provide a framework to analyse conditions considering musculoskeletal, neurological, psychological, cognitive, affective, and social factors. Case scenarios drawn from health and human service practice will be used to provide an introduction to clinical reasoning, theoretical concepts and models of occupational therapy, client centred processes and potential areas of occupational therapy intervention.

The students will participate in problem based learning seminars and resource sessions with consumers and/or expert practitioners.

Students will consolidate their learning through a week of simulated practice education (full time) in which they will have the opportunity to implement their newfound knowledge in a simulated practice education setting, run by the unit chair and supported by experienced clinicians.



## Assessment

- Assessment task 1: Case study (1000 words) 35%
- Assessment task 2: Multiple choice and short answer exam (35%)
- Assessment task 3: Written case report (test) at the completion of Simulation week 30%
- Assessment task 4: SPEF-R

## Hurdle requirement

- Must complete all placement requirements
- Must pass Assessment Task 4

## Prescribed texts

Atchison, B. & Dorette, D (2016). Conditions in Occupational Therapy 5th Ed. Lippincott Williams & Wilkins, Philadelphia

# HSO205 – Occupations in Childhood Development

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: HSO201*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tara Roberts*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: HSO102, HSO104 (or HSO101)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour 45 minute Class/Lecture and 1 x hour 15 minute Seminar/Tutorial per week. Total contact hours: 3 hours per week*

## Content

This level 2 unit, addresses concepts related to the occupational development of children from birth to adolescence. There is a focus on identifying the developmental progression of occupations over time. Students will develop their ability to evaluate children's occupational performance via clinical observation supported by occupation-based assessment tools. Students will describe and apply how meaningful occupations such as play and self-care, can be impacted upon by person and environmental factors by the application of occupational therapy theoretical models. Students will analyse and articulate how specific health conditions can impact upon both children, and their families', participation in meaningful and health promoting occupations.

Students will learn how to interpret this information to formulate occupation and family centred goals. Sourcing, selecting, justifying and articulating evidence based Occupational Therapy intervention strategies and plans to achieve these goals will be investigated.

Students will address these topics via attendance at weekly classes, 'hands-on' problem based learning seminars each week and interactive on-line activities and engaging assessment tasks

## Assessment

- Assessment task 1: Weekly online quiz 10%
- Assessment task 2: Childhood Occupation-Task Analysis (1500 words) 30%
- Assessment Task 3: Audio-visual presentation (maximum 6 slides/8minutes). The impact of a health condition on a child's occupational performance. 20%
- Assessment task 4: Case Study Report (1500 words) 40%

*Note: students must achieve a pass in both HSO205 and HSO206 in order to meet the prerequisite requirements of HSO303 and HSO305.*

## Prescribed texts

Case-Smith, J., & O'Brien, J. C. (2015). Occupational Therapy for Children and Adolescents (7th ed). St Louis, Missouri: Elsevier Health Sciences.

# HSO206 – Occupation Across the Lifespan

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: HSO201*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Valerie Watchorn*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: All of HSO102, HSO104, HSO205 OR All of HSO102, HSO101, HSO205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour class per week and 1 x 1 hour seminar per week*

*Trimester 2: 1 x 1 hour class per week and 1 x 1.5 hour seminar per week*

## 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

- Assessment task 1: Written report (1200 words) 30%
- Assessment task 2: Interview and individual written report (1600 words) 40%
- Assessment task 3: Small group presentations 20%
- Assessment task 4: Online quizzes 10%

*Note: Students must achieve a pass in both HSO205 and HSO206 in order to meet the prerequisite requirements of HSO303 and HSO305.*

## Prescribed texts

Cronin, A. & Mandich, M. (2016). Human Development and Performance throughout the Lifespan. Boston, MA: Cengage Learning.

## HSO207 – Neurological Structure, Function and Plasticity

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: HSE207*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Johanne Walker*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: HBS109, HSE102, HSE208*

*Corequisite: Nil*

*Incompatible with: HPS205, HPS675, HPS775, HSE207*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 2 hour laboratory per week*

## 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 task 1: Group assignment 20%
- Assessment task 2: Written assignment (1500 words) 30%
- Assessment task 3: Examination 50% (comprising – end of trimester examination (2 hours) 40%, 10 x assessment tasks throughout the trimester 10%)

## Prescribed texts

Kalat, J. W. (2019). Biological psychology (13th Ed.). Boston, MA: Cengage Learning

## HSO208 – Analysis of Occupational Performance

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Pearse Fay*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: All of HSE102, HSO202, HSO207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Stream 1 (Academic) 1 x 1 hour class, 1 x 2 hour seminar per week*

*Stream 2 (Practice education) 1 week full time simulated practice education (2 blocks)*

## Content

The unit aims to provide students with an understanding of the range of factors that can both enhance and be a barrier to the occupational performance of individuals. Students will be introduced to the skills and method of task analysis to identify the physical, cognitive, behavioural, psychosocial and contextual factors that can influence a person's ability to perform everyday activities. From the framework of task analysis, students will apply this approach to a range of occupations and workplace scenarios.

The unit also includes core occupational therapy assessments of upper limb function including goniometry, manual muscle testing and sensory assessment. Teaching methods include classes, seminars, group-based learning and work-site visits. Through this unit, students will begin to gain an understanding of how everyday activities can be assessed and structured to facilitate the participation of individuals in their chosen and required occupational performance activities.

## Assessment

- Assessment task 1: Written case report (1200 words) 30%
- Assessment task 2: Practical examination (20 minutes) 30%
- Assessment task 3: Practice education simulation workplace test 40%
- Assessment task 4: SPEF-R (Pass/fail)

## Hurdle requirement

- Must complete all placement requirements
- Must pass Assessment task 2
- Must pass Assessment task 4

## Prescribed texts

Radomski, M.V., & Trombly Latham, C. A. (2014). Occupational therapy for physical dysfunction (7th ed.). Philadelphia: Lippincott, Williams and Wilkins.

Stagnitti, K., Schoo, A., & Welch, D. (2010). Clinical and fieldwork placement in the health professions. Melbourne: Oxford University Press.

## Content

In this unit students will be introduced to the fundamentals of evidence based practice, 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 and 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 online modules and four 2 hour seminars spread across the trimester.

*Note: ^Students enrol as Cloud (online) students; however there are significant campus requirements*

## Assessment

- Assessment task 1: SWOT Analysis of Evidence Based Practice (1500 words) 35%
- Assessment task 2: Seminar quizzes 15%
- Assessment task 3: Case study (2500 words) 50%

## Prescribed texts

Bootland et al. (2017). Critical Appraisal from Papers to Patient: A Practical Guide. Routledge. ISBN: 978-1-4822-3045-1

McKendry, S. (2015). Critical thinking skills for healthcare. Routledge. ISBN: 978-1-1387-8752-0

# HSO302 – Evidence-Based Occupational Therapy Practice 1

*Enrolment modes: Trimester 1: Cloud (online)^*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kelli Nicola-Richmond*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: HBS108 and HSO208*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per week. Other synchronous online learning activities include library seminar and Q & A sessions*

# HSO303 – Evidence-Based Occupational Therapy Practice 2

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kelli Nicola-Richmond*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: HBS108, HSO302*

*Corequisite: HSO306*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour Seminar A and 1 x 2.5 hour Seminar B per week*

## 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 seminars and will also draw on experiential learning in fieldwork.

*Note: This unit is taught intensively for 5 weeks.*

## Assessment

- Assessment task 1: Oral presentation 15%
- Assessment task 2: EBP case report (1000 words) 35%
- Assessment task 3: Literature review (2000 words) 50%

## Prescribed texts

Law, M. & MacDermid, J. (2014). (Ed.) Evidence-Based Rehabilitation: A Guide to Practice (3rd ed). Thorofare: SLACK.

# HSO304 – Work Integrated Learning A

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Tara Roberts and Chloe O'Connor*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: HSO302, HSO305*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 8 weeks of fieldwork totalling approximately 320 hours.*

## Content

This practicum unit 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.

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Assessment

- Assessment task 1: School report (2000 words) 50%
- Assessment task 2: 20 minute Video Presentation 50%

Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to failure of the unit and may lead to exclusion from the course.

## HSO305 – Occupational Performance: Evaluation and Intervention 1

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sally Logan*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: All of HSO202, HSO205, HSO206, HSO207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Stream 1 (Academic): 1 x 1 hour class plus 1 x 2 hour seminar per week; Stream 2 (Fieldwork): fieldwork comprising 1 day per week or equivalent*

### Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Case report 1 (1000 words) 25%
- Assessment task 2: Environmental modifications poster 25%
- Assessment task 3: Practice education assignment 20%
- Assessment task 4: Case report 2 (1200 words) 30%

Failure of a practice education component in the Bachelor of Occupational Therapy will normally lead to failure of the unit and may lead to exclusion from the course.

## Prescribed texts

Curtin, M., Egan, M., & Adams, J. (Eds). 2017. Occupational therapy for people experiencing illness, injury or impairment: Promoting occupation and participation. 7th Ed. Edinburgh: Elsevier

Ainsworth, E., & de Jonge, D. (2011). An occupational therapist's guide to home modification practice. Thorofare, NJ: SLACK Inc.

Stagnitti, K., Schoo, A., & Welch, D. (2013). Clinical and fieldwork placement in the health professions (2nd ed.). Melbourne: Oxford University Press.

## HSO306 – Occupational Performance: Evaluation and Intervention 2

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sally Logan*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: HSO305*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 4 hour seminars per week*

### 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 classes, PBL learning seminars, and small group activities.

*Note: This unit is taught intensively for 5 weeks.*

### Assessment

- Assessment task 1: Case report 1 (1000 words) 30%
- Assessment task 2: Case report 2 (1000 words) 30%
- Assessment task 3: Case report 3 (1200 words) 40%

### Hurdle requirement

Practical examination – graded as Pass or Fail



## Prescribed texts

Radomski, M.V., & Trombly Latham, C.A. (2014). Occupational therapy for physical dysfunction (7th ed). Philadelphia: Lippincott, Williams & Wilkins.

## HSO307 – Psychosocial Influences on Occupational Performance

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Genevieve Pepin*

*Cohort rule: Must be enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: Must have passed all of HSO102, HSO104, HSO206, HSO207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

### 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 classes, seminars, scenario-based learning and small group discussions.

### Assessment

- Assessment task 1: Reflective essay (1200 words) 30%
- Assessment task 2: Case report (1200 words) 30%
- Assessment task 3: Practical examination (30 minutes) 40%

### Hurdle requirement

Practical examination. Failure of the practical examination will lead to failure of the unit

### Prescribed texts

Stoffel, V.C. & Brown, C. (2011). Occupational Therapy in Mental Health a Vision for Participation. Philadelphia, PA: F.A. Davis.

## HSO401 – OT Practice Applying Knowledge and Reasoning

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rachel Knight*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: All of HSO303, HSO304, HSO305 and HSO306*

*Corequisite: HSO403*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 20 face to face contact hours in a five week block*

### Content

This unit focuses on management and leadership in healthcare practice, through planning an innovative project for occupational therapy practice. Learning draws on experiences previously gained through prior academic learning and practice education and links to transition to practice content in Trimester 2.

Topics include management principles, styles of leadership, relevance of OT theoretical models, use of occupation-based processes to problem solve, reflection on personal approaches to management in practice and clinical reasoning. Students will develop leadership skills and design an innovative intervention program for a practice setting. Teaching will be face to face and highly interactive with sessions arranged as a series of seminars that will involve classes, discussions, presentations and learning tasks in small groups.

*Note: This unit is taught intensively for 5 weeks.*

### Assessment

- Assessment task 1: Reflective essay (1000 words) 30%
- Assessment task 2: OT practice innovation plan (equivalent 2000 words, comprising oral presentation/s, 5%, report 35%) Total 40%
- Assessment task 3: Review and critique of management skills and development plan (1000 words) 30%

### Prescribed texts

Braveman, B. (2016). Leading & managing occupational therapy services: An evidence-based approach, 2nd Ed. F.A. Davis Company

## HSO403 – Promoting Occupational Engagement Through Assistive Technology

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Valerie Watchorn*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy or H455 Bachelor of Occupational Therapy (Honours)*

*Prerequisite: HSO305, HSO306*

*Corequisite: HSO401 or HSO411*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar plus 1 x 4 hour practical session/site visit per week*

### 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 knowledge gained from previous units and practice education in relation to human performance, occupational analysis, and environmental contexts. The unit introduces theoretical frameworks that apply person-centred principles specifically to the assistive technology selection process. The Matching Person to Technology (MPT) framework and the Human Activity Assistive Technology (HAAT) model will be applied to a range of scenarios in order to understand factors that may contribute to assistive technology engagement or abandonment.

This unit examines the occupational therapy role of assessment, prescription, technology selection and advocacy in relation to assistive technology. The importance of matching consumer needs with their environmental demands across all life domains and stages is emphasised. This unit emphasises a multidisciplinary approach to assistive technology selection that is informed and driven by consumer engagement. Teaching methods include case scenarios, seminars, web-based simulation resources, site visits and practical assistive technology demonstrations.

*Note: This unit is taught intensively for 5 weeks.*

### Assessment

- Assessment task 1: Resource evaluation (1200 words) 30%
- Assessment task 2: Individual presentation 30%
- Assessment task 3: Case study (1800 words) 40%

## HSO405 – Work Integrated Learning B

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Kelli Nicola-Richmond*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy or H455 Bachelor of Occupational Therapy (Honours)*

*Prerequisite: HSO306, HSO304*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 8 weeks of fieldwork totalling approximately 320 hours*

### 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. 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

- Assessment task 1: Case Study or Practice Report (2000 words) 50%
- Assessment task 2: Evidence Based Clinical Reasoning Report (2000 words) 50%

Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to failure of the unit and may lead to exclusion from the course.

## HSO408 – Transition to Practice

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Rachel Knight*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*

*Prerequisite: HSO401 and HSO403*

*Corequisite: Nil*

*Incompatible with: HSO414*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 2 hour seminar per week*

### Content

In this unit research and analytical skills are applied to the current contexts of occupation and occupational therapy practice. Occupational therapy models will be used to provide a framework for analysis of topics being addressed, they 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. Following analysis there will be a focus on using the trends to relate to the individual students transition from student to professional, with practical sessions to assist with transition. Students will also be directed to reflect on their current level of competency, using the content of the unit to identify their level and compile evidence to support this statement of competency. Teaching methods will include class presentation from both lecturers and external guest presenters, in class group discussion, practical learning opportunities including CV writing, interviewing and job seeking.

### Assessment

- Assessment task 1: Critical analysis of competencies (800 words) 10%
- Assessment task 2: Critical analysis of field practice (2000 words) 25%
- Assessment task 3: Transition to practice report (2000 words) 25%
- Assessment task 4: Competency oral presentation (equivalent to 3200 words) 40%

### Prescribed texts

The resources for this unit will capitalise on the prescribed texts and the resources previously used throughout the Bachelor of Occupational Therapy. Students will be expected to extend and advance their repertoire of resources from other journals, reference books, printed materials, electronic resources and professional networks

## HSO411 – OT Honours Proposal Ethics and Literature

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Genevieve Pepin*

*Cohort rule: This unit is only available to students enrolled in H455 Bachelor of Occupational Therapy (Honours)*

*Prerequisite: HSO302, HSO303, HSO305, HSO306*

*Corequisite: HSO403*

*Incompatible with: HSO401*

### 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, and costing of projects.

Topics addressed in this unit include selecting and applying theoretical frameworks, critiquing literature, writing a literature review, search literature for research, 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, ethical and legal contexts of research and management. Teaching methods will include PBL case learning seminars, and profession specific skill and competency development.

### Assessment

- Assessment task 1: Ethics submission to Deakin Ethics Committee 25%. This assignment to reflect the University ethics form.
- Assessment task 2: Written assignment (3000 words) 50%
- Assessment task 3: Oral presentation (15 minutes and 5 minutes questions) 25%

## HSO414 – OT Honours Analysis and Critique

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Genevieve Pepin*

*Cohort rule: This unit is only available to students enrolled in H455 Bachelor of Occupational Therapy (Honours)*

*Prerequisite: HSO411, HSO403*

*Corequisite: HSO416*

*Incompatible with: HSO404*

*Scheduled learning activities – campus:*

### 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, 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 and classes.

### Assessment

- Assessment task 1: Critical analysis in the form of a journal manuscript with background literature and method 20%
- Assessment task 2: Critical analysis in the form of a journal manuscript with background literature, method, results. Discussion and conclusion 60%
- Assessment task 3: Oral presentations 20%

## HSO416 – Honours Research Project

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 3*

*EFTSL value: 0.375*

*Trimester 2 Unit Chair: Genevieve Pepin*

*Cohort rule: This unit is only available to students enrolled in H455 Bachelor of Occupational Therapy (Honours)*

*Prerequisite: All of HSO403 and HSO411*

*Corequisite: HSO414*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 to 5 x 2 hour seminars throughout trimester paced 3 to 4 weeks apart. Students are expected to have contact with their research project supervisor on a weekly basis throughout trimester.*

### 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

Assessment task 1: Thesis (12,000 words) 100%.

### Prescribed texts

American Psychological Association (2009).  
Publication manual of the American psychological Association. (6th Edition) American Psychological Association: Washington

## HSO417 – Occupational Therapy Professional Development

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kieva Richards*

*Cohort rule: This unit is only available to students enrolled in H355 – Bachelor of Occupational Therapy*

*Prerequisite: HSO401*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 4 hour seminar per week*

### Content

This unit is one of three 4th year units that support transition into occupational therapy practice. Through study in this unit, you will prepare for taking on a practitioner role, regardless of what field of practice you choose. You will be encouraged to share your previous learning experiences and look to future professional development as part of your commitment to being a registered occupational therapist. You will be challenged and encouraged to consolidate the learning you have undertaken across the four years of the course and to be a partner in development of the learning for this unit.

The unit is an opportunity to integrate prior knowledge, skills and experiences and tie all 'loose ends' that you identify in your learning. Clinical reasoning and reflective practice will be an integral part of the unit and through learning activities, you will be able to explain your reasoning applied to a range of practice situations. By completing the unit, you will be prepared for job seeking and to begin practice with a well-developed professional development plan.

### Assessment

- Assessment task 1: Reflection and critique of learning and gap in Learning Plan (1000 words) 30%
- Assessment task 2: Interim reflection and report on Learning Plan (1000 words) 25%
- Assessment task 3: Critique and analysis of the implementation of Learning and CPD Plans (2000 words) 45%

## HSO418 – Innovation and Evaluation in OT Practice

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kelli Nicola-Richmond*

*Prerequisite: HSO401*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*1 x 2 hour seminar (Week 1–10)*

*1 x 8 hour conference (Week 11)*

### Content

This unit is designed to extend your occupational therapy practice knowledge and skills by contributing to innovation in real practice settings. You will work with occupational therapists to address current issues and challenges in OT services. Through reading, discussion and CloudDeakin resources you will learn about innovation and knowledge translation. Class time will be used to provide orientation and initial guidance in design of your project. You will then participate in up to 80 hours, at times negotiated between students and practice educators, to implement and evaluate your project. The final component of the unit will be a student-led knowledge translation conference.

This unit is one of three 4th year units that support transition into occupational therapy practice. Building on work undertaken in HSO401, you will work individually or as part of a small group to plan and/or design a new and innovative assessment, intervention or program for an occupational therapy service. You will then implement this innovation on a pilot basis, and evaluate the success of the pilot implementation, providing the service with a full report of your project design and outcomes.

You will participate in seminars to plan the projects. At the conclusion of the project, you will present your findings to a class conference and to the host organisation for your project.



## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Innovation and Evaluation Project Interim Report (1500 words) 30%
- Assessment task 2: Innovation and Evaluation oral presentation and power point (10 minute oral presentation) 25%
- Assessment task 3: Innovation and Evaluation Project Report (2000 words) 45%
- Assessment task 4: SPEF-R/Supervisor's Report

### Hurdle requirement

- Must complete all placement requirements
- Must pass Assessment task 4

## HSO709 – Therapeutic Use of Self

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Natalie Hadiprodjo*

*Cohort rule: This unit is only available to students enrolled in H605 – Graduate Diploma of Therapeutic Child Play, H605 – Graduate Diploma of Play and Childhood, H706 – Master of Child Play Therapy*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This is a core unit for the Master of Child Play Therapy that aims to extend students' understanding, ability and skills in developing and maintaining a therapeutic relationship through appropriate therapeutic use-of-self in complex interpersonal relationships processes. Students will develop, critique, and implement therapeutic relationships and use of self in a range of advanced scenarios involving individuals, families, and groups living in varied communities and of various cultures.

### Assessment

- Assessment task 1: Written and critical reflection on positioning self in context (2500 words) 50% – Ungraded Pass/Fail
- Assessment task 2: Audio-visual simulation (video recording) demonstrating therapeutic skills (15 minutes and 500 word critical reflection) 50% – Ungraded Pass/Fail

## HSO710 – Foundations of Play Therapy

*Enrolment modes: Start Anytime – 6 months – Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in H505*

*Graduate Certificate of Therapeutic Child Play, H605*

*Graduate Diploma of Therapeutic Child Play and H706*

*Master of Child Play Therapy*

*Unit chair: Bridget Dooley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars.*

### Content

This is a core unit for the Graduate Certificate of Therapeutic Child Play, Graduate Diploma of Therapeutic Child Play and Master of Child Play Therapy that is designed to provide foundational knowledge of Child Play Therapy, including the therapeutic powers of play, various theoretical models and children's behaviour and interactions which inform Child Play Therapy interventions. Case scenarios, such as analysing children's play behaviour, will support learning about discipline-specific knowledge and translating this scientific knowledge into plain language. Students will integrate knowledge from an ethico-legal standpoint and apply it to working with children.

### Police Check and Working with Children Check

Prior to commencing a placement, students are required to obtain a police check. The Faculty of Health Work Integrated Learning Team utilised an online service called 'Fit2Work', and students will receive an email with instructions on how to apply. Students should not apply for a police check until they have received this email from Fit2Work.

Some organisations may also require students to obtain a Working with Children check if they will be working directly with children or families whilst on placement.

### Assessment

- Assessment task 1: Critical observations of a child at play (3000 words) Graded 60%
- Assessment task 2: Models of Play Therapy (2000 words summary table) Graded 40%

## HSO711 – Child Attachment Environment and Trauma

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kate Renshaw*

*Cohort rule: This unit is only available to students*

*enrolled in H505 – Graduate Certificate of Therapeutic*

*Child Play, H505 – Graduate Certificate of Play and*

*Childhood, H605 – Graduate Diploma of Therapeutic*

*Child Play, H605 – Graduate Diploma of Play and*

*Childhood, H706 – Master of Child Play Therapy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This is a core unit for the Master of Child Play Therapy that will provide students with an overview of the fundamentals of attachment theory and the impact of attachment through the human lifespan. The development of attachment theory through the 20th century will be presented. Students will consider attachment theory, research and practice in relation to the effects of trauma on the developing child.

### Police Check and Working with Children Check

Prior to commencing a placement, students are required to obtain a police check. The Faculty of Health Work Integrated Learning Team utilised an online service called 'Fit2Work', and students will receive an email with instructions on how to apply. Students should not apply for a police check until they have received this email from Fit2Work.

Some organisations may also require students to obtain a Working with Children check if they will be working directly with children or families whilst on placement.

### Assessment

- Assessment task 1: Child attachment observation and written reflection. (2500 words) 50%
- Assessment task 2: Audio or Audio-visual presentation (2500 words [20minutes]) 50%

### Hurdle requirement

6 child attachment observation hours and participate in 3 x 1 hour supervision tutorial groups.

## HSO712 – Engaging Children in Play Using Directive Approaches

*Enrolment modes: Trimester 2: Cloud (online) with significant campus and placement requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bridget Dooley*

*Cohort rule: This unit is only available to students enrolled in H605 – Graduate Diploma of Therapeutic Child Play, H605 – Graduate Diploma of Play and Childhood, H706 – Master of Child Play Therapy*

*Prerequisite: All of HSO710, HSO711, HSO713, HSO715*

*Corequisite: HSO709*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 60 hours of clinical placement, 4 day intensive campus program. Note: Students must attend and participate in face-to-face experiential-based activities at the Geelong Waterfront campus on the scheduled days during the trimester intensive period. Students must also meet with a clinical supervisor for 17 hours of supervision.*

### Content

This is a core unit for the Graduate Diploma of Therapeutic Child Play and Master of Child Play Therapy.

In this unit students will gain the underpinning theoretical knowledge and clinical skills to engage children in play using directive approaches.

The campus intensive includes specialised training to practice the therapeutic child play skills. Following the intensive, students will undertake their clinical placement with suitable child referrals and will monitor change through the therapeutic process.

### Intensive days

This on campus intensive is held during Orientation week of Trimester 2.

Intensive days will be held on Monday 1 July to Thursday 4 July 2019 between 9am and 5pm each day for H705 Master of Child Play Therapy and Graduate Diploma of Therapeutic Child Play students only. Dates may be subject to change due to timetabling constraints.

## Police Check and Working with Children Check

Prior to commencing a placement, students are required to obtain a police check. The Faculty of Health Work Integrated Learning Team utilised an online service called 'Fit2Work', and students will receive an email with instructions on how to apply. Students should not apply for a police check until they have received this email from Fit2Work.

Some organisations may also require students to obtain a Working with Children check if they will be working directly with children or families whilst on placement.

### Assessment

- Assessment task 1: Presentation (1500 words) ungraded Pass/Fail
- Assessment task 2: Written case report (2000 words) ungraded Pass/Fail

### Hurdle requirement

Demonstrates competence in engaging children in play, using directive approaches, by undertaking 60 hours clinical placement and 17 hours clinical supervision and in conjunction with the Placement Assessment and Review procedure (1500 words).

## HSO713 – Assessment and Measurement in Play Abilities

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bridget Dooley*

*Cohort rule: This unit is only available to students enrolled in H505 – Graduate Certificate of Therapeutic Child Play, H505 – Graduate Certificate of Play and Childhood, H605 – Graduate Diploma of Therapeutic Child Play, H605 – Graduate Diploma of Play and Childhood, H706 – Master of Child Play Therapy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars.*

## Content

The unit will provide students with an overview of the concepts in measurement in relation to measuring play behaviour and therapeutic change. This knowledge will then be applied to the types of therapeutic assessment that are currently in use such as: criterion, standardised, norm-referenced, and non-standardised. Children's behaviour through play will be analysed with emphasis on behavioural characteristics when children have a play deficit. How play assessment informs decisions within Child Play Therapy will be viewed from the quality of a child's play behaviour as well as the themes in a child's behaviour with reference to a child's culture.

## Police Check and Working with Children Check

Prior to commencing a placement, students are required to obtain a police check. The Faculty of Health Work Integrated Learning Team utilised an online service called 'Fit2Work', and students will receive an email with instructions on how to apply. Students should not apply for a police check until they have received this email from Fit2Work.

Some organisations may also require students to obtain a Working with Children check if they will be working directly with children or families whilst on placement.

## Assessment

- Assessment task 1: Written assignment of table outlining 5 play assessments (1500 words) 20%
- Assessment task 2: Online quiz answering questions on a play assessment video 20%
- Assessment task 3: Oral examination via DVD or Mp4 recording (20–40 minutes) 30%
- Assessment task 4: Written assignment (1500 words) 30%

# HSO715 – Childhood Developmental Neuroscience and Psychopathology

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Natalie Hadiprodjo*

*Cohort rule: This unit is only available to students enrolled in H505 – Graduate Certificate of Therapeutic Child Play, H505 – Graduate Certificate of Play and Childhood, H605 – Graduate Diploma of Therapeutic Child Play, H605 – Graduate Diploma of Play and Childhood, H706 – Master of Child Play Therapy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This is a core unit for the Graduate Certificate of Therapeutic Child Play, Graduate Diploma of Therapeutic Child Play and Master of Child Play Therapy which aims to integrate knowledge of play and childhood with the following:

- developmental theories in childhood;
- neuroscience, neuroplasticity and neurosequential development
- psychopathology, associated symptoms and behaviours and medication use.

This unit has been designed to cover a range of mental health issues such as Post Traumatic Stress Disorder, Autism Spectrum Disorders, child abuse and bereavement.

## Assessment

- Assessment task 1: Written assignment – booklet (1000 words) 30%
- Assessment task 2: Written assignment (3000 words) 50%
- Assessment task 3: Oral presentation – digital audio or audio-visual recording (10 minutes) 20%

## HSO717 – Professional Practice and Behaviour

*Enrolment modes: Trimester 2: Cloud (online)*

*Students wishing to enrol in this unit should contact [hsd-postgrad@deakin.edu.au](mailto:hsd-postgrad@deakin.edu.au) for more information*  
*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Natalie Hadiprodjo*

*Cohort rule: This unit is only available to students enrolled in H706 – Master of Child Play Therapy*

*Prerequisite: HSO720*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars.*

### Content

This capstone unit is designed to integrate theoretical and professional practice knowledge of Child Play Therapy. Case scenarios will support learning about discipline-specific knowledge. Students will consolidate knowledge from the ethico-legal framework which guides professional practice and behaviour.

### Assessment

- Assessment task 1: Clinical competency portfolio: Reflection on professional development, 2500 words, 50%
- Assessment task 2: Create a range of media to showcase a professional play therapy service, 2500 words 50%

## HSO720 – Humanistic Play Therapy

*Enrolment modes: Trimester 1: Cloud (online) with significant campus and placement requirements.*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Kate Renshaw and Natalie Hadiprodjo*

*Prerequisite: HSO712 and HSO709*

*Corequisite: Must be enrolled in H705 Master of Child Play Therapy*

*Incompatible with: HSO719 and HSO721*

*Scheduled learning activities – cloud (online): 140 hours of clinical placement, 40 hours in face to face supervision (online where necessary) and 30 hours of face-to-face contact in a 5 day intensive program. Three Blackboard Collaborate sessions will be offered by the unit chair.*

### Content

This is a core study unit for the Master of Child Play Therapy. In this unit the students will gain the underpinning theoretical knowledge and clinical skills to implement humanistic play therapy. The on campus intensive includes specialised training to practice the core therapeutic skills. Following the intensive, students will undertake their clinical placement with suitable child referrals and will monitor therapeutic change through the play therapy process. 140 hours clinical placement and 40 hours clinical supervision, in conjunction with the student Placement Assessment and Review (PAR) process are required to successfully complete the unit.

### Intensive days

This on campus intensive is prior to Trimester 1 commencing but is for the Trimester 1 offering.

Intensive days will be held on Monday 11 February to Friday 15 February 2019 between 9am and 5pm each day for H705 Master of Child Play Therapy students only. Dates may be subject to change due to timetabling constraints.

### Police Check and Working with Children Check

Prior to commencing a placement, students are required to obtain a police check. The Faculty of Health Work Integrated Learning Team utilised an online service called 'Fit2Work', and students will receive an email with instructions on how to apply. Students should not apply for a police check until they have received this email from Fit2Work.

Some organisations may also require students to obtain a Working with Children check if they will be working directly with children or families whilst on placement.

### Assessment

- Assessment task 1: Presentation (25 minutes = 3000 words) ungraded pass/fail
- Assessment task 2: Written case report (4000 words) ungraded pass/fail

### Hurdle requirement

- 140 hours clinical placement (Pass grade from clinical supervisor)
- 40 hours clinical supervision (Pass grade from clinical supervisor)
- Placement Review Form (Par) 3000 words (Pass grade from clinical supervisor)



## HSO723 – Systemic Play Therapy

*Enrolment modes: Trimester 2: Cloud (online) with significant placement and campus requirements*

*Students wishing to enrol in this unit should contact [hsd-postgrad@deakin.edu.au](mailto:hsd-postgrad@deakin.edu.au) for more information*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kate Renshaw*

*Cohort rule: This unit is only available to students enrolled in H706 – Master of Child Play Therapy*

*Prerequisite: HSO720*

*Scheduled learning activities – cloud (online): 70 hours of clinical placement, 3 day intensive campus program.*

*Note: Students must attend and participate in face-to-face experiential-based activities at the Geelong Waterfront campus on the scheduled days during the trimester intensive week. Students must also meet with a clinical supervisor for 20 hours of supervision.*

### Content

This is a core study unit for the Master of Child Play Therapy. In this unit the students will gain the underpinning theoretical knowledge and clinical skills to implement systemic play therapy. The campus intensive includes specialised training to practice the core therapeutic skills. Following the intensive, students will undertake their clinical placement with suitable child/family referrals and will monitor therapeutic change through the play therapy process. 70 hours clinical placement and 20 hours clinical supervision, in conjunction with the student Placement Assessment and Review (PAR) process are required to successfully complete the unit.

### Intensive days

This on campus intensive is held during Orientation week of Trimester 2.

Intensive days will be held on Wednesday 3 July to Friday 5 July 2019 between 9am and 5pm each day for H705 Master of Child Play Therapy students only. Dates may be subject to change due to timetabling constraints.

### Police Check and Working with Children Check

Prior to commencing a placement, students are required to obtain a police check. The Faculty of Health Work Integrated Learning Team utilised an online service called 'Fit2Work', and students will receive an email with instructions on how to apply. Students should not apply for a police check until they have received this email from Fit2Work.

Some organisations may also require students to obtain a Working with Children check if they will be working directly with children or families whilst on placement.

### Assessment

- Assessment task 1: Presentation (1500 words) ungraded Pass/Fail
- Assessment task 2: Written case report (2000 words) ungraded Pass/Fail

### Hurdle requirement

Demonstrates competence in systemic play therapy by undertaking 70 hours clinical placement and 20 hours clinical supervision and in conjunction with the Placement Assessment and Review procedure (1500 words).

## HSO724 – Play Therapy Research Thesis

*Enrolment modes: Start Anytime – 12 months – Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Judi Parson*

*Trimester 3 Unit Chair: Judi Parson*

*Prerequisite: HSO710, HSO711, HSO713, HSO715*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including scheduled online topic supervision meetings.*

*Specific readings and assessments will be available through CloudDeakin. Online virtual classrooms may be used on occasion.*

*Furthermore, students will be asked to integrate and draw on their learning within their current employment (if possible/applicable) relevant to the discipline of Play Therapy and other units within this course.*

*Students will on average spend 280 hours over the 12 month Study Period undertaking the teaching, learning and assessment activities for the unit. This will include a minimum of 22 hours of online discussion, individual meetings and ethic integrity training and quiz.*

## Content

This is an elective 2 credit point unit for students enrolled in the Master of Child Play Therapy and who wish to have the option to apply for a Higher Research Degree (HDR). Students may craft their research inquiry based on specific play therapy topics such as, but not limited to: child attachment, child development and play behaviour, child and family trauma and/or psychopathology.

Students are required to formulate a research question, prepare a research proposal and undertake a systematic review of the literature, (for example for example PRISMA, ITEA, meta-analysis or meta-synthesis) and write a coherent thesis under the supervision of experienced researchers from within the CPT course team. The student is required to undertake the research integrity training for the responsible conduct of research.

## Assessment

- Assessment task 1: Research question and literature search proposal (1000 words or 5 pages 15%)
- Assessment task 2: Literature review (2000 words 25%)
- Assessment task 3: Research Thesis (journal article) (7000 words 60%)

## HSR701 – Research Project Part A

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Ewa Szymlek-Gay*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSN750*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour cloud (online) seminars per trimester. Students have weekly one on one contact (either on campus or online/phone) with a supervisor throughout the trimester.*

## Content

This unit is the first part of a two part activity involving a literature review and development of a research proposal (HSR701 Research Project Part A) and then the conduct of the research and writing of a thesis as part of HSR702 Research Project Part B.

HSR701 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

- Assessment task 1: Evaluation of an ethics application (1500 words) 12.5%
- Assessment task 2: Literature review (5000 words) 75%
- Assessment task 3: Research plan (1500 words) 12.5%

## HSR702 – Research Project Part B

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Susan Torres*

*Prerequisite: HSR701*

*Corequisite: Nil*

*Incompatible with: HSN751*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 x 1 hour cloud (online) seminars per trimester. Students have weekly one on one contact (either on campus or online/phone) with a supervisor throughout the trimester*

## Content

This unit follows on from HSR701 Research Project Part A and provides the opportunity to conduct research and write a thesis in a specified area of human nutrition, exercise or health. It will focus on the practical skills of data collection (where appropriate), analysis, presentation and interpretation and preparation of a thesis.

## Assessment

Assessment task 1: Research thesis (10,000 words) 100%

## Hurdle requirement

- Ethical approval and completion of research integrity training
- Research plan (2000 words) and presentation (5 minutes)

## HSW101 – Introduction to Social Work: Social Work Theory and Practice A

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jodie Satour*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSH114*

*Scheduled learning activities – campus: 1 x 2 hour class per week supported by weekly online independent and collaborative learning activities (Campus students are expected to attend 9 out of the 11 Seminars).*

*Scheduled learning activities – cloud (online): All online students must attend a compulsory 5 day campus-based intensive at the commencement of this unit, at which core practical learning requirements will be taught.*

*Please click [here](#) to view intensive dates and locations. Online independent and collaborative learning activities will support learning across the rest of the Semester.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: 5 x 100 word Short Reflections (500 words) and Essay (1000 words) = 1500 words 40%
- Assessment task 2: Essay (2000 words) and Reflection (500 words) = 2500 words 60%

### Hurdle requirement

Cloud (online) students only: Attendance at a 5 day seminar held during trimester at Waterfront (Geelong) campus.

## HSW111 – Theories for Social Work Practice: Social Work Theory and Practice B

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rojan Afrouz*

*Prerequisite: HSW101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including 1 x 1 hour weekly class (recording provided) and 1 x 1 hour online seminar per week.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Written assignment (1200 words) 40%
- Assessment task 2: Written assignment (2000 words) 50%
- Assessment task 3: Participation online and reflections (800 words) 10%

## Prescribed texts

Morley, C., Ablett, P. and Macfarlane, S., (2019) Engaging with Social Work. A critical introduction. Second Edition. Cambridge University Press. Port Melbourne: Australia

## HSW118 – Social Work Methods in Context: Social Work Theory and Practice C

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Selma Macfarlane*

*Prerequisite: HSW101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour vlsdd per week. Campus students are expected to attend 9 out of the 11 classes*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including 1 x 1 weekly class (recording provided) and 1 x 1 hour online seminar per week.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

## Content

This unit examines the role of social work across a number of contexts or fields of practice in which mental health issues are encountered. It explores the construction of complex personal and social problems; the lived experience of people experiencing mental health issues and that of their carers; social work values and attitudes; methods of social work engagement and the contexts of service delivery. The unit builds on and extends students' understanding of critical social work theory and practice.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Assignment 1 (2000 words) 50%
- Assessment task 2: Assignment 2 (2000 words) 50%

## Prescribed texts

Bland, R, Renouf, N & Tullgren, A 2015, 2nd Ed, Social work practice in mental health: an introduction, Allen & Unwin, Crows Nest, NSW.

## HSW201 – Human Rights and Social Justice: Values, Ethics and the Legal Context of Social Work

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sarah Epstein*

*Cohort rule: Must be enrolled in H330 Bachelor of Social Work to enrol in this unit*

*Prerequisite: One of HSW101 or ASK101*

*Corequisite: Nil*

*Incompatible with: MLS231*

*Scheduled learning activities – campus: 1 x 2 hour class per week. Campus students are expected to engage in online cloud discussion*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities. Students must attend and participate in a 1 day workshop at Waterfront (Geelong)*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

## Content

This unit is underpinned by a commitment to 'reclaiming the ethical' – a progressive approach to ethics in social work. This approach recognises the neoliberal context of practice, reasserts progressive social work values and engages in critical analysis of how social work ethics is framed. In particular, this unit will provide an opportunity for students to critically analyse the values and ethics of the social work profession, including the ethical and legal responsibilities that emanate from these values. Students will examine key approaches to ethics in social work, in particular human rights and social justice; codes of ethics, and ethical responsibilities that are derived from these as well as the legal context of practice.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*



## Assessment

- Assessment task 1: Report based on a visit to a legal agency (1500 words) 40%
- Assessment task 2: Case study (2000 words) 55%
- Assessment task 3:
  - Cloud (online) students: minimum of five weekly discussion posts throughout the 11 weeks of trimester 5%
  - Campus students: Five reflections (100 words each) to be presented in class throughout the trimester 5%

## Hurdle requirement

Cloud (online) students only: Attendance at a 1 day seminar held during trimester at Waterfront (Geelong) campus.

# HSW202 – Placement Readiness: Preparing for Supervised Social Work Practice

*Offering information: First offered 2020*

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sevi Vassos*

*Cohort rule: This unit is only available to students enrolled in H330 Bachelor of Social Work.*

*Prerequisite: HSW111, HSW118, HSW235*

*Corequisite: N/A*

*Incompatible with: N/A*

*Scheduled learning activities – campus: 1 x 2 hour weekly seminar supported by learning experiences via CloudDeakin.*

*CBD Students: This unit is taught intensively across 3 consecutive days. 28 hours – 9am to 4pm x 4 days face to face at IKE, dates to be advised.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Weekly Blackboard Collaborate sessions will be conducted during the trimester. Cloud students will also be required to attend a 3 day intensive workshop.*

## Content

Unit HSW202 is designed to prepare Bachelor of Social Work students for their first social work field placement experience as part of units HSW314 and HSW415. The emphasis is on supporting students to begin connecting the theoretical knowledge and practice skills acquired through classroom learning in the other second year units with the complexities of social work practice in contemporary work environments. Additionally, this unit is designed to support students to develop the judgment and self-management skills that will enable them to optimise their professional learning within the contemporary practice context. The unit structure and content aligns coherently with the common learning and assessment areas for placement, as these reflect the Australian Association of Social Work (AASW) practice standards and ethical code for all social work practitioners.

There will be three practice-based assessments for the unit, each designed for students to demonstrate their judgement, emotional and behavioural regulation, and knowledge and skills within simulated workplace scenarios. A pass grade in the unit will be a pre-requisite for entry into the first placement unit for all Bachelor of Social Work students. For most students HSW202 will be a pre-requisite for HSW314. For the small group of students who obtain Recognition of Prior Learning for HSW314, HSW202 will be a pre-requisite for HSW415/HSW404.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

Cloud and CBD students are required to attend the intensive face-to-face workshops as part of this unit, as well as participate in a minimum of 8 weekly online sessions throughout the trimester. On-campus students are required to attend a minimum of 8 weekly face-to-face seminars. All students must achieve a pass grade in this unit as a prerequisite requirement for first placement as part of unit HSW314 or HSW415.

## Assessment

- Assessment task 1 (Individual): Critical Reflection report on Placement Learning Areas (2000 words) 50%
- Assessment task 2 (Individual): On-line audiovisual case assessment/intervention (equivalent to 1000 words) 25%
- Assessment task 3 (Individual): On-line audiovisual workplace simulation (equivalent to 1000 words) 25%

## Prescribed texts

There will be weekly readings on CloudDeakin as well as weekly course notes. Students will also have access to Virtual Clinic 1 & 2 to support their learning and assessment.

There is no prescribed text for this unit.



# HSW212 – Social Work Processes and Interventions: Social Work Theory and Practice E

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sophie Goldingay*

*Cohort rule: This unit is only available to students enrolled in the Bachelor of Social Work (H330)*

*Prerequisite: Must have completed two HSW coded units.*

*Corequisite: HSW111 and HSW118*

*Incompatible with: Nil*

*Recommended: It is desirable to have completed HSW221 and HSW235.*

*Scheduled learning activities – campus: 1 x 2 hour class per week. Campus students are expected to attend 9 out of the 11 classes.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including 11 x 30 minute content video (available on newsfeed on unit site in Deakin Sync) and 3 x 1 hour online seminars.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

*^ Students must attend and participate in a 3 day workshop at Waterfront (Geelong).*

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Peer and self- assessment and feedback 10% (50 words x 6 items= 300 words total)
- Assessment task 2: Case scenario video (10 minutes = 1000 words), with reflection on microskills and theories used (1100 words) 55%
- Assessment task 3: Cultural plan (800 words) and reflection (800 words) 35%

## Hurdle requirement

Cloud (online) students only: Attendance at a 3 day seminar held during trimester at Waterfront (Geelong) campus.

## Prescribed texts

Maidment, J & Egan, R 2016, Practice skills in social work and welfare, more than just common sense. 3rd Edition. Crows Nest, Allen & Unwin

# HSW216 – Public Policy and Politics for Critical Social Workers

*Offering information: First offered 2020*

*Enrolment modes: Trimester 1: Waterfront (Geelong) campus, Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Fox*

*Cohort rule: Unit only available to students enrolled in H330 Bachelor of Social Work.*

*Prerequisite: HSW101, ASC101 and ASC102*

*Corequisite: NIL*

*Incompatible with: NIL*

*Scheduled learning activities – campus: 1 x 2 hour seminar each week supported by weekly online independent and collaborative learning activities (campus students are expected to attend 9 out of 11 seminars)*

*Scheduled learning activities – cloud (online): Equivalent and targeted learning experiences and activities will be provided via CloudDeakin, including through fortnightly Blackboard Collaborate sessions, discussion boards and interactive online resources and activities.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments.*

*Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus across the degree*

## Content

Public policy, in the form of legislation, formal policy documents and principles that guide action, covers all of social work's fields of practice, including working with Aboriginal and Torres Strait Islander peoples and communities, community development, refugees and asylum seekers, family violence, sexual assault, research, aged care, income support, medical and health care, addictions, mental-health care, disability, child protection, youth and trauma. It can facilitate, or, if poorly informed or implemented, hinder, the promotion of social justice, social inclusion and wellbeing.

A good working knowledge of public policy, and the political forces, values and ideas that shape it, is therefore of vital importance to effective social work practice. Knowledge of these forces, values and ideas is also relevant to other aspects of social work practice, as they intimately affect those other forms of practice. This unit emphasises these connections between politics and public policy and personal and professional choices and actions. It recognises that everyone studying this unit will have thought through, argued for, and put into practice, their values and beliefs, and seeks to value and build on that experience and ability.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Critical reflection (500 words) 10%
- Assessment task 2: Political analysis of a contemporary debate (1500 words) 40%
- Assessment task 3: Critical analysis of contemporary debate (2000) 50%

## HSW219 – Self and Society

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Fox*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HSW112*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

### Content

This unit provides an overview of theories about the social construction of the self from a critical social work perspective. 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. More specifically, the unit explores: agency-structure debates and the role of subjectivity in shaping the self; theories of human and family development across the lifespan, including the social construction of childhood; the self as both a relational and autonomous being; contributions from humanism, feminism, psychoanalysis and postmodern thinking to developing an understanding of the self; and the role of privilege and oppression in shaping the individual.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

*^ Cloud (online) students are expected to attend a one day seminar at Waterfront (Geelong)*

### Assessment

- Assessment task 1: Three reflective journals (1500 words) 40%
- Assessment task 2: Written assignment (2000 words) 50%
- Assessment task 3: Participation 10%

## HSW221 – Social Work Research in Ethical and Political Contexts

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Russell Shuttleworth*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week. Campus students are expected to attend 9 out of the 11 classes.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including 1 x 2 hour weekly class (recording provided) and 5 x 1 hour online seminars*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

## 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 HSW322.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Discussion of key issues in social research methodology and design (2000 words) 45%
- Assessment task 2: A review of the research literature on a social work topic, discussion of its ethical and political contexts (2000 words) and compilation of an index of the literature review process 45%
- Assessment task 3: Class participation 10%

# HSW235 – Community Development: Social Work Theory and Practice D

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jodie Satour*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: HDS303*

*Scheduled learning activities – campus: Weekly 2 hour classes x 11 weeks*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including 1 x 1 hour online seminar per week*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

## Content

Community development is an important field and method of social work practice. This unit aims to equip students with the theoretical knowledge and practical skills to integrate community development into their social work roles. This practice field plays a significant role in government, non-government, volunteer and in for-profit social service organisations. Community development is used within all levels of government (local, state and commonwealth) and across many departments (youth, health, communities, ageing, housing, disabilities, multicultural, indigenous). 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 socio-political structures.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

A part of the pedagogy in this unit requires students to participate with CloudDeakin entries (at least one a week).

## Assessment

- Assessment task 1: Essay (2000 words) 50%
- Assessment task 2: Action paper – essay (2000 words) 50%

## HSW313 – Doing Critical Social Work: Social Work Theory and Practice F

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Norah Hosken*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (H330)*

*Prerequisite: HSW314 (or equivalent practice experience approved by the unit chair, provided students have completed all level 1 and level 2 HSW coded core units)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week. Campus students are expected to attend 9 out of 11 classes*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

*^ Students must attend and participate in a 3 day workshop at Waterfront (Geelong)*

### Content

This unit links anti-oppressive theories to social work practice. It develops assessment, counselling and intervention skills and focuses on particular social work settings and specific client groups. The unit utilises critical reflection, mutual inquiry, small group discussion, exercises and role play practice across situations from key fields of social work practice with different populations and issues. Social work theory, values and ethics will be integral to this practice unit.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Essay (1500 words) 50%
- Assessment task 2: Video role play (12–15 minutes) and written critical analysis of role play (1000 words) 50%

### Hurdle requirement

Cloud (online) students only: Attendance at a 3 day seminar held during trimester at Waterfront (Geelong) campus.

### Prescribed texts

Pease, B., Goldingay, S., Hosken, N., & Nipperess, S. (Eds.). (2016). *Doing critical social work*. East Melbourne, Vic: Allen & Unwin.

## HSW314 – Social Work Field Education A

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Sevi Vassos*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (H330)*

*Prerequisite: Completion of all level 1 and level 2 HSW coded core units and MLS231 or HSW201*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 70 days (500 hours) of practicum (field placement). Campus students are expected to attend Waterfront Campus (Geelong) for:*

- *a one day pre-placement seminar (1) in Trimester 2 of the year before placement;*
- *a one day pre-placement seminar (2) in late February of the year of placement;*
- *and three integration seminars during placement. Dates to be advised.*

*Scheduled learning activities – cloud (online): 70 days (500 hours) of practicum (field placement) in a social or community service agency or program.*

*^ Students are required to undertake a one day pre-placement preparation seminar at Waterfront (Geelong) in Trimester 2 of the year prior to when placement is to be undertaken. Please click [here](#) to view intensive dates and locations. Students are also required to participate in three integration seminars and online activities.*

## Content

This unit requires students to develop an individualised educational learning plan for their structured and supervised practicum in an approved human service organisation. As per the regulatory requirements of the Australian Association of Social Workers (AASW) students are provided with 1.5 hours per week of supervision from a field educator who is a qualified social worker with a minimum of two years post qualifying experience, who has undertaken appropriate supervision training. The student and the placement field educator are supported by the university liaison person (ULP) who is a qualified social worker with a minimum of five years post qualifying experience who provides a minimum of two substantial contacts. Opportunities are provided for students to integrate theory with practice and develop the required skills and knowledge base to meet the AASW Practice Standards. Students are placed in a range of setting where learning experiences are with individuals, families, groups and communities.

RPL is possible for HSW314 – Social Work Field Education A for students who are able to demonstrate that their prior experience has provided them with the knowledge and experience that would normally be provided in the first placement.

There is a separate process in applying for this type of RPL and more information is available in RPL Guidelines.

Applications for RPL are due 30 November of the year prior to students undertaking their first placement. Late applications cannot be accepted and students are encouraged to apply earlier than this if possible.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

## Assessment

- Assessment task 1: Placement portfolio comprising field placement agreement, log of hours, safety audit, cloud (online) activities, field education learning plan.
- Assessment task 2: Mid-placement review report. Students and field educators complete and submit a report using a University-provided template to provide a rating and comment on each of the learning goals that incorporate the eight AASW practice standards identified in their agreed learning plan. This is presented to the University liaison person prior to submission.
- Assessment task 3: Critical reflection assignment (1500 words)
- Assessment task 4: Final placement review report. Building on the mid-placement report students and field educators complete a final placement review report of the student's learning against the learning goals identified and agreed upon in the learning plan.

A student's performance in field education units is graded as an Ungraded Pass (UP) or Fail. All assessment items must be completed to a satisfactory standard to attain a UP grade.

## Requirements

Students need to demonstrate ethical and professional conduct in accordance with:

- AASW Code of Ethics
- Deakin University Student Charter
- Deakin University Regulation 04.1(1) – General Misconduct

## Hurdle requirement

Cloud (online) students only: Attendance at a 1 day seminar held during trimester prior to enrolment at Waterfront (Geelong) campus.

## Prescribed texts

Cleak, H. & Wilson, J. (2013). Making the Most of Field Placement (3rd ed.). South Melbourne, Vic, Cengage Learning.



## HSW316 – Critical Social Policy

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Fox*

*Campus contact: Waterfront (Geelong): Jodie Satour*

*Prerequisite: HSW314 (or substantial relevant human service workplace experience as negotiated with the unit chair)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

*^ Students must attend and participate in a 1 day workshop at Waterfront (Geelong).*

### 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 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

*^ Students enrol as Cloud (online) however there is a one day campus workshop*

### Assessment

- Assessment task 1: Two online quizzes (500 words) 20%
- Assessment task 2: Narrated Powerpoint presentation (10 minutes) 30%
- Assessment task 3: Written assignment (2000 words) 50%

### Hurdle requirement

Cloud (online) students only: Attendance at a 1 day seminar held during trimester at Waterfront (Geelong) campus.

## HSW322 – Applied Social Research in Ethical and Political Context

*Enrolment modes: Trimester 2: Cloud (online)^ with significant campus requirements*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Angela Daddow*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (H330)*

*Prerequisite: HSW221 and HSW314 (or appropriate experience in human services organisations as approved by the unit chair)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

*^ Students must attend and participate in a 1 day workshop at Waterfront (Geelong).*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences, including 6 online workshops scheduled during the trimester.*

## 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

- Assessment task 1: Outline of research proposal and literature review (evaluation or needs assessment – 1500 words) 35%
- Assessment task 2: Proposal (2500 words – and appended literature review) 55%
- Assessment task 3: CloudDeakin participation 10%

## Hurdle requirement

Attendance at a 1 day seminar held during trimester at Waterfront (Geelong) campus.

## Prescribed texts

Royse, D, Thyer, BA & Padgett, DK (2016), Program Evaluation: An Introduction to an Evidenced-Based Approach, 6th edn, Cengage Learning, Boston MA, USA.

# HSW331 – Practicum in Health and Social Development

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Offering information: Unit is only offered to international exchange students*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: TBA*

*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.*

*Corequisite: Nil*

*Incompatible with: HSW314, HSW415*

*Scheduled learning activities – campus: 70 days (490 hours) of practicum (field placement) and some campus attendance*

## 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 at Waterfront (Geelong) or respond on a weekly basis to discussion questions on CloudDeakin.

## Assessment

- Assessment task 1: 70 days (490 hours) of practicum (field placement) in a social or community service agency or program. The hourly requirement includes campus attendance at 3 integration seminars and a series of seminars examining Australian and International contexts for social work learning and practice.
- Assessment task 2: Critical incident report (1500 words)
- Assessment task 3: 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 student is not awarded a specific grade for this assignment, as the placement is graded as a whole, on a Pass/fail basis.

## HSW401 – Social Work Research Methods

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements, CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Russell Shuttleworth*

*Cohort rule: This unit is only available to students enrolled in H430 Bachelor of Social Work (Honours)*

*Prerequisite: Nil*

*Corequisite: HSW416*

*Incompatible with: HSW415, HSW434, HSW452, HSW456, HSW457*

*Scheduled learning activities – cloud (online): Learning experiences are primarily via a 3 day intensive campus workshop at Waterfront (Geelong). Students also participate in online discussions with the instructor and other students when needed.*

### Content

This unit provides training in social work research methods and in the conduct of ethical research. Topics include the definition of research, types of methodological approaches and strategies, defining the research problem, forming researchable aims, research design, time management, data collection and analysis, critiquing and referencing existing research and presenting research findings.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Written assessment (2500 words) 50%
- Assessment task 2: Oral presentation, supported by a PowerPoint presentation (25 minutes) 50%

## HSW402 – Critical Approaches to Social Work: Social Work Theory and Practice G

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: James Lucas*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work or Bachelor of Social Work (Honours)*

*Prerequisite: HSW313 and HSW314*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week. Campus students are expected to attend 9 out of the 11 scheduled classes.*

*IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments. Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

*Scheduled learning activities – cloud (online): 11 x 30 minute content videos (available on newsfeed on unit site in Deakin Sync) and 3 x 1 hour online seminars. Attendance at a 2 day seminar held during trimester at Waterfront Campus*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Guided written reflection (1000 words) 30%
- Assessment task 2: Essay (2500 words) 60%
- Assessment task 3: Participation in class activities and written reflection on group process (maximum 500 words) 10%

### Hurdle requirement

Cloud (online) students only: Attendance at a 2 day seminar held during trimester at Waterfront (Geelong) campus.

### Prescribed texts

Fook, J 2016, Social Work: A critical approach to practice. 3rd Edition. London: SAGE

## HSW404 – Social Work Field Education B Research Focused

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 3*

*EFTSL value: 0.375*

*Trimester 2 Unit Chair: Sevi Vassos*

*Cohort rule: This unit is only available to students enrolled in H430 Bachelor of Social Work (Honours)*

*Prerequisite: All of HSW401, HSW402, HSW416*

*Corequisite: Nil*

*Incompatible with: HSW415, HSW434, HSW452, HSW456, HSW457*

*Scheduled learning activities – campus: 70 days (500 hours) of practicum (field placement) in a social or community service agency or program.*

*^ Students must attend and participate in one pre-placement seminar at the Waterfront campus in Trimester 1 of the year placement is to be undertaken. Students must also attend and participate in three integration seminars during the 70 day practicum.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities throughout the 70 day practicum.*

### Content

This unit requires students to develop an individualised educational learning plan for their structured and supervised practicum in an approved human service organisation. As per the regulatory requirements of the Australian Association of Social Workers (AASW) students are provided with 1.5 hours per week of supervision from a field educator who is a qualified social worker with a minimum of two years post qualifying experience, who has undertaken appropriate supervision training. The student and the placement field educator are supported by the university liaison person (ULP) who is a qualified social worker with a minimum of five years post qualifying experience who provides a minimum of two substantial contacts.

Opportunities are provided for students to integrate theory with practice and develop the required skills and knowledge base to meet the AASW Practice Standards. Students are placed in a range of setting where learning experiences are with individuals, families, groups and communities.

As a unit in the Bachelor of Social Work (Honours) students will be required to undertake a research focused placement exploring research in the context of social work practice. 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

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Placement portfolio
- Assessment task 2: Mid-placement review report
- Assessment task 3: Critical reflection report-research focused (2500 words)
- Assessment task 4: Final placement review report

Field education units are graded as an Ungraded Pass (UP). All assessment items must be completed to a satisfactory standard to attain a UP grade.

### Prescribed texts

Cleak, H. & Wilson, J. (2013). Making the Most of Field Placement (3rd ed.) South Melbourne, Vic, Cengage Learning.



## HSW415 – Social Work Field Education B

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 2 Unit Chair: Sevi Vassos*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (H330)*

*Prerequisite: Completion of all Social Work core units from levels 1 to 4*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 70 days (500 hours) of practicum (field placement) in a social or community service agency or program.*

*^Students must attend and participate in one pre-placement seminar at the Waterfront campus in Trimester 1 of the year placement is to be undertaken. Students must also attend and participate in three integration seminars during the 70 day practicum.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities throughout the 70 day practicum.*

### Content

This unit requires students to develop an individualised educational learning plan for their structured and supervised practicum in an approved human service organisation. As per the regulatory requirements of the Australian Association of Social Workers (AASW) students are provided with 1.5 hours per week of supervision from a field educator who is a qualified social worker with a minimum of two years post qualifying experience, who has undertaken appropriate supervision training. The student and the placement field educator are supported by the university liaison person (ULP) who is a qualified social worker with a minimum of five years post qualifying experience who provides a minimum of two substantial contacts. Opportunities are provided for students to integrate theory with practice and develop the required skills and knowledge base to meet the AASW Practice Standards. Students are placed in a range of setting where learning experiences are with individuals, families, groups and communities.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Placement portfolio comprising field placement agreement, log of hours, safety audit, cloud (online) activities, field education learning plan.
- Assessment task 2: Mid placement review report. Students and field educators complete and submit a report using a University-provided template to provide a rating and comment on each of the learning goals that incorporate the eight AASW practice standards identified in their agreed learning plan. This is presented to the University liaison person prior to submission.
- Assessment task 3: Critical reflection and theoretical integration assignment (2000 words)
- Assessment task 4: Final placement review report. Building on the midplacement report students and field educators complete a final placement review report of the student's learning against the learning goals identified and agreed upon in the learning plan.

A student's performance in field education units is graded as an Ungraded Pass (UP) or Fail. All assessment items must be completed to a satisfactory standard to attain a UP grade.

### Hurdle requirement

Cloud (online) students only: Attendance at a 1 day seminar held during trimester prior to enrolment at Waterfront (Geelong) campus.



## Requirements

Students need to demonstrate ethical and professional conduct in accordance with:

- AASW Code of Ethics
- Deakin University Student Charter
- Deakin University Regulation 04.1(1) – General Misconduct

## HSW416 – Social Work Honours Research Project A

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Russell Shuttleworth*

*Cohort rule: This unit is only available to students enrolled in H430 Bachelor of Social Work (Honours)*

*Prerequisite: Nil*

*Corequisite: HSW401*

*Incompatible with: HSW415, HSW434, HSW452, HSW456, HSW457*

*Scheduled learning activities – campus: Participation in 9 research seminars throughout the year (in HSW416 and HSW417) either at Waterfront (Geelong) or online.*

*^ Students are expected to attend the first and last seminars at Waterfront (Geelong) and maintain regular contact with their supervisor.*

*Scheduled learning activities – cloud (online): Participation in 9 research seminars throughout the year (in HSW416 and HSW417) either at Waterfront (Geelong) or online.*

*^ Students are expected to attend the first and last seminars at Waterfront (Geelong) and maintain regular contact with their supervisor.*

## Content

The unit in conjunction with HSW417 requires students, independently under the guidance of a research supervisor, to design and conduct an independent piece of research. This requires students to identify and refine a research topic and research aims/questions, design a research project, apply for ethics approval, select and apply an appropriate methodology, collect and analyse data and disseminate research findings. Students will be required to present their findings in oral and written form and to produce a thesis document for examination.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Written assessment 1 – Pass/fail
- Assessment task 2: Written assessment 2 – Pass/fail
- Assessment task 3: Oral presentation (15 minutes and 5 minutes questions) 15%
- Assessment task 4: Written report (12,000 words) 85%

## HSW417 – Social Work Honours Research Project B

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)^ with significant campus requirements, CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Russell Shuttleworth and Beth Crisp*

*Cohort rule: This unit is only available to students enrolled in H430 Bachelor of Social Work (Honours)*

*Prerequisite: All of HSW401, HSW402 and HSW416*

*Corequisite: HSW401*

*Incompatible with: HSW415, HSW434, HSW452, HSW456, HSW457*

*Scheduled learning activities – campus: Participation in 9 research seminars throughout the year (in HSW416 and HSW417) either at Waterfront (Geelong) or online.*

*^ Students are expected to attend the first and last seminars at Waterfront (Geelong) and maintain regular contact with their supervisor.*

*Scheduled learning activities – cloud (online): Participation in 9 research seminars throughout the year (in HSW416 and HSW417) either at Waterfront (Geelong) or online.*

*^ Students are expected to attend the first and last seminars at Waterfront (Geelong) and maintain regular contact with their supervisor.*

## Content

HSW417 is a continuation of HSW416 – please refer to HSW416 for content details.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

HSW417 is a continuation of HSW416 – please refer to HSW416 for assessment details.

## HSW434 – Administration and Policy Development: The Organisational Context

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Norah Hosken*

*Cohort rule: This unit is only available to students enrolled in the Bachelor of Social Work (H330)*

*Prerequisite: HSW314 (or appropriate experience in a human services organisation as approved by the unit chair)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: IKE (CBD): Students must also attend and participate in 2 x 5 day (10 days) intensives at the Institute of Koorie Education, Waurin Ponds (Geelong) Campus.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including a 1 day seminar at Waterfront (Geelong) IKE (CBD): Online independent and collaborative learning activities including fortnightly online workshops, as per Cloud (online) students' scheduled learning commitments.*

### 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.

*Note: ^Students enrol as Cloud (online); however there are significant campus requirements*

*\*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Theoretical paper (1200 words) 30%
- Assessment task 2: Organisational analysis (2500 words) 60%
- Assessment task 3: Online group discussion (300 words) 10%

### Hurdle requirement

Attendance at a 1 day seminar held during trimester at Waterfront (Geelong) campus.

## HSW452 – Working in Uncertainty: Social Work Theory and Practice H

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kim Robinson*

*Trimester 2 Unit Chair: Kim Robinson*

*Cohort rule: This unit is only available to students enrolled in the Bachelor of Social Work (H330)*

*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.)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities, including BBC 5 seminars. Cloud Students must attend and participate in a 1 day workshop at Waterfront (Geelong).*

### 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Short written assignment (1200 words) 40%
- Assessment task 2: Written assignment (2000 words) 50%
- Assessment task 3: Participation online and reflections (800 words) 10%

## Hurdle requirement

Cloud (online) students only: Attendance at a 1 day seminar held during trimester at Waterfront (Geelong) campus.

# HSW701 – Australian Social Work in an International Context

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Fox*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Attendance at a 3 day seminar held during trimester at Waterfront Campus – dates to be advised.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly online discussions and 8 scheduled online workshops.*

## 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Report (2500 words) 50%
- Assessment task 2: Essay (2500 words) 50%

## Hurdle requirement

Attendance at a 3 day seminar held during trimester at Waterfront Campus.

# HSW702 – Understanding Care and Risk

*Enrolment modes: Trimester 1: Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kim Robinson*

*Trimester 2 Unit Chair: Kim Robinson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including five scheduled online seminars.*

## 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 social work practice. Students will appreciate that the idea of 'the risk society' reconceptualises more traditional ideas of 'control' in professional social work 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Essay (1500 words) 35%
- Assessment task 2: Report (2500 words) 55%
- Assessment task 3: Cloud participation (approximately 1000 words) 10%

## Hurdle requirement

Attendance at a 1 day seminar held during trimester at Waterfront Campus.

## Prescribed texts

Morley, C., Ablett, P. and Macfarlane, S., (2019) Engaging with Social Work. A critical introduction. Second Edition. Cambridge University Press. Port Melbourne: Australia

# HSW703 – Becoming a Social Worker

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements (see Contact hours)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sophie Goldingay*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students must attend and participate in a 2 day workshop at Waterfront (Geelong) – dates to be advised.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning experiences including weekly video recordings and 5 scheduled online seminars.*

## 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 crisis 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

- Assessment task 1: Cultural plan (1000 words) and reflection (950 words) 35%
- Assessment task 2: Case scenario video (15 minutes), with reflection on microskills and theories used (1250 words) 55%
- Assessment task 3: Peer and self-assessment and feedback (50 words x 6 items = 300 words total) 10%

## Hurdle requirement

Attendance at a 2 day seminar held during trimester at Waterfront Campus

## Prescribed texts

Healy, K 2014, Social work theories in context: Creating frameworks for practice 2nd Edition. Palgrave Macmillan, NY

Maidment, J & Egan, R 2016, Practice skills in social work and welfare: More than just common sense. Allen & Unwin, Crows Nest

# HSW704 – Reconstructing Professional Practice

*Enrolment modes: Trimester 2: Cloud (online), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Angela Daddow*

*Cohort rule: This unit is only available to students enrolled in H703 Master of Social Work*

*Prerequisite: Completion of a minimum of 7 HSW coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online workshops.*

## 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Written assignment (3000 words) 60%
- Assessment task 2: Written assignment (2000 words) 40%

## HSW705 – Challenging Poverty and Social Exclusion

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1  
EFTSL value: 0.125  
Trimester 1 Unit Chair: Beth Crisp*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Scheduled learning activities – campus: Students must attend and participate in a 2 day workshop at Waterfront (Geelong) – dates to be advised.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 x 1 hour scheduled online seminars during the trimester.*

## 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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Essay (2000 words) 40%
- Assessment task 2: Proposal (3000 words) 60%

## Hurdle requirement

Attendance at a 2 day seminar held during trimester at Waterfront Campus

## HSW707 – Addressing Violence and Abuse

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1  
EFTSL value: 0.125  
Trimester 1 Unit Chair: Sarah Epstein*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Scheduled learning activities – campus: Attendance at a 2 day seminar held during trimester at Waterfront Campus – dates to be advised.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online blackboard collaborate sessions (live discussion with recordings provided), minimum five discussion posts on the unit discussion boards in relation to content and Unit chair responses.*

## Content

This unit will give students an introduction to different forms of violence and abuse from a critical social work perspective. 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 social work interventions at the individual and social levels. Students will explore ways in which social workers can support survivors, work with perpetrators and develop strategies for preventing violence and abuse.

*Note: ^Students enrol as Cloud (online); however there are significant campus requirements*

*\* CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: Written assignment (2500 words) 50%
- Assessment task 2: Individual assignment and Powerpoint presentation 45%
- Assessment task 3: Minimum 5 online weekly discussion posts throughout the 11 weeks of trimester 5%

## Hurdle requirement

Attendance at a 2 day seminar held during trimester at Waterfront Campus.



## HSW709 – Practicing Social Work with Communities and Groups

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Angela Daddow*

*Cohort rule: This unit is only available to students enrolled in H703 – Master of Social Work*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning activities. Students must attend and participate in a 3 day workshop intensive at Waterfront (Geelong) – dates to be advised.*

*Scheduled learning activities – cloud (online):*

### Content

Community work and group work are important methods of social work practice, and the community a key field of practice. This unit aims to equip students with the theoretical knowledge and practical skills to integrate community work, often using group work skills, into their social work roles. Community work plays a significant role in international, government, non-government, volunteer and in for-profit social service organisations. Community work is used within all levels of government (local, state and commonwealth) and across many departments (youth, health, communities, ageing, housing, disabilities, multicultural, indigenous). Community work is based on a critical understanding of inequality in our socio-political structures. In the first section, this unit provides an introduction to community work and related group work theory and skills. This is then expanded to explore how social workers using community work can apply understandings of the intersectionalities of oppressions and privileges, and bi-cultural and multi-cultural analysis into their practice.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

### Assessment

- Assessment task 1: Essay (2500 words) 50%
- Assessment task 2: Community options written report (2500 words) 50%

### Hurdle requirement

Attendance at a 3 day seminar held during trimester at Waterfront Campus

### Prescribed texts

Kenny, S & Connor, P 2017 Developing Communities for the Future, 5th edn. Cengage Learning Australia

## HSW711 – Responding to Trauma, Grief and Loss

*Enrolment modes: Trimester 1: Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Norah Hosken*

*Cohort rule: This unit is only available to students enrolled in H703 – Master of Social Work*

*Prerequisite: HSW703*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning activities. Students must attend a 2 day workshop at Waterfront (Geelong) – dates to be advised.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including three scheduled online seminars. Students must attend and participate in a compulsory two day workshop at Waterfront (Geelong) – dates to be advised.*

### Content

This unit explores a range of critical social work theories and approaches to understanding and responding to trauma, grief and loss, including more traditional individualised approaches, as well as critical and postmodern approaches. The implications of using contrasting theoretical frameworks to inform social work practice are explored in relation to a range of different trauma, grief and loss experiences including mental and other health issues, work with refugees and asylum seekers, bereavement, sexual assault, abuse, and domestic violence. A lifespan perspective is interwoven throughout the unit, to consider trauma, loss and grief experienced by children, young adults and aged persons.

Students are encouraged to draw on the skills and knowledge of social work method and process developed in a previous practice unit (HSW703). The unit also explores trauma, grief and loss experienced by whole communities, through transgenerational trauma, and disasters such as bushfire and flood, as well as terrorism and mass violence. A further area of trauma, grief and loss – disenfranchised grief – is also considered. Throughout the unit, students are encouraged and guided to engage in critical reflection on their own values, ethics and assumptions around trauma, loss and grief.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

- Assessment task 1: 4 x journal entries (total 2500 words) 50%
- Assessment task 2: Video role play (10-12 minutes) and written critical analysis (1500 words) 50%

## Hurdle requirement

Attendance at a 2 day seminar held during trimester at Waterfront Campus.

# HSW714 – Professional Practice in Social Work A

*Enrolment modes: Trimester 2: Cloud (online) with significant campus requirements (see Contact hours), CBD\**

*Credit point(s): 3*

*EFTSL value: 0.375*

*Trimester 2 Unit Chair: James Lucas*

*Cohort rule: This unit is only available to students enrolled in H703 Master of Social Work*

*Prerequisite: At least four units including HSW701, HSW702 and HSW703*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 70 days (500 hours) of practicum (field placement) in a social or community service agency or program.*

*Students must attend and participate in a 2 day pre-placement preparation seminar at Waterfront (Geelong) in Trimester 1 of the year placement is to be undertaken – dates to be advised. Students are also required to participate online activities.*

*Scheduled learning activities – cloud (online):*

*A minimum of 500 hours (across at least 65 days) of practicum (field placement) in a social or community service agency or program.*

*Students must attend and participate in a 2 day pre-placement preparation seminar at Waterfront (Geelong) in Trimester 1 of the year placement is to be undertaken intensive. Students are also required to participate in online activities.*

## Content

This unit enables students to participate in a structured and supervised field placement in an approved human service organisation. As per the regulatory requirements of the Australian Association of Social Workers (AASW) students are provided with 1.5 hours per week of supervision from a field educator who is a qualified social worker with a minimum of two years post qualifying experience, who has undertaken appropriate supervision training. The student and the placement field educator are supported by the university liaison person who is a qualified social worker with a minimum of five years post qualifying experience who provides a minimum of two substantial contacts.

Opportunities are provided for students to integrate theory with practice and develop the required skills and knowledge base to meet the Australian Association of Social Workers standards. Students are placed in a range of setting where learning experiences are with individuals and families, groups and communities. The placement can include interpersonal work, and may also introduce students to project work, research work and social policy analysis and formulation.

Recognition of Prior Learning (RPL) is possible for HSW714 – Professional Practice in Social Work A for students who are able to demonstrate that their prior work experience has provided them with the knowledge and experience that would normally be provided in the first placement.

There is a separate process in applying for this type of RPL and more information is available in RPL Guidelines.

Applications for RPL are due 30 March of the year students are due to undertake their first placement. Late applications cannot be accepted and students are encouraged to apply earlier than this if possible.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Placement portfolio
- Assessment task 2: Mid-placement review report
- Assessment task 3: Critical incident report (3000 words)
- Assessment task 4: Final placement review report

All assessment items must be completed to a satisfactory standard to attain an UP grade.

### Hurdle requirement

Attendance at a 2 day seminar held during trimester prior to enrolment at Waterfront Campus.

## HSW715 – Professional Practice in Social Work B

*Enrolment modes: Trimester 2: CBD\*, Cloud (online) with significant campus requirements (see Contact hours)*

*Credit point(s): 3*

*EFTSL value: 0.375*

*Trimester 2 Unit Chair: James Lucas*

*Cohort rule: Only available to students enrolled in H703 Master of Social Work*

*Prerequisite: All of HSW701, HSW703, HSW705 HSW702, HSW714, HSW707, HSW709, HSW711, HBS745 and either HSH725 or AIP747*

*Corequisite: HSW704*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 70 days (500 hours) of practicum (field placement) in a social or community service agency or program.*

*Attendance at a 3 day seminar held during trimester prior to enrolment at Waterfront Campus – dates to be advised. Students are also required to participate online activities.*

*Scheduled learning activities – cloud (online): A minimum of 500 hours (across at least 65 days) of practicum (field placement) in a social or community service agency or program.*

*Students must attend and participate in a 3 day pre-placement preparation seminar at Waterfront (Geelong) in Trimester 1 of the year placement is to be undertaken intensive. Students are also required to participate in online activities.*

### Content

This unit requires students to undertake research in a practice setting as a key focus of a structured and supervised field placement in an approved human service organisation. As per the regulatory requirements of the Australian Association of Social Workers (AASW) students are provided with 1.5 hours per week of supervision from a field educator who is a qualified social worker with a minimum of two years post qualifying experience, who has undertaken appropriate supervision training. The student and the placement field educator are supported by the university liaison person who is a qualified social worker with a minimum of five years post qualifying experience who provides a minimum of two substantial contacts.

Opportunities are provided for students to integrate theory with practice and develop the required skills and knowledge base to meet the Association of Social Workers Practice Standards. Students are placed in a range of settings where learning experiences are with individuals, families, groups and communities. The placement can include interpersonal work, and will require students to engage in a substantial piece of practice research of relevance to the agency in the placement setting.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery.*

## Department of Human Services policy – Police Record Check and Working With Children Check

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 Department of Justice 2007, Working with Children Act 2005, amended 2017, all students are required to undertake a Working with Children Check at the commencement of their 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 and this will impede progress in the course.

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. A health organisation may refuse to accept a student for placement if the student's immunisation status is not satisfactory to the health organisation.

### Assessment

- Assessment task 1: Placement portfolio
- Assessment task 2: Mid-placement review report
- Assessment task 3: Practice research report (3000 words) and verbal presentation
- Assessment task 4: Final placement review report

All assessment items must be completed to a satisfactory standard to attain an UP grade.

### Hurdle requirement

Attendance at a 3 day seminar held during trimester prior to enrolment at Waterfront Campus.

## IND101 – Introduction to Aboriginal Studies

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gabrielle Fletcher*

*Trimester 2 Unit Chair: Karinda Burns*

*Trimester 3 Unit Chair: Jennie Briese*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour weekly class divided into 1 x 1 hour Class and 1 x 2 hour Seminar or equivalent for 11 weeks*

*Intensive/CBD: This unit is taught intensively via CBD for 11 weeks as a combination of face to face and online delivery. 12 hours – face-to-face on campus Intensive mode with a minimum of four Blackboard Collaborate sessions during the trimester with ongoing access to CloudDeakin resources.*

*Dates to be advised.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. A minimum of four Blackboard Collaborate sessions will be conducted during the trimester.*

### Content

This unit introduces students to Australia's First Nation Peoples in a comprehensive and engaging exploration of both traditional and contemporary experience and expression of Australian Aboriginal culture, Knowledges, histories and identities from an Indigenous standpoint, and through a number of interdisciplinary perspectives. The course will cover three clear movements of investigation from traditional modality and Australian Indigenous Knowledges; colonisation and its impact; and reclamation and reconciliation with a focus on Indigenous cultural forms and representation. Students will learn about the complexities of spirituality, lore and traditional philosophy, to then understand the devastating impact of colonisation and its aftermath. The final portion of the unit will then address contemporary Indigenous culture and expression including language, story, art and creative expression allowing students to consider and explore self-representation as a method of expanding understandings of the diversity of Aboriginalities. This unit presents a thought provoking, dynamic and challenging cultural experience of Indigenous Australian history, culture and worldview and provides a foundation for developing socio-cultural literacy.

### Assessment

- Online Yarning Circle (1000 words in total) – 35%
- Research Essay (1500 words) – 35%
- Reflective Narrative Task using Multi-media (1500 words or ten minutes or equivalent combination) – 30%



## IND201 – Aboriginal Knowledges and Experiences: Historical Journeys–Contemporary Perspectives

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)

Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)

Trimester 3: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Donna Moodie

Trimester 2 Unit Chair: Donna Moodie

Trimester 3 Unit Chair: Bryan Fricker

Prerequisite: Nil

Corequisite: Nil

Incompatible with: ECP226

Scheduled learning activities – campus: 1 x 2-hour seminar per week

Scheduled learning activities – cloud (online): 1 x 2-hour seminar per week (recordings provided), 1 x 1-hour online seminar per week

### Content

This unit provides in depth knowledge of historical and contemporary Aboriginal cultures in Australia and gives an overview of social, educational, economic, health, policy and political issues. The aim is to empower students to understand current circumstances and develop appropriate skills and strategies that may be applied in a workplace or in liaison with Aboriginal Peoples or organisations.

It examines:

- the complexity and diversity of pre-invasion societies
- relationships between Aboriginal and non-Aboriginal societies
- the impacts of policy since invasion
- community consultation and communication protocols and sensitive issues concerning appropriate terminology
- lateral violence and workplace 'cultures'
- strategies for combatting racism
- employment strategies and entrepreneurship
- current perspectives of the location of Aboriginal Peoples in Australia
- social and political movements/directions/futures
- future directions and the interplay between contemporary debates – for example, Sovereignty, Treaties and Constitutional Recognition

Note: Student enrolment quotas apply to this unit

### Assessment

- Assessment 1 – Essay – 50%
- Assessment 2 – Essay – 50%

## IND705 – Thesis Part A

### Enrolment modes:

Trimester 1: CBD\*

Trimester 2: CBD\*

Credit point(s): 2

EFTSL value: 0.250

Trimester 1 Unit Chair: Tyson Yunkaporta

Trimester 2 Unit Chair: Tyson Yunkaporta

Cohort rule: This unit is only available to students enrolled in A601 – Graduate Diploma of Indigenous Research

Prerequisite: Nil

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: Students will attend 2 x 1 week intensive classes over the trimester. Dates to be advised.

All unit content will be available via CloudDeakin.

### Content

Students choose and research an area of interest that they have proposed from the unit IND702 Designing an Indigenous Research Project. The research project will be related to the student's own expertise and discipline area and the research will be conducted under a suitably qualified supervisor in the chosen field.

Thesis Part A and Thesis Part B are ordinarily taken concurrently in the final trimester of study. Part A focuses on defining the research question, reviewing relevant literature, design and methodology development, data analysis and data collection.

Thesis Part B focuses on the write up of the research paper.

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.

Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery



## Assessment

There are no formal assessment requirements in this unit. Assessment for the overall research piece, comprising units Thesis A and B, is a research paper of up to 20,000 words (100%) due at completion of Thesis Part B.

## IND706 – Thesis Part B

*Enrolment modes:*

*Trimester 1: CBD\**

*Trimester 2: CBD\**

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Tyson Yunkaporta*

*Trimester 2 Unit Chair: Tyson Yunkaporta*

*Cohort rule: This unit is only available to students enrolled in A601 – Graduate Diploma of Indigenous Research*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students will attend 2 x 1 week intensive classes over the trimester. Dates to be advised.*

*All unit content will be available via CloudDeakin.*

## Content

Students choose and research an area of interest that they have proposed from the unit IND702 Designing an Indigenous Research Project. The research project will be related to the student's own expertise and discipline area and the research will be conducted under a suitably qualified supervisor in the chosen field.

Thesis Part A and Thesis Part B are ordinarily taken concurrently in the final trimester of study. Part A focuses on defining the research question, reviewing relevant literature, design and methodology development, data analysis and data collection.

Thesis Part B focuses on the write up of the research paper.

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.

*Note: \*CBD refers to Institute of Koorie Education – Community Based Delivery*

## Assessment

There are no formal assessment requirements in this unit. Assessment for the overall research piece, comprising units Thesis A and B, is a research paper of up to 20,000 words (100%) due at completion of Thesis Part B.

## IND710 – Interpreting Cultural Landscapes

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong) [not offered in Trimester 3 2019]*

*Credit point(s): 1*

*Previously coded as: SQE744*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Suzanne Nunn*

*Trimester 2 Unit Chair: Suzanne Nunn*

*Trimester 3 Unit Chair: Suzanne Nunn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIM723*

*Scheduled learning activities – campus: Community Based Delivery (CBD): Students are required to attend 2 x 1 week intensive classes, seminars and fieldtrips per trimester at Waurin Ponds (Geelong)*

## Content

Expressing connection to place and land is a powerful human experience. The interpretation of meaning and significance from one generation to the next is also a tradition and practice of all peoples. Compelling interpretation can bring to many audiences new ways of understanding spiritual connections between place and culture. It can also reveal untold narratives and histories that can enrich and inform contemporary land management practice. Designing effective interpretive narratives and media can act to re-interpret history, dispel misrepresentations and bring forth undervalued knowledge and perspectives. In recognising the many different ways of seeing and knowing, this unit explores the important role of interpretation as not only a conversation across knowledge systems but as a crucial skill that can inform, educate and ultimately lead to a wiser management of water, sea and Country.

The unit examines the concept of cultural landscape, the articulation of significance and examines the principles of transformative interpretation. It critically analyses contemporary interpretative techniques focussing on oral interpretation, the written word, installations, signage and new interpretive media. Combining what you have learned, you will design and present your own cultural interpretation of a place significant to yourself and your community.

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

## Assessment

- Assessment 1 – Reflection – 30%
- Assessment 2 – Written critique – 30%
- Assessment 3 – Creative design – 40%

The adoption of Collaborative Management between nation states and Indigenous Peoples is a focus of this unit and provides clear examples of the power sharing and dialogue between knowledge systems. Collaborative management typically elevates Indigenous Peoples above 'the pack' of resource users and results in a change in the nature of the relationship between Indigenous Peoples and settler societies.

This unit will examine Collaborative Management in controlled burning and fire management, protected area management and water management. Using these themes we will examine some of the scientific, economic, and community development concepts that inform state-based approaches to land management and their dialogue with localised knowledge systems, focusing on Indigenous Knowledge systems.

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

## IND711 – Exploring Collaborative Land Management

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong) – Not offered*

*Trimester 3 2019*

*Credit point(s): 1*

*Previously coded as: SQE741*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Donna Moodie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Community Based Delivery (CBD): Students are required to attend 2 x 1 week intensive classes, seminars and fieldtrips per trimester at Waurin Ponds (Geelong).*

## Content

The inclusion of stakeholders in the implementation of Natural Resource Management (NRM) has been steadily growing in popularity, with power sharing and negotiation processes becoming adopted systematically. Broadly described as Collaborative Management, this power sharing is typically between the State and resource 'users' at either a local or regional scales. The inclusive decision-making processes involved in its implementation inevitably necessitates a broader engagement with knowledge and values other than those provided by western science and neoclassical economics.

## Assessment

- Assessment 1 – Report – 30%
- Assessment 2 – Discussion forum (written contribution) – 40%
- Assessment 3 – Online oral presentation – 30%

## IND712 – Policy and Governance for Environmental Management

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong) [not offered in Trimester 3 2019]*

*Credit point(s): 1*

*Previously coded as: SQE735*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Suzanne Nunn*

*Trimester 2 Unit Chair: Suzanne Nunn*

*Trimester 3 Unit Chair: Suzanne Nunn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: CBD: Students are also required to attend 2 x 1 week long Intensives at Waurin Ponds campus, Geelong. Intensives include a mixture of classes, seminars and fieldtrips.*

## Content

The management of the environment in Australia is very much bound up in the public policy priorities of the day and can morph and change according to governmental and public concerns. Currently, it is conducted within a complex matrix characterised by partnerships between government agencies, Traditional Owner Groups, Non-Government Organisations (NGOs) as well as philanthropic organisations. This unit will explore contemporary environmental public policy, the laws that underpin and enable such policies and examine the differing governance frameworks that guide environmental management. This will include discussion on various land tenure systems in Australia; state and commonwealth environmental legislation; the management of fresh water; the National Reserve System and in particular Indigenous Protected Areas and Marine Parks. As you study the unit, critical analysis of the various models will equip you for a real-world engagement with policy, environmental law and governance.

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

## Assessment

- Assessment 1 – Practical Test – 40%
- Assessment 2 – Group Oral Presentation – 30%
- Assessment 3 – Problem-solving Task – 30%

# IND713 – New Media and the Environment

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong) [not offered in Trimester 3 2019]*

*Credit point(s): 1*

*Previously coded as: SQE742*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Suzanne Nunn*

*Trimester 2 Unit Chair: Suzanne Nunn*

*Trimester 3 Unit Chair: Suzanne Nunn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: CBD: Students are required to attend 2 x 1 week long Intensives at Waurin Ponds campus, Geelong. Intensives include a mixture of classes, seminars and fieldtrips.*

## Content

Our immersion into a rich and dynamic visual culture is now a reality. How many of you have watched wildlife documentaries and films made about environmental conservation and seen the proliferation of films and short YouTube's that show the management of Country by local custodians? The use of digital film, images, photopoint and visual media has become increasingly important in the way we both communicate and appeal to a global audience. Using new and innovative visual techniques to interpret and communicate the environment, will most certainly become a part of your future workplace toolkit. Questions this unit will ask include: How are conservation and climate change matters represented in contemporary Eco-cinema? What role do Digital Reports, Visual Stories, Infographics, YouTube clips and citizen science have in the future of participatory environmental management? How may your knowledge and understanding of contemporary visual culture become part of your own workplace, research, communication and practice? Studying this unit will give you the opportunity to explore and apply new visual media to the community of practice or field you may work in. By doing so, you will be asked to reflect on what you think about visual representation as well as design visual media to enhance your capabilities in this field.

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

## Assessment

- Assessment 1 – Reflective Portfolio – 40%
- Assessment 2 – Applied Project – 30%
- Assessment 3 – Design – 30%

# IND714 – Strategic Planning and Project Management for Country

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong) – Not offered*

*Trimester 3 2019*

*Credit point(s): 1*

*Previously coded as: SQE734*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Donna Moodie*

*Trimester 2 Unit Chair: Donna Moodie*

*Trimester 3 Unit Chair: Donna Moodie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Community Based Delivery (CBD): Students are required to attend 2 x 1 week intensive classes, seminars and fieldtrips per trimester at Waurin Ponds (Geelong).*

## Content

Individuals taking action towards the achievement of their goals is a valuable undertaking. However, many of the problems that people are seeking to address in their management of Country require more than the commitment of a single passionate individual working alone to address them. The physical scale of the issues, the numbers of people affected, the lack of knowledge available of solutions and the impacts of actions, as well as limited resources available requires people and organisations to use approaches that enable coordinated action towards a shared future outcome.

This unit examines the establishment and implementation of strategic planning and project planning as tools for establishing a vision and undertaking actions that work towards achieving them. By examining whole of Country plans, conservation action plans and Caring for Country project plans we will become familiar with the planning processes being used to deliver outcomes on Country that match Aboriginal and Torres Strait Islander Peoples' aspirations.

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

## Assessment

- Assessment 1 – Problem-solving task – 30%
- Assessment 2 – Professional plan – 30%
- Assessment 3 – Project plan and reflective report – 40%

# IND715 – Research and Communication for Country

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong) [not offered in Trimester 3 2019]*

*Credit point(s): 1*

*Previously coded as: SQE743*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Suzanne Nunn*

*Trimester 2 Unit Chair: Suzanne Nunn*

*Trimester 3 Unit Chair: Suzanne Nunn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Community Based Delivery (CBD): Students are required to attend 2 x 1 week intensive classes, seminars and fieldtrips per trimester at Waurin Ponds (Geelong).*

## Content

Following a lead, investigating a story, finding new information and reporting on findings is a vital skill for working in environmental land management. The art of writing and communicating for varied audiences are skills that can accomplish a number of things such as contributing to new information, articulating knowledge and improving communication. The use of oral histories, photographs, newspaper clippings, reports and published materials can all contribute to enriching our understanding of Country and people's connection to it. This unit provides the space for students to focus on advancing their writing and communicating skills in a way that is relevant to their professional needs.

The unit begins by discussing the importance and contribution that research by Aboriginal and Torres Strait Islander custodians can make, to the needs of managing both cultural heritage and Country. It includes a discussion on the protocols required to engage in research, and how different approaches can be used to communicate to a variety of audiences. By the end of the unit you will have acquired advanced research strategies, critical writing techniques and developed a plan for writing a chapter to include Aboriginal and Torres Strait perspectives on caring for Country.

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

## Assessment

- Assessment 1 – Review of resources report – 25%
- Assessment 2 – Report – 25%
- Assessment 3 – Abstract summary – 20%
- Assessment 4 – Exploratory research paper – 30%

## IND716 – Professional Practice for Land Management

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong) – Not offered*

*Trimester 3 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Donna Moodie*

*Trimester 2 Unit Chair: Donna Moodie*

*Trimester 3 Unit Chair: Donna Moodie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: CBD: Students are required to attend 3 x 1 week intensive seminars per trimester via community-based delivery (and/or supported by face-to-face intensive study blocks).*

### Content

The unit focuses on enhancing student's critical reflection, evaluation and communication skills to apply to enhancing their professional practice and thereby enabling them to be more effective in the workplace. These are also important for students in the context of obtaining work, evaluating their workplace performance and sharing their knowledge and achievements effectively and professionally and engage with key stakeholders in order to support informed decision-making.

The development of a professional portfolio of work, a story report and seminar presentation will provide a structure for students to develop the specified skills. The foundation provided by these tasks can be used for further exploring and developing their career aspirations during the remainder of their studies and into the future. Additionally, the narrative format and audio-visual reporting and presentation tasks enable students to develop and demonstrate skills that are versatile, effective and highly valued in the field of land and sea Country management.

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

### Assessment

- Assessment 1 – Story Report – 30%
- Assessment 1 – Seminar Presentation – 30%
- Assessment 1 – Professional Practice Portfolio – 40%

## IND717 – Facilitation and Engagement for Natural and Cultural Resources Management

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong) Community Based Delivery – Intensive mode*

*Trimester 2: Waurin Ponds (Geelong) Community Based Delivery – Intensive mode*

*Trimester 3: Waurin Ponds (Geelong) Community Based Delivery – Intensive mode – Not offered Trimester 3 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Donna Moodie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend 2 x 1 week long Intensives at Waurin Ponds campus, Geelong. Intensives include a mixture of classes, seminars and practical activities.*

### Content

When working to achieve positive outcomes in Natural and Cultural Resource Management it is often necessary for groups of people to work together and for there to be constructive input from the community. Examples of the kinds of groups that need to work together effectively to make effective decisions include working groups, boards, committees, stakeholder groups and Community meetings. Facilitation and community engagement skills are effective and sought after skills for practitioners working with and for Aboriginal organisations and Communities in this field.

This unit provides students with an opportunity to develop their understanding of groups and the skills and knowledge involved in promoting community engagement, participation and effective group decision-making. The unit will examine topics such as meeting organisation and facilitation, group dynamics, active listening, sources of tension, managing conflict, prioritising and making decisions, community needs and preferences for participation and types of community engagement.

The unit aims to be relevant and practical for people working with groups of people to create successful natural and cultural resource management outcomes.



This unit requires students to engage in a considerable amount of practical exercises that aim to enable students to observe group dynamics and put into practice the theory about how groups make decisions and gain experience in applying skills and strategies that support participant access to group decision-making.

### Assessment

- Assessment 1 – Reflective Writing (1000 words) – 20%
- Assessment 2 – Demonstration/practical (1200 words) – 50%
- Assessment 3 – Case Study (1500 words) – 30%

## IND721 – Standpoint Theory in Indigenous Research

*Enrolment modes: Trimester 1: Cloud (online) and CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tyson Yunkaporta*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar or equivalent for 11 weeks*

*Scheduled learning activities – cloud (online): Intensive dates and unit content is available via CloudDeakin*

### Content

This unit introduces you to Indigenous research approaches and prepares you to develop an understanding of Standpoint Theory and your own position on the role of research. The evolution of key Standpoint theorists will be analysed and discussed to provide students with a paradigm to consider Indigenous research methodologies.

Current debates of resistance, compliance and insider/outsider perspectives as experienced by Indigenous researchers who engage with the Academy will be critically reviewed and form important learning in this unit. You will conduct self-reflexive work to map your relationality and begin to formulate a personal standpoint for Indigenous research.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

### Assessment

- Assessment 1 – Reflective Journaling (10 journal entries of 200 words each) – 25%
- Assessment 2 – Annotated Bibliography – 25%
- Assessment 3 – Research Essay (2500 words) – 50%

## IND722 – Indigenous Research: Ways of Valuing and Being

*Enrolment modes: Trimester 1: CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tyson Yunkaporta*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar or equivalent for 11 weeks.*

*Intensive dates and unit content is available via CloudDeakin.*

### Content

This subject will elucidate ways to assert Indigenous ethical protocols and worldviews in encounters with the academy. You will examine Indigenous axiology (ways of valuing) and ontology (ways of being) and the problematic intersections of these with mainstream academic research.

An examination of bias, gender issues, claims to objectivity and silences will challenge mainstream research methods and theory in light of Indigenous perspectives. You will privilege Indigenous Knowledge and voices, advocating processes of cultural safety and integrity aligned with cultural embodiments of your own axiology, ontology and Indigenous Knowledge Systems.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

### Assessment

- Assessment 1 – Mapping an Indigenous Knowledge System (2000 words equivalent), 40%
- Assessment 2 – Personal Philosophy (3000 words), 60%

## IND723 – Indigenous Research: Ways of Knowing and Doing

*Enrolment modes:*

*Trimester 1: CBD\**

*Trimester 2: CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tyson Yunkaporta*

*Trimester 2 Unit Chair: Tyson Yunkaporta*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar or equivalent for 11 weeks.*

*Intensive dates and unit content is available via CloudDeakin.*

### Content

This subject evaluates traditional western academic approaches to research in comparison with Indigenous epistemologies (ways of knowing) and methodologies (ways of doing). Qualitative methods covered include Yarning Circles, participant observation, unstructured interviewing (focus groups, in-depth), digital/online research, and mixed method approaches. Quantitative methods covered include survey design, statistical analysis, sampling techniques and strategies, measuring social variables, administration of questionnaires and response rates.

The benefits and limitations of various methods will be examined from multiple research perspectives or contexts. Students will be trained in devising tools to conduct research and data analysis from an Indigenous epistemological perspective.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

### Assessment

- Assessment 1 – Interview and Review (2000 words), 40%
- Assessment 2 – Oral Presentation (1000 words or equivalent), 20%
- Assessment 3 – Literature Review (2000 words), 40%

## IND724 – Indigenous Knowledge Modalities in Research

*Enrolment modes: Trimester 2: CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tyson Yunkaporta*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar or equivalent for 11 weeks.*

*Intensive dates and unit content is available via CloudDeakin.*

### Content

This unit will introduce you to customary and innovative processes of Aboriginal Knowledge production and its expression. You will examine and master narrative, visual, place based oral modalities whilst deepening your understanding that Indigenous cultural practices are legitimate and justifiable knowledge repositories (mode of knowledge storage).

Your study will draw from models of different frameworks like Yolngu, Dadiirri, and Dilly bag, to design your own research practice model.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

### Assessment

- Assessment 1 – Written Report (2500 words), 50%
- Assessment 2 – Analytic Report (1500 words), 30%
- Assessment 3 – Conceptual Framework, 20%

## IND725 – Theories and Debates in Indigenous Knowledge's: Sites of Struggle

*Enrolment modes:*

*Trimester 1: Cloud (online), CBD\**

*Trimester 2: CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tyson Yunkaporta*

*Trimester 2 Unit Chair: Tyson Yunkaporta*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar or equivalent for 11 weeks*

*Scheduled learning activities – cloud (online): Intensive dates and unit content is available via CloudDeakin*

### Content

In this unit you will build your resilience as you engage in research which by definition is a struggle. You will deepen your understanding of Indigenous research, through interrogation of the binaries and potentially false dichotomies of opposing ideas and elements of research paradigms in the Indigenous space. You will mediate between and rationalise the tensions created at the cultural interface of different knowledge systems and ideologies nationally and internationally. You will evaluate conflicted spaces and argue a stance on topics such as insider/outsider issues, place vs space, revisionism vs amnesia, and other contested issues. You will examine Indigenous philosophies of conflict and balance such as Ganma and consider ways to apply this to a research career.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

### Assessment

- Assessment 1 – Essay (2500 words), 50%
- Assessment 2 – Annotated Bibliography (2500 words), 50%

## IND726 – Designing An Indigenous Research Project

*Enrolment modes: Trimester 2: CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tyson Yunkaporta*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: IND702*

*Scheduled learning activities – campus: 1 x 1 hour Class and 1 x 2 hour Seminar or equivalent for 11 weeks.*

*Intensive dates and unit content is available via CloudDeakin.*

### Content

This unit offers research training that guides you on how to specify and detail a question or problem that is important and requires research to resolve. Various ways to review other researchers' work and determine if further research is needed. The importance of determining the conceptual framework as well as an appropriate method for gathering relevant data, and then interpreting the data is noted.

You will also follow protocols to ensure your research develops within a culturally appropriate and ethical manner. You will look at the importance of building relationships in Indigenous Communities before research commences. Indigenous relational methodologies and how they impact on the content and design of research will be considered. This unit is a culmination of preceding units in the development of the research proposal that will frame your research project.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

### Assessment

- Assessment 1 – Research Proposal (2500 words), 50%
- Assessment 2 – Poster and Oral Presentation (2500 words), 50%

## IND727 – Research Project A

*Enrolment modes: Trimester 3: CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Tyson Yunkaporta*

*Prerequisite: IND721*

*Corequisite: IND726*

*Incompatible with: IND705 and IND706*

*Scheduled learning activities – campus: Interactions with your supervisor may involve meeting in person (face-to-face), telephone meetings, video meetings, the online exchange of documents, or other suitable channels. The mode of contact and frequency of meetings should be negotiated with your supervisor in the first week of Trimester. General unit resources are provided on the CloudDeakin unit site.*

### Content

In this unit you commence the research project for your Research Paper. This is a supervised unit where you work closely with an allocated research supervisor via regular meetings and document exchange.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

### Assessment

There are no formal assessment requirements for this unit. Assessment for the overall research piece, comprising units Research Paper A and B, is a research paper of 12,000 words (100%) due at completion of IND728 Research Paper B.

## IND728 – Research Project B

*Enrolment modes: This unit will be offered from 2020.*

*Trimester 2: CBD\**

*Trimester 3: CBD\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tyson Yunkaporta*

*Trimester 3 Unit Chair: Tyson Yunkaporta*

*Prerequisite: Nil*

*Corequisite: IND727*

*Incompatible with: IND705 and IND706*

*Scheduled learning activities – campus: Interactions with your supervisor may involve meeting in person (face-to-face), telephone meetings, video meetings, the online exchange of documents, or other suitable channels. The mode of contact and frequency of meetings should be negotiated with your supervisor, continuing the work done in IND727. General unit resources are provided on the CloudDeakin unitsite.*

### Content

In this unit you finish the research project that was started in IND727 (Research Project Part A). This is a supervised unit where you work closely with an allocated research supervisor via regular meetings and document exchange.

*Note: \*CBD refers to Institute of Koorie Education; Community Based Delivery*

### Assessment

Research Paper (12,000 words), reporting work done in IND727 and IND728, and due at completion of IND727 – 100%

## IPA701 – Managing Growth of Small Medium Enterprises

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Achinto Roy*

*Trimester 3 Unit Chair: Achinto Roy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 x 1 hour scheduled online seminars*

### Content

The unit aims to develop a strategic and analytical mindset complemented by advisory skills that are relevant to the operations of a small and medium enterprise. The unit draws extensively on theories of entrepreneurship, strategy, marketing, human resource management, business ethics and financial planning with the purpose of applying them to the creation, management and growth of SMEs.

The unit uses project based work to develop and hone business skills relevant to managing and growing SMEs within an Australian and International context.

## Assessment

- Written assignment 1: Case analysis (2000 words) – 20%
- Assessment 2 (Group of 4 students) – Written assignment 2: Project report (4000 words) – 40%
- Examination 2 hours – 40%

## MAA071 – Pre-Term: Getting to Grips with Postgraduate Study

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Adrian Raftery*

*Trimester 2 Unit Chair: Adrian Raftery*

*Trimester 3 Unit Chair: Adrian Raftery*

*Cohort rule: Nil*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This short pre-term module will be completely online and will take students up to 10 hours to complete*

## Content

This unit provides orientation and study skill modules concerned with academic writing, finding and referencing appropriate sources, and an introduction to the expectations associated with postgraduate assessments. Additionally, it addresses using Deakin's online learning systems and provides strategies for managing time, planning effective study schedules, and where to seek study and learning assistance.

## Assessment

Assessment 1: Overall mastery quiz of 12 questions.

## MAA103 – Accounting for Decision Making

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peter Vuong*

*Trimester 2 Unit Chair: Egor Evdokimov*

*Trimester 3 Unit Chair: Lawrence Huang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA101, MAA102*

*Scheduled learning activities – campus: 1 x 2 hour class + 1 x 1 hour seminar per week (Burwood (Melbourne), Warrnambool, Waterfront (Geelong) students only)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 11 scheduled online workshops of 1 hour duration*

## Content

This introductory course teaches students how to use accounting information to make appropriate business decisions. Students will learn to apply the fundamental concepts of double-entry accounting to record transactions, prepare financial reports, and to analyse and interpret their meaning. Students learn to use management accounting budgets and planning techniques, and will consider contemporary issues such as the role of ethics and the use of Integrated Reporting.

## Assessment

- Double-Entry recording assignment, 20%
- Assessment 2 (Individual or group of 2–3) Video presentation (4–5 minutes) 5%
- Assessment 3 (Individual or group of 2–3) Business plan (1000–1500 words) 15%
- Examination (2 hours) 60%

## From Trimester 2 2019

- Double-Entry recording assignment, 15%
- Financial Statements Project, 10%
- Assessment 3 (Individual or group of 2–3) Budgeting Case-Study, 15%
- Examination (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

From Trimester 2 2019: Nil.



## MAA104 – Financial Literacy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Danny Burton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA103, MAF101*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including weekly scheduled online workshops of 2 hours duration*

### Content

The unit provides a foundation in financial literacy that will assist you to (1) reflect on matters of finance that influence your personal investment decisions and risk profile, and (2) evaluate alternatives that impact financial, resourcing and investment decisions in business.

### Assessment

- Assessment 1: Case study (Individual), equivalent to 2000 words 40%
- Assessment 2: Individual reflective journal (Individual), 1000 words 20%
- Examination: (2 hours) 40%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA204 – Accounting Information Systems

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MIS251*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Phillip Wong*

*Prerequisite: Nil*

*Corequisite: MAA103*

*Incompatible with: MIS251*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour lab per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration.*

### Content

This unit provides students with the opportunity to learn about systems and software used by accounting practitioners and organisations. Students learn about the role of the accountant in implementing systems in organisations, transaction processes and develop the ability to critically evaluate accounting information systems and controls. Emerging technologies affecting accounting information systems are discussed and evaluated.

Students also have hands-on experience with relevant software to undertake fundamental business projects such as setting up a database and/or the accounts for a new business.

### Assessment

- Assessment 1: (Individual) Critical evaluation of a case of information systems failure or success or an emerging technology (1500 words) 15%
- Assessment 2: (Individual or Groups of 2 to 4) Design an accounting information system solution which may include written report (500–1000 words) depending on the difficulty of the practical exercise 35%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MAA215 – Client Behaviour and Decision Making

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAF315*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Campbell Heggen*

*Prerequisite: MAA255*

*Corequisite: Nil*

*Incompatible with: MAF315*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration.*

### Content

This unit builds on the technical knowledge acquired in other units, to broaden students understanding of the professional skills and knowledge required to build long-term client relationships, and develop a deep understanding of clients' needs in order to formulate strategies and solutions that are in the client's best interest. Drawing on insights from the behavioural sciences, this unit encourages students to consider how best to build trust, communicate the value of advice, and develop strategies to engage clients at each stage of the financial planning process. Students will be introduced to the field of behavioural finance, to provide insights into client behaviour and factors that influence decision making. The unit also seeks to provide students with a theoretical and practical understanding of the ethical and professional requirements within a financial services context.

### Assessment

- Assessment 1: (Group 2–3 students) Video presentation (12 minutes) 25%
- Assessment 2: (Individual) Written reflection (1000 words) 10%
- Assessment 3: (Individual) Video presentation (8-minutes) 25%
- Examination: (2 hours) 40%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA250 – Ethics for Financial Professionals

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAA350*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sharon Pittaway*

*Trimester 3 Unit Chair: Luckmika Perera*

*Prerequisite: MAA103, MAF101*

*Corequisite: Nil*

*Incompatible with: MAA350*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 11 scheduled online workshops of 1 hour duration.*

### 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; 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; principles of corporate governance; applying ethical decisions in case scenarios; and international business practices.

*Note: From Trimester 2 2019: students who complete this unit will meet the new accreditation requirements of the Financial Standards and Ethics Authority (FASEA).*

### Assessment

- Professional Reflection (Individual) Video interview (8–10 minutes) 20%
- Written Report (Individual) Case Analysis (2000 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA255 – Financial Planning

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)

Trimester 2: Burwood (Melbourne), Cloud (online)

Trimester 3: Cloud (online)

Credit point(s): 1

Previously coded as: MAF255, MAF309

EFTSL value: 0.125

Trimester 1 Unit Chair: Mike Kerry

Trimester 2 Unit Chair: Marc Olynyk

Trimester 3 Unit Chair: Mike Kerry

Prerequisite: MAF101 or MAA104

Corequisite: Nil

Incompatible with: MAF255

Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week\*

\* For Warrnambool on campus offering only, there will be a converged mode of delivery using CloudDeakin and face-to-face workshops. More details will be available on the unit site

Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration

### Content

This 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

- Assessment 1: Written Assignment (Group 2–3 students), quantitative 2000 words 15%
- Assessment 2: Written Assignment (Group 2–3 students), 2000 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.

## MAA261 – Financial Accounting

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)

Trimester 2: Burwood (Melbourne), Cloud (online)

Trimester 3: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

Previously coded as: MAA203

EFTSL value: 0.125

Trimester 1 Unit Chair: Tracey McDowall

Trimester 2 Unit Chair: Tracey McDowall

Trimester 3 Unit Chair: Wei Shi

Cohort rule: Nil

Prerequisite: MAA103

Corequisite: Nil

Incompatible with: MAA102, MAA203

Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week

Scheduled learning activities – cloud (online): Online independent and collaborative learning including weekly online seminars of 1 hour duration

### Content

This unit examines the financial accounting 'cycle', from the recording of relevant transactions through to the preparation of financial statements.

### Assessment

- Assessment 1: (Individual) A Case study (equivalent to 2000 words) 20%
- Assessment 2: (Group of 4) Written evaluation and interpretation of an accounting cycle in a business situation (2000 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination and submit all assessments.

## MAA262 – Management Accounting

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAA202*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vincent Bicudo de Castro*

*Trimester 2 Unit Chair: Vincent Bicudo De Castro*

*Prerequisite: MAA103*

*Corequisite: Nil*

*Incompatible with: MAA202*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative workshops of nine hours duration over the trimester*

*Waterfront campus: 1 x 3 hour class and seminar in one block mode*

### Content

This unit provides solid foundations in core management accounting topics in the areas of costing, budgeting and performance management. Topics include introduction to management accounting in the contemporary business environment; key cost terms and concepts; traditional and modern costing methods; budgeting; standard costing and variance analysis with flexible budget; performance evaluation in divisional organisations and the balanced scorecard.

### Assessment

- Assessment 1: (Individual) – Online test 10%
- Assessment 2: (Individual) – Written report and cost model development in excel (2000 words) 30%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA267 – Integrated Reporting and Value Creation

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Bray*

*Trimester 2 Unit Chair: Luckmika Perera*

*Prerequisite: Must have passed 8 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

This unit will provide students with a detailed understanding of emerging developments with respect to integrated reporting. The unit will provide a detailed coverage of the Integrated Reporting (<IR>) framework and guidelines developed by the International Integrated Reporting Council (IIRC). Unit coverage will enable students to understand how to orient internal processes to the six key capitals that are material to an organisation's present and future value creation and how the development of an integrated internal and external reporting focus on value creation poses challenges and drives benefits for organisations. Students will examine and critique specific examples of organisations' <IR> reports.

### Assessment

- Assessment Task 1: Individual written assignment (2500 words) 25%
- Assessment Task 2: Group written assignment (3500 words) 25%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA303 – Audit and Assurance

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)

Trimester 3: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Nadana Abayadeera

Trimester 3 Unit Chair: Nadana Abayadeera

Prerequisite: MAA103, MAA261

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 3 hour workshop per week

Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration

\* For Warrnambool on-campus offering only, there will be a converged mode of delivery using CloudDeakin and face-to-face workshops. More details will be available on the unit site.

### Content

This unit aims to provide an introduction to essential concepts, professional standards, law, and fieldwork practices of auditing in Australia. The unit is not intended to provide a full, comprehensive study of auditing, rather, a foundation in the area.

### Assessment

- Assessment 1: (Individual) Three online quizzes 10%
- Assessment 2a: (Individual) Audit case analysis (400 words) 10%
- Assessment 2b: (Individual) Audit case analysis (600 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA310 – Accounting and Society

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Cloud (online)

Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)

Trimester 3: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

Previously coded as: MAA301

EFTSL value: 0.125

Trimester 1 Unit Chair: Christine Contessotto

Trimester 2 Unit Chair: Danny Burton

Trimester 3 Unit Chair: Edwin Lim

### Prerequisite:

- For students who commenced the following courses prior to Trimester 1 2016: D301, D313, D317, D321, D322, D325, D338, D366, D388, M307, M300.1: Pre-requisite: MAA201 or MAA260 or MAA363 plus MAA250 and MAA262
- For students who commenced the following courses from Trimester 1 2016: D301, D313, D317, D321, D322, D325, D338, D366, D388, M307, M300.2: Pre-requisite: Must have passed MAA261, MAA262, MAF203, MAA250, and MAA363
- For students in other courses: Pre-requisite: MAA201 or MAA260 or MAA363 plus MAA250 and MAA262

### Corequisite:

- For students who commenced the following courses prior to Trimester 1 2016: D301, D313, D317, D321, D322, D325, D338, D366, D388, M307, M300.1: Co-requisite: Nil
- For students who commenced the following courses from Trimester 1 2016: D301, D313, D317, D321, D322, D325, D338, D366, D388, M307, M300.2: Co-requisite: MAA303 and MLC301
- For students in other courses: Co-requisite: Nil

Incompatible with: MAA301

Scheduled learning activities – campus: 1 x 3 hour seminar per week

Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration

### Content

This unit examines the role of accountants in society. Students apply selected accounting theories to explain accounting choices and organisational outcomes. Authentic contemporary accounting and societal issues are considered. The unit takes a problem solving approach requiring students to apply critical thinking skills to real life issues, to make and justify their evaluations and decisions.



The aim is to encourage integration and consolidation of key concepts covered in prior units and to focus on current topical issues to assist students in transitioning into the work environment.

## Assessment

- Assessment 1: (Individual) Report – Evaluation of a contemporary issue (2000 words) 20%
- Assessment 2: (Group of 5) Business Project – involvement/discussion/presentation/business analysis report (1000 words) 30%
- Assessment 3: (Individual) Video presentation (max 8-minute duration) 20%
- Assessment 4: (Individual) Case study – timed assessment (2 hours) 30%

## Hurdle requirement

Achieve at least 40% of the marks available on all assessment tasks. Successfully complete the professional literacy module to gain access to the assignment dropbox.

# MAA317 – Superannuation Planning

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)  
Trimester 3: Cloud (online)

### Credit point(s): 1

Previously coded as: MAF311

EFTSL value: 0.125

Trimester 1 Unit Chair: Mike Kerry

Trimester 3 Unit Chair: Mike Kerry

Prerequisite: MAA255 or MAF255

Corequisite: Nil

Incompatible with: MAF311

Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week\*

\* For Warrnambool on campus offering only, there will be a converged mode of delivery using CloudDeakin and face-to-face workshops. More details will be available on the unit site

Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration

## Content

This 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

- Assessment 1: Test – Cloud (online) 10%
- Assessment 2: Written Assignment (Individual or Group/2–3 students) (quantitative/theory) 3,000 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.

# MAA318 – Advanced Financial Planning

Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)

### Credit point(s): 1

Previously coded as: MAF312

EFTSL value: 0.125

Trimester 2 Unit Chair: Marc Olynky

### Prerequisite:

- For students who commenced the following courses prior to Trimester 1 2016: D301, D313, D317, D321, D322, D325, D338, D366, D388, M307, M300.1:  
Pre-requisite: MAA255, MAA317
- For students who commenced the following courses from Trimester 1 2016: D301, D313, D317, D321, D322, D325, D338, D366, D388, M307, M300.2:  
Pre-requisite: Must have passed four units in MAF202, MAA215, MLC301, MAF307, MAA319 and must have passed MAA255, MAA317
- For students in other courses: Pre-requisite: MAA255, MAA317

Corequisite: Nil

Incompatible with: MAF312

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week\**

*\* For Warrnambool on campus offering there will be a converged mode of delivery using CloudDeakin and face-to-face workshops*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

## Content

This unit is the capstone unit of the financial planning major. It specifically builds on studies in MAA255 Financial Planning and MAA317 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

- Assessment 1: (Group of 2–3) – Critical analysis: Quantitative/Theory report (2000 words) 20%
- Assessment 2: (Individual) 60%
  - Part A: Quantitative/Theory (4000 words) 40%
  - Part B: Presentation/Interview (20 minutes) 20%
- Assessment 3: (Individual) – Professional identity assessment (e-Portfolio) (1500 words) 20%

## Hurdle requirement

Achieve at least 40% of the marks available on all assessment tasks. Successfully complete the professional literacy module to gain access to the assignment dropbox.

# MAA319 – Estate Planning and Insurance

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAF316*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Steen*

*Trimester 2 Unit Chair: Adam Steen*

*Prerequisite: MLC301*

*Corequisite: Nil*

*Incompatible with: MAF316*

*Scheduled learning activities – campus: 1 x 3 hour workshop per week*

*From Trimester 2 2019: 1 x 3 hour workshop per week*

*Warrnambool campus: Over the trimester 4 x 3 hour classes and 11 hours of pre-recorded lectures are available*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

## Content

This unit introduces students to the role of the professional financial adviser in the areas of estate planning and risk management and insurance. The unit covers a number of important topics within estate planning including Wills, powers of attorney, intestacy, estate and non-estate assets, trusts (including testamentary trusts), distribution of estate assets and the tax implications of the deceased estates. Within the area of risk management and insurance, topics include an introduction to risk management and insurance; the role and regulation of the insurance industry in Australia, insurance contracts, types of personal insurance policies and the taxation of these products.

The unit seeks to provide an introduction to the key concepts of estate planning and personal risk insurance and then examines the application of these concepts to the provision of strategic advice and practical strategies to clients.

## Assessment

- Written assignment (3000–4000 words) – 40%
- Assessment 2 (Group of 3 students) – Case study report (3000–4000 words plus appendices) – 30%
- Written assignment (3000 words) – 30%

## MAA363 – Corporate Accounting

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAA260*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hong Ang*

*Trimester 2 Unit Chair: Hong Ang*

*Trimester 3 Unit Chair: Arifur Khan*

*Prerequisite: MAA103, MAA261*

*Corequisite: Nil*

*Incompatible with: MAA201, MAA260*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### Content

This 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

- Assessment 1: (Group of 3–4 students) Presentation (10–15 mins) 10%
- Assessment 2: (Individual) – Written response (2800 words) incorporating: a) accounting for specific accounting transactions; and b) a critical reflective response on professional issues related to a contemporary corporate issue 30%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA427 – Research Methods

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: George Tanewski*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAR906, MAR725*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### 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 Memorandum of Understanding (MOU) and Proposal Sign-Off by both student and supervisor(s) (900 words) – 10%
- Written Literature Review of Research Proposal (1000 words) – 15%
- Oral presentation – 20 mins (supported with PowerPoint) – 15%
- Written Final Research Proposal (includes Literature Review, Research Design, Proposed Methods) – 3500–4000 words – 35%
- Assessment 5 (Individual) – Written discipline-specific assignment (1500 words) – 25%

## MAA428 – Contemporary Issues in Accounting

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Lai*

*Prerequisite: Nil*

*Corequisite: MAA427*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Fung*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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

- Critique (Weekly) and Presentation (Weekly Oral) 40%
- Assignment 1 (Research Paper) 1500 words 20%
- Assignment 2 (Research Paper) 3000 words 40%

## MAA456 – Advanced Management Accounting

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simona Scarparo*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

MAA456 introduces selected management accounting and control (MAC) research topics. It begins by reviewing the evolution of management accounting as a discipline and its present status. It then examines key theoretical perspectives employed in MAC research; followed by the strategy and control interface including strategic management accounting and the role of management accounting and control in strategy formulation and implementation; performance measurement including BSC and performance measurement frameworks; and MAC research in the public sector including the review of the New Public Management literature. Budgeting, a major MAC topic, will also be examined followed by cost systems design and management, another huge MAC topic; and the development of the environmental management accounting will also be reviewed. Partial Least Square (PLS), a family of structural equation modelling data analysis method, will also be introduced.

## Assessment

- Critique (Weekly) and Presentation (Weekly Oral) 30%
- Assignment 1 (Research Paper) 2000 words 30%
- Assignment 2 (Research Paper) 3000 words 40%

## MAA700 – Estate Planning and Risk Management Strategies

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adam Steen*

*Prerequisite: MAA745*

*Corequisite: Nil*

*Incompatible with: MAA729, MAA746, MAF715, MPS701*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 11 x 1 hour online seminar*

*Students must attend and participate in project-based activities at the Burwood or Cloud campus on the scheduled day each week.*

## Content

This unit introduces students to the role of the professional financial adviser in the area of wealth protection and the distribution of wealth upon death. The unit commences by examining the role of estate planning in the advice process and seeks to develop students' ability to articulate clearly and coherently the theoretical and practical strategies in relation to estate planning, formulate and investigate problems, and recommend solutions. The unit then examines the concepts and application of personal insurance and risk management to the provision of advice to clients including the concepts of risk and insurance, the role and operation of the insurance industry and personal insurance products. The unit covers a number of important topics within estate planning including Wills, powers of attorney, trusts (including testamentary trusts), distribution of estate assets and the tax implications of the deceased estate, death aspects of financial products, and business succession planning. Within insurance and risk management, topics include risk concepts and an introduction to risk management; the role and regulation of the insurance industry in Australia, insurance contracts, types of personal insurance policies and the taxation of these products.

## Assessment

- Written assignment (3000 – 4000 words) – 40%
- Assessment 2 (Group of 3 students) – Case study report (3000–4000 words) – 30%
- Written assignment (3000 words) – 30%

## MAA703 – Accounting for Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAA616*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Soheila Mirshekary*

*Trimester 2 Unit Chair: Soheila Mirshekary*

*Prerequisite: MPA701 or MPA751/MPR751/MPT751 or MAA717*

*Corequisite: Nil*

*Incompatible with: MAA202, MAA262, MAA752, MAA760, MAA774*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

## 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

- Case study analysis (video presentation, 6 minutes) – 10%
- Assessment 2:
  - (Group of 3 or 4) Case study analysis – Written Report (2500 words) 20%; and
  - (Individual) Learning reflective piece (focusing on team work, 800 words) 10%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.



## MAA705 – Corporate Auditing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Christine Contessotto*

*Trimester 2 Unit Chair: Mark Smit*

*Prerequisite: MPA701 or MAA717*

*Corequisite: Nil*

*Incompatible with: MAA762, MAA775, MAA783*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### Content

The unit aims to provide an introduction to essential concepts, professional standards, law, fieldwork and reporting practices of auditing in Australia. The unit provides a foundation for undertaking a financial statement audit.

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

- Assessment 1: Tests (Individual, online multiple MCQ) 5%
- Assessment 2: Written assignment on contemporary topics in auditing (Individual, 3500 words) 35%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA716 – Financial Accounting

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wen Qu*

*Trimester 2 Unit Chair: Sutha Kanapathippillai*

*Trimester 3 Unit Chair: Byung Hee Lee*

*Prerequisite: MPA701*

*Prerequisite for M502, M507, M600, M607, M701, M731, M751 students: MPA702 or MPA751/MPR751/MPT751*

*Corequisite: Nil*

*Incompatible with: MAA702, MAA718, MAA777*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### 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

- Assessment 1: Written assignment (Individual) 2000 words 20%
- Assessment 2: Assignment (Individual) 1000 words 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA717 – Introductory Accounting

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Thusitha Dissanayake*

*Trimester 3 Unit Chair: Thusitha Dissanayake*

*Cohort rule: This unit is only available to students enrolled in M780 – Master of International Accounting, M780 – Master of International Accounting – Acca*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPA701*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

The unit assumes some background accounting knowledge. The unit aims to provide students with an understanding of the basic principles and procedures governing the processing of accounting information. Areas covered include, accounting and the business environment, the recording of business transactions and preparing financial reports, accounting information systems and internal controls. As part of the learning process, students will make use of several software tools to facilitate learning, including a commercial accounting package.

### Assessment

- Assessment 1: (Individual) – Multiple Choice Test – 5%
- Assessment 2: (Individual) – Written report – 1200 words – 15%
- Assessment 3: (Individual) – 20% in total
  - Assignment output from manual accounting system and computerised accounting package (15%)
  - Associated reflective task (Written 400 words or Oral/video 3–4 minutes) (5%)
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA718 – Financial Accounting I

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Samuel Cheung*

*Trimester 2 Unit Chair: Wen Qu*

*Cohort rule: This unit is only available to students enrolled in M780 – Master of International Accounting, M780 – Master of International Accounting – Acca*  
*Previously: Financial Reporting I*

*Prerequisite: MAA717 or MPA701*

*Corequisite: MAA720*

*Incompatible with: MAA702, MAA716, MAA777*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### Content

This unit builds on introductory accounting course knowledge and focuses on financial and corporate reporting. The focus of the unit is gaining an understanding of the regulatory and conceptual frameworks and accounting standards which underpin accounting for corporate (economic, group) entities. Areas studies included, accounting for income tax and consolidation accounting for corporate groups.

*Note: New Title: Financial Accounting 1 from Trimester 2 2019.*

### Assessment

- Assessment 1: (Group of two) – Written assignment (2000 words) 20%
- Assessment 2: (Individual) – Written assignment (2000 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA719 – Superannuation and Retirement Planning

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAF708*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mike Kerry*

*Trimester 3 Unit Chair: Mike Kerry*

*Prerequisite: Nil*

*Corequisite: For students enrolled in M569: Nil*

*For all other students: MAA745*

*Incompatible with: MAF708*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### 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

- Assessment 1: Test – Cloud (Online) 10%
- Assessment 2: 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.

## MAA720 – Financial Accounting II

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mohammad Muttakin*

*Trimester 2 Unit Chair: Lyu Fan*

*Cohort rule: This unit is only available to students enrolled in M780 – Master of International Accounting, M780 – Master of International Accounting – Acca*

*Previously: Accounting Theory*

*Prerequisite: MAA717*

*Corequisite: MAA718*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### Content

The unit deals with some of the complex areas of financial accounting taking in areas as theories of accounting; segment reporting; related party disclosures; intangible assets; employee benefits; financial instruments; share-based payments; foreign currency transactions; translation of the accounts of a foreign subsidiary; and, accounting for corporate social responsibility.

### Assessment

- Assessment 1: (Individual) – Written assignment (2000 words) 20%
- Assessment 2: (Individual) – Written assignment (2000 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA725 – Advanced Accounting Principles and Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Li Liu*

*Trimester 2 Unit Chair: Li Liu*

*Trimester 3 Unit Chair: Mohammad Muttakin*

*Prerequisite: MAA716*

*Corequisite: Nil*

*Incompatible with: MAA704, MAA778*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### 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

- Assessment 1 (Group 2–3) – Written Assessment (3000 words) – 30%
- Written Assessment (2000 words) – 20%
- Examination (2 hours) – 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA726 – Strategic Business Reporting

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Samuel Cheung*

*Trimester 3 Unit Chair: Samuel Cheung*

*Previously: Corporate Reporting*

*Prerequisite: MAA718 and MAA720*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour seminars per week*

### Content

The unit commences with an examination of the wider professional duties and responsibilities of the accountant to an organisation's stakeholders and the financial reporting framework within which the accountant operates. The unit then covers the detailed financial reporting requirements for group financial reports, the nature of reporting for specialised entities, including not-for-profit and SME organisations, and the implications of changes in accounting regulation. The unit concludes by exploring the appraisal of the financial performance and position of entities, including the accountant's role in assessing and advising on the implications of accounting regulation on financial reporting, and current developments and their implications for financial reporting.

### Assessment

- Assessment 1: (Individual) – Test (case analysis up to 3 hours) 20%
- Assessment 2: (Individual) – Test (case analysis up to 3 hours) 20%
- Examination: (3 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA727 – Financial Planning Development

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAF709*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Steen*

*Trimester 2 Unit Chair: Ash McAuliffe*

*Prerequisite: MAA719 or MAF708 and MAA745 or MAF765*

*For M559, M659 and M759 students – Nil*

*Corequisite: Nil*

*Incompatible with: MAF709*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### 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

- Assessment 1: (Group of 2–3) – Critical analysis: quantitative/theory report (2000 words) 20%
- Assessment 2: (Individual):
  - Part A: Quantitative/Theory (4500 words) 45%
  - Part B: Presentation/Interview (20 minutes) 15%
- Assessment 3: (Individual) – Professional identity assessment (e-Portfolio) – 1500 words plus video (5 minutes) 20%

### Hurdle requirement

Achieve an overall pass mark of 50% for Assessment 2 – the construction and presentation of a comprehensive Statement of Advice.

## MAA728 – Financial Behaviour and Decision Making

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAF714*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Campbell Heggen*

*Prerequisite: For M540, M569, M640, M669, M769 and M770 enrolled students: Nil*

*All other students: MAA745 or MAF765*

*Corequisite: Nil*

*Incompatible with: MAF714*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### Content

The Financial Planning professional must be able to build a deep understanding of their client's needs, and be able to anticipate issues many clients may have not even considered. This unit builds on the technical knowledge acquired in other units, to broaden students understanding of the professional skills and knowledge required to manage long-term client relationships, and develop comprehensive understanding of clients' needs in order to formulate strategies and solutions that are in the client's best interest.

Drawing on insights from the behavioural sciences, this unit requires students to develop strategies to build trust, communicate the value of advice, and engage clients at each stage of the financial planning process. Students will be introduced to the field of behavioural finance, to develop an understanding client behaviour and factors that influence decision making. The unit also seeks to provide students with a theoretical and practical understanding of the ethical and professional requirements within a financial services context.

### Assessment

- Assessment 1: Written Assignment (Individual or Group 2–3), (3000 words) – 30%
- Assessment 2: Written reflection (Individual), (1000 words) – 10%
- Assessment 3: Video Presentation (Individual), (10 mins) – 20%
- Assessment 4: Examination: (2 hours) – 40%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.



## MAA729 – Estate Planning Strategies

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*Previously coded as: MAF715*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adrian Raftery*

*Prerequisite: MAA745 or MAF765 and MLC703*

*Corequisite: Nil*

*Incompatible with: MAF715*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### Content

This unit is designed to provide information to enable you to be able to practically help clients as a professional adviser in the area of estate planning. The course seeks to develop students' ability to articulate clearly and coherently the theoretical and practical strategies in relation to estate planning, formulate and investigate problems, and recommend solutions. The unit covers a number of important areas of estate planning including Wills, powers of attorney, trusts (including testamentary trusts), distribution of estate assets and the tax implications of the deceased estate, death aspects of financial products, and business succession planning.

### Assessment

- Online Test – 10%
- Written assignment (4000 words) – 40%
- Examination (2 hours) – Closed book – 50%

## MAA744 – Strategic Management Accounting

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Thusitha Dissanayake*

*Trimester 3 Unit Chair: Thusitha Dissanayake*

*Prerequisite: MAA703*

*Corequisite: Nil*

*Incompatible with: MAA302 and MAA764*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### Content

This unit builds on the types of accounting information for management planning, control and decision-making that were introduced in MAA703 Accounting for Management. The unit moves from an essentially short-term, operational perspective to a long term, strategic perspective by integrating strategic management process to real life business cases. In particular, the unit focuses on the link between strategy and resource management in creating value for customers and shareholders. The unit also examines the roles of management accountants in supporting sustainability strategies and providing alignment mechanisms in environmental management in a rapidly changing and increasingly competitive global market.

### Assessment

- Assessment 1: Written assignment (Group of 2–3 students) 2000 words 25%
- Assessment 2: Oral presentation, including question and answer session (Group of 2–3 students) 15%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA745 – Financial Planning and Economic Fundamentals

*Enrolment modes:*

*Trimester 1: Burwood, Cloud (Online)*

*Trimester 2\*: Burwood, Cloud (Online)*

*Credit point(s): 1*

*Previously coded as: MAF765*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Marc Olynyk*

*Trimester 2 Unit Chair: Marc Olynyk*

*Previously: Financial Planning Fundamentals*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF765*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

## Content

This unit is designed to introduce the student to the study of personal finance and financial planning. It covers the financial planning process and its implementation, and develops an understanding of the economic, political, social and legal environment of the Financial Planning Industry. The unit provides an overview of the broad range of investment products available and their application to general investment strategies. The unit also considers issues relating to superannuation, estate planning as well as risk management and insurance, and provides students with an understanding of their necessity in the financial planning process.

## Assessment

- Assessment 1: (Individual) – Test (online) 10%
- Assessment 2: (Group of 2–3 students) – Quantitative/Theory (2500–3000 words) 30%
- Assessment 3: (Individual) – Written reflection (ePortfolio) – 1000 words – 10%
- 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.

# MAA746 – Principles of Risk Management and Insurance

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*Previously coded as: MPS701*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Marc Olynyk*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPS701*

*Scheduled learning activities – campus: Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

## 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

- Assessment 1: Written Assignment 3000–4000 words 40%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MAA747 – Administration of Trusts and Estates

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Adam Steen*

*Cohort rule: For students enrolled in M640, M669, M769 and M770*

*Prerequisite: MAA700*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including weekly scheduled online workshops of 3 hours duration.*

## Content

This unit has been designed for finance service professionals to understand and accurately apply accounting and taxation principles when working in the area of deceased estates and trusts. It will also examine the administrative requirements for estates and trusts. In addition, the unit considers the principles of asset and estate valuation for trustees and personal legal representatives and how these valuations are used in the accounts. The various statutory and equitable rules that can affect the allocation of funds between capital and income, where the beneficial interests in capital and income are different are considered.

At the end of the unit students should be able to prepare and analyse estate and trust accounts, date of death and estate tax returns given real life situations. The development of this unit has been informed by the Australian educational requirements of the Society of Trust and Estate Practitioners (STEP).

### Assessment

- Assessment 1 (Individual) – Online test based on a case study – 20%
- Case study report (3000 words excluding calculations and accounts) – 30%
- Examination (2 hours) – 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

### Prescribed texts

Mortensen, R. A (2017). Client Money: Trust Account Management for Australian Lawyers, LexisNexis, Butterworths, Chatswood, Australia.

Bryan, M.W. and Vann, V.J. (2012). Equity and Trusts in Australia, Cambridge University Press, Melbourne, Australia.

<https://www.ato.gov.au/Business/Starting-and-running-your-small-business/Starting-your-business/Choosing-your-business-structure/Trust/> – The ATO publishes notes and updates on the taxation of trusts and the records required to be kept by those operating them.

<http://www.step.org/> – The website of the Society of Trustees and Estates Practitioners publishes relevant articles and news on developments relating to accounting and taxation issues of trusts and estates. STEP is the global professional body representing estate planners and trustees.

## MAA753 – Professional Research and Analysis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anthony Ng*

*Trimester 2 Unit Chair: Anthony Ng*

*Prerequisite: Students must have completed 4 credit points of Business and Law postgraduate units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### 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

- Assessment 1: (Individual) – Research report (2000 words) 20%
- Assessment 2: (Individual) – Research proposal (3000 words) 30%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA754 – Enterprise Risk Management

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAF754*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Lai*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF754*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### 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

- Assessment 1: (Individual) Written Assignment (2000 words and not exceeding 3000 words) 20%
- Assessment 2: (Group of 3–5):
  - Video presentation (15 minutes) 20%, and
  - Written summary (1000 words) 10%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA763 – Governance and Fraud

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peter Carey*

*Trimester 2 Unit Chair: Anthony Ng*

*Prerequisite: MPA701 or MAA717 or MPA751 or MPR751*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration.*

### Content

This unit will provide a theoretical and practical understanding of corporate governance, fraud and forensic accounting. The first aim is to develop understanding of best practice in corporate governance focussing on the board of directors, board committees, executive compensation, auditing, ethics, corporate social responsibility, systems of risk management and control. The second aim is to develop understanding of the nature of fraud and apply theories and techniques relevant to preventing and detecting fraud. Students will review and analyse the nature of forensic accounting with a focus on forensic fraud investigation. Theoretical explanations will be supported by findings from empirical research.

### Assessment

- Assessment 1: (Individual) – Written research (2000 words) 20%
- Assessment 2: (Group of 2) – Case Study Analysis (3500 words) 30%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA764 – Advanced Performance Management

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lyu Fan*

*Trimester 2 Unit Chair: BJ Bobe*

*Prerequisite: MAA744*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour seminar per week*

### Content

Building on contents covered in MAA703 Accounting for Management and MAA744 Strategic Management Accounting, this unit is designed to equip students with relevant knowledge and skills to exercise professional judgement in selecting and applying strategic management accounting techniques in different business contexts; and to contribute to the evaluation of the performance of an organisation and its strategic development. The unit covers five broad advanced performance management topics: Strategic planning and control; External influences and organisational performance; Performance measurement systems and design; Strategic performance measurement; and Performance evaluation and corporate failure. This unit is one of the MIA units that embed ACCA papers. As such, the unit uses ACCA approved learning resources and is taught and assessed in such a way that students will also have greater chance to pass ACCA's P5 examination.

### Assessment

- Assessment 1: (Individual) In class test 1, 20%
- Assessment 2: (Individual) In class test 2, 20%
- Examination: (3 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA765 – Advanced Audit and Assurance

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dessalegn Mihret*

*Trimester 2 Unit Chair: Dessalegn Mihret*

*Prerequisite: MAA705*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour seminars per week*

### Content

The unit commences with an examination of the legal and regulatory environment concerning the audit function, including professional, ethical and professional liability considerations. This leads into a study of practice management procedures, including quality control and the acceptance and retention of professional engagements. The course content then examines the audit of financial statements, including planning, evidence and review. An examination of other assurance assignments, the auditor's report and current issues completes the unit.

### Assessment

- Assessment 1: (Individual) In class test 1, 20%
- Assessment 2: (Individual) In class test 2, 20%
- Examination: (3 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.



## MAA766 – Issues in International Accounting

*Enrolment modes: Not offered in 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: MAA716 or MAA718*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### Content

This unit investigates international differences in corporate financial reporting, represented by differences in the accounting systems and rules of individual countries. The unit examines, from historical and cultural perspectives, reasons for these underlying differences. Major international differences in financial reporting and international classification systems are presented in the unit. Underlying themes are current efforts aimed at achieving the international harmonisation of reporting rules and the development of a uniform set of global accounting standards.

### Assessment

- Written assignment (3500 words) 20%
- Written assignment (2000 words) 20%
- Examination (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA767 – Integrated Reporting and Value Creation

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Bray*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 face-to-face contact hours per week (1 x 3 hour seminar)*

### Content

This unit will provide students with a detailed understanding of emerging developments with respect to integrated reporting. The unit will provide a detailed coverage of the Integrated Reporting (IR) framework and guidelines developed by the International Integrated Reporting Council (IIRC). Unit coverage will enable students to understand how to orient internal processes to the six key capitals that are material to an organisation's present and future value creation and how the development of an integrated internal and external reporting focus on value creation poses challenges and drives benefits for organisations. Students will examine and critique specific examples of organisations' reports.

### Assessment

- Assessment 1: (Individual) Written assignment (2500 words) 25%
- Assessment 2: (Group of 2–3) Written assignment (up to 3500 words) 25%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA769 – Ethics for Financial Services

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Sharon Pittaway*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 11 scheduled online workshops of 1 hour duration*

### Content

As a requirement of education standards provided by the Financial Adviser Standards and Ethics Authority (FASEA), the unit develops students' appreciation of ethics and their ability to evaluate and apply ethical principles in the decision-making process in financial planning. Topics covered include: the nature of ethics; 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; FASEA and professional codes of ethics; applying ethical decisions in case scenarios; international business practices; and code monitoring bodies.

### Assessment

- Assessment 1 (Individual) – Written assessment (1500 words) – 20%
- Assessment 2 (Group of 3) – Case Study – 40%
- Assessment 3 (Closed Book) – Examination (2 hours) – 40%

### Hurdle requirement

Students are required to achieve at least 50% on the exam and achieve at least 50% of total marks available.

## MAA789 – Accounting Systems and Analytics

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Egor Evdokimov*

*Trimester 2 Unit Chair: Egor Evdokimov*

*Trimester 3 Unit Chair: Egor Evdokimov*

*Prerequisite: Nil*

*Corequisite: MPA701*

*Incompatible with: MPM701*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 11 scheduled online workshops of 1 hour duration*

### Content

This unit focuses on the requirements and evaluation of an accounting and internal control system. It includes the use of a computerised accounting system. Advanced excel tools are introduced to assist managers analyse and interpret data in the decision-making process in conjunction with other stakeholders. The unit also covers contemporary developments in accounting information systems and data analytics.

### Assessment

- Assessment 1: Case study (Individual) equivalent to 1500 words 20%
- Assessment 2: Case study (Individual) equivalent to 2500 words 30%
- Assessment 3: 2 hour Exam 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination; and Submit all assessment tasks.

## MAA795 – Strategic Business Leader

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Sue Davey*

*Trimester 3 Unit Chair: Sue Davey*

*Prerequisite: MAA705*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 12 face-to-face contact hours per week.*

### Content

This is an advanced level strategic business leadership unit. It is designed to equip students with a range of professional skills and knowledge demanded for effective organisational leadership and senior consultancy or advisory capabilities and relevant professional skills. The unit covers nine main sections: Leadership; Governance; Strategy; Risk; Technology and data analytics; Organisational control and audit; Finance in planning and decision making; Innovation; performance excellence and change management; and Professional skills. The unit brings together the main functions of organisations in the context of leadership capability. It builds on technical skills and knowledge acquired from other MIA units such as governance, internal audit, control, risk, finance, ethics and management.

### Assessment

- Assessment 1: (Individual) – Online assessment 10%
- Assessment 2: (Individual) – Timed Case Study Analysis 15%
- Assessment 3: (Individual) – Timed Case Study Analysis 15%
- Assessment 4: (Individual) – Presentation 10%
- Examination: (3 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAA906 – Contemporary Issues in Accounting

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Karen Lai*

*Cohort rule: Must be enrolled in M800 or M900*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon Fung*

*Cohort rule: Must be enrolled in M800 or M900*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA451*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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%

## MAA908 – Advanced Management Accounting

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simona Scarparo*

*Cohort rule: Must be enrolled in M800 or M900*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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%

## MAB242 – Agribusiness Governance

*Enrolment modes: Trimester 2: Warrnambool, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Helen Scarborough*

*Prerequisite: MAB251*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour weekly class and 1 x 2 hour seminar every second week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

## Content

This unit introduces students to analytical foundations to study various issues related to the governance of food and agribusiness industries. Issues such as the function of coordination and contracting from the value chain perspective will be covered. Students will also be provided with a solid understanding of the rationale for public policies and necessary analytical skills to evaluate their socio-economic and environmental impacts, as well as understanding of the dynamics in agricultural and food international trade. Discussions in this Unit will also cover current topics such as global food security, food safety and traceability with a focus on how improved governance in the industry can help tackle those issues.

## Assessment

- Online test – 15%
- Assessment 2 (group 2–3 students) – Written report (maximum 2500 words) – 35%
- Examination (2 hours) – 50%

## Hurdle requirement

Submit all assessments.

# MAB251 – Agribusiness Resource Management

*Enrolment modes: Trimester 1: Warrnambool, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Risti Permani*

*Prerequisite: MAE101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour weekly class and 1 x 2 hour seminar every second week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars and access to weekly online consultation hours*

## Content

This Unit provides necessary conceptual frameworks and analytical tools for students to assess the structure of the food and agricultural markets, identify market opportunities as well as challenges and risks; and, therefore, make an informed business management decision. An overview of relevant and basic management, financial, and marketing concepts as well as the economic principles underlying behind the functioning of the food and agricultural systems and market structure will be covered. Students will also be provided with a solid understanding of the interlinkages between food and agricultural market structure, international and domestic policies and sustainability issues. Central to the unit is developing students' ability to identify and present potential improvements in food and agribusinesses to enhance profitability taking into consideration global and local market dynamics as well as the aspects of sustainability and resource availability.

## Assessment

- Online Test – 10%
- Individual Written Report (max of 2000 words) – 30%
- Oral presentation (5 minutes) – 10%
- Examination (2 hours) – 50%

## Hurdle requirement

Submit all assessments, and must have submitted Assessment 2 to be able to do Assessment 3.

# MAB341 – Global Challenges: Food, Water and Climate

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Risti Permani*

*Prerequisite: MAB242 and MAB251*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week and 1 x 4 hour seminar every second week*

*scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

## Content

This Unit will revisit the 21st century key issues facing the food and agricultural sector, namely food and water security and climate change, as well as other issues such as the food-energy nexus, food loss and waste management, among others. It will frame the discussions through the use of relevant conceptual frameworks and analytical tools related to sustainable development and natural resource management, and making reference to case studies from Australia as well as other parts of the world. Students will also be provided opportunity to critically evaluate the ongoing global and Australian efforts to address these challenges covering topics such as the pursuit of Sustainable Development Goals, foreign aid, and free trade agreements.

## Assessment

- Oral presentation and a handout (5 minutes presentation; and a two-page handout) – 20%
- Individual Written Report (max of 2000 words) – 30%
- Final Examination (2 hours) – 50%

## Hurdle requirement

Submit all assessments.



## MAB352 – Agribusiness Technology

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Risti Permani*

*Prerequisite: MAB251 and MAB242*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week and 1 x 4 hour seminar every second week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

### Content

This Unit is designed to introduce students to some of the most influential and latest agribusiness technologies and innovations available in the region. Students will be provided with a solid understanding on how the innovation system works, and ability to identify opportunities and evaluate the potential impacts of technological and innovation adoption at an entity (e.g. farm or Agribusiness Company) or by the industry. To achieve this, the Unit focuses on providing a series of practical experience as well as opportunity to interact with leading experts in this field.

### Assessment

- Individual written report (max of 2000 words); 25%
- Assessment 2 (group) – Group Presentation and business report (15 minute presentation) (5%) and 1500 word report (20%) – Total 25%
- Final Examination (2 hours) – 50%

### Hurdle requirement

Submit all assessments.

## MAB353 – Applied Agribusiness Project

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Risti Permani*

*Prerequisite: MAB242, MAB251 and MAB352*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x 3-hour class in Weeks 1, 3, 7 and 10 and consultation hours in other weeks*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 5 scheduled online seminars*

### Content

This unit provides opportunities for students to apply key conceptual frameworks, analytical tools and knowledge of food and agribusiness into a realistic project. Unique to this Unit is the flexibility for students to either undertake an internship, with an approved organisation such as an agribusiness company, farm, and government agency (subject to place availability) to work on a specific and defined task or project; or conduct an independent study to investigate a current issue or explore business opportunities in a select industry. Topics such as effective literature review, proposal writing, analytical methods, presenting professionally, and networks in agribusiness will be covered. At the end of this Unit, students will present results from their individual project in various flexible formats, including a business analysis, research report, and a policy review. This flexibility will enable students to gain experience that is aligned with their individual professional goals.

### Assessment

- Project proposal (max of 1500 words; template to be provided); 25%
- Assessment 2 Final Report (individual) – Individual written report (max of 4500 words); 60%
- Assessment 3 Final presentation (individual) – Oral presentation (10 minutes presentation); 15%

### Hurdle requirement

Submit all summative assessment tasks.

## MAE101 – Economic Principles

*Enrolment modes:*

*Trimester 1: Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elizabeth Manning*

*Trimester 2 Unit Chair: Chris Doucouliagos*

*Trimester 3 Unit Chair: Andrew Torre*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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

- Assessment 1: (Individual) – Written assignment – includes graphs and/or calculations using digital technologies, finding and presenting information and/or data, explanations, analysis and critique (2000 words) 25%
- Assessment 2: (Individual) – Aplia: online quizzes and experiments 15%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## Assessment from Trimester 2 2019

- Assessment 1: (Individual) – Written assignment – includes graphs and/or calculations using digital technologies, finding and presenting information and/or data, explanations, analysis and critique (2000 words) 30%
- Assessment 2: (Individual) – Aplia: online quizzes and experiments 20%
- Examination: (2 hours) 50%

### Hurdle requirement

From Trimester 2 2019: Nil

## MAE201 – Competition and Industry

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hao Jia*

*Trimester 2 Unit Chair: Samarth Vaidya*

*Prerequisite: MAE101*

*Corequisite: Nil*

*Incompatible with: MAE206*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This 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

- Assessment 1: Test(s) Cloud (Online) 20%
- Assessment 2: Written Assignment 1500 words 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE203 – The Global Economy

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAE102*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Prasad Bhattacharya*

*Trimester 2 Unit Chair: Omar Bashar*

*Trimester 3 Unit Chair: Helen Scarborough*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAE102*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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

- Assessment 1: (Online/in class, individual) – Test(s) 15%
- Assessment 2: (individual) – Essay 2000 words 25%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE213 – International Trade

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAE303*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cong Pham*

*Prerequisite: MAE101*

*Corequisite: Nil*

*Incompatible with: MAE303, MET303*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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

- Assessment 1 (Individual) – Multiple choice quiz, 1 hour – 7%
- Assessment 2 – Multiple choice quiz, 1 hour – 7%
- Assessment 3 (Individual) – Multiple choice quiz, 1 hour – 6%
- Assessment 4 (Individual) – Problem-based written assignment, 1500 words – 20%
- Assessment 5 – Examination (Closed book), 2 hours 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE214 – Economic Strategy for Business

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAE314*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ching-Jen Sun*

*Prerequisite: MAE101*

*Corequisite: Nil*

*Incompatible with: MAE314*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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

- Assessment 1: Written Assignment (Group of 3) 3000 words, 30%
- Assessment 2: Written Assignment (Individual) 1500 words, 20%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE256 – Analytical Methods in Economics and Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAE356, MAF356*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mokhtarul Wadud*

*Trimester 2 Unit Chair: Cahit Guven*

*Prerequisite: MAE101, MIS171, MAF101*

*Corequisite: Nil*

*Incompatible with: MAE356, MAF256, MAF356, MSQ271*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar each week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This 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

- Assessment 1: (Individual) – Test (online) 20%
- Assessment 2: (Individual) – Written Assignment (1500 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE301 – Choice, Strategies and Dilemmas

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Luca Colombo*

*Prerequisite: MAE101, MAE201*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit begins by exploring individual rationality and decision making; it then builds upon this by considering behaviour in strategic interactions with others; it concludes by considering how individuals make decisions within groups. Throughout, the unit explores a variety of topics and applications including risk and uncertainty, paradoxes of choice, other-regarding preferences, the role of information in economic and social situations, the tragedy of the commons, and voting systems. The unit emphasises an understanding of analytical concepts in an intuitive and relevant manner, and includes behavioural extensions to neoclassical concepts in economics.

### Assessment

- Assessment 1: (Individual) – Written assignment (2000 words) 25%
- Assessment 2: (Individual) – Written assignment (2000 words) 25%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE302 – Macroeconomics of Open Economies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Xueli Tang*

*Prerequisite: MAE203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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 National Economic Policy 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

- Assessment 1: (Individual) – Quantitative Assignment 20%
- Assessment 2: (Group of 3 students) – Written assignment (2500 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.



## MAE304 – Labour and Health Economics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Aydogan Ulker*

*Prerequisite: MAE101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Recommended: MAE201 or MAE202*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit concentrates on the economic resource of the population by considering the human and health capital of the labour force. Topics include: labour supply and demand, determination of equilibrium wages, human capital, determinants of health, the production of healthcare, demand for health capital, health care systems. The unit examines empirical and policy issues.

### Assessment

- Assessment 1: Test – Cloud (Online) 20%
- Assessment 2: (Individual) – Written Assignment (2000 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE305 – Energy and Environment

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shuddha Rafiq*

*Prerequisite: MAE101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour lab per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit begins by addressing the issues associated with future energy demand, supply, and prices. For example, can we forecast future energy prices? The unit then progresses to look more generally at the use of resources as economies develop, by addressing questions such as: Is our resource use sustainable? What impact does resource use have on future generations? And what economic tools can be used to address these questions?

Cloud (online) students need to ensure they have EvIEWS access either by going to Burwood (Melbourne) or Waterfront (Geelong) campuses, or by buying their own private copies.

### Assessment

- Assessment 1: (Individual) – Written assignment (1500 words) 30%
- Assessment 2: (Groups of 3) – Oral presentation 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

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wang Sheng Lee*

*Prerequisite: MAE256*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## 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 the 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 and panel data models. Econometric software will be employed to enhance the learning process.

## Assessment

- Assessment 1: Eight online graded homework assignments, 20%
- Assessment 2: Written Report (Individual) 2000 words, 20%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MAE307 – Techniques for Business and Economic Analysis

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Aaron Nicholas*

*Prerequisite: Successful completion of MAE201, MAE203 and MAE256 plus one unit from either MAE301, MAE304, MAE305, MAE306 or MAE312*

*Corequisite: MAE214*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour workshop per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This unit will provide a capstone experience for students doing an Economics major. It will focus on the integration of knowledge from across the economics major and the consolidation of key skills. It will also provide the opportunity for students to develop their professional identity and enhance the transition of students to the workplace. This will be achieved by dividing the unit into three modules each of which will focus on the employment of economists in different environments; that is working for the government, working for large companies, such as the banking industry, and working for private consulting firms. The emphasis will be on the specific skills economists use in these workplaces such as benefit cost analysis, economic forecasting, industry analysis, firm decision making and policy analysis.

*Note: Online teaching methods require internet access.*

## Assessment

- Assessment 1: Individual professional identity (10%)
- Assessment 2: Individual assignment (40%): Report up to 2000 words
- Assessment 3: Group assignment (two parts, total 50%): Report and Presentation
  - Part A: Report (up to 3000 words) 40%
  - Part B: Presentation (12 minutes) 10%

## From Trimester 2 2019

- Assessment 1: Individual professional identity (10%)
- Assessment 2: Individual assignment (40%): Report up to 2000 words
- Assessment 3: Group assignment (two parts, total 50%): Report and Presentation
  - Part A: Presentation (12 minutes) 10%
  - Part B: Report (up to 3000 words) 40%

## Hurdle requirement

Achieve at least 50% of the marks available on assessment 3A. Successfully complete the professional literacy module to gain access to the assignment dropbox.

From Trimester 2 2019: Achieve at least 50% of the marks available on assessment 3B. Successfully complete the professional literacy module to gain access to the assignment dropbox.

## MAE308 – Contemporary Issues in Trade and Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Prasad Bhattacharya*

*Prerequisite: MAE101 and MAE203*

*Corequisite: Nil*

*Incompatible with: MAE207*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

In this unit we examine contemporary geographic topics and perspectives relating to the world economy. We discuss the underlying theory and practice for the understanding of the global economy in an era of restructuring economies, and regional realignments. Aspects of growth, income distribution, and development along with the relevance of free trade agreements will be analysed.

### Assessment

- Assessment 1: (Individual) Test, 30%
- Assessment 2: (Group of 2–3) 30%
  - Written report (3000 words) 20%
  - Oral presentation, 10%
- Examination: (2 hours) 40%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE312 – National Economic Policy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAE202*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Debdulal Mallick*

*Prerequisite: MAE101, MAE203*

*Corequisite: Nil*

*Incompatible with: MAE202*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Warrnambool students only: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

Topics include: determination of national income, long-run economic growth, business cycles using the framework of IS-LM and aggregate demand and aggregate supply, fiscal and monetary policy, unemployment, conduction of monetary policy by the Reserve Bank and Global Financial Crises.

### Assessment

- Assessment 1: Test (Online/In Class) 20%
- Assessment 2: Written Assignment 1500 words 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE315 – International Banking and Finance

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: x Nguyen*

*Prerequisite: Must have passed five units in MAE201, MAE203, MAE207, MAE213, MAE302, MAE312, MAE314*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour workshop per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit will provide a capstone experience for students doing an International Trade major. It will focus on the integration of knowledge from across the international trade major and the consolidation of key skills. It will also provide the opportunity for students to develop their professional identity and enhance the transition of students to the workplace by providing them 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. The unit will include seminars on contemporary and historic issues pertinent to international trade, banking and finance. Students will be prepared for working in the field of international finance through the application of decision making frameworks through the use of realistic simulations.

*Note: Online teaching methods require internet access*

### Assessment

- Assignment 1 – Individual 2000 words contemporary reflection – 20%
- Assignment 2 – Individual professional identity task – 20%
- Assignment 3 – Group report 4000 words – 60%

## MAE403 – Advanced Issues in Economics

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nejat Anbarci*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week*

### 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 1 (3000 words) – 40%
- Written Assignment 2 (2000 words) – 30%
- Written Assignment 3 (2000 words) – 30%

## MAE406 – Business and Financial Econometrics

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Pasquale Sgro*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour lab per week*

## 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%

## MAE411 – Advanced Economic Theory

*Enrolment modes: Not offered in 2019*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nejat Anbarci*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class*

## 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

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Debdulal Mallick*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar each week*

## 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%

## MAE782 – Macroeconomics

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: To be advised*

*Trimester 2 Unit Chair: To be advised*

*Cohort rule: Must be a employee of the Australian Bureau of Statistics (ABS) and sponsored by ABS*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students will on average spend 150 hours over the trimester undertaking the teaching, learning and assessment activities for the unit. This will include 3 online hours per week (2 x 1 hour classes and 1 x 1 hour online seminar). Two face to face classes will be conducted by onsite visits each trimester.*



## Content

This unit is designed for postgraduate level students who have not previously studied macroeconomics. Students will develop an understanding of the Australian economic system within the world economy, and an ability to identify and assess current macroeconomic problems and policies. Issues such as economic growth, unemployment, inflation, the balance of payments and exchange rates are examined. Insights for evaluating the working and impacts of monetary and fiscal policy add a policy emphasis to the unit.

## Assessment

- Progressive Online Assessment – 20%
- Research essay (3000 words) – 30%
- Examination (2 hours) – 50%

## MAE901 – Advanced Econometrics

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wenying Yao*

*Cohort rule: Must be enrolled in M800 or M900.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAE723, MAF723*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## Content

This course uses a wide variety of econometric tools based on statistics and mathematics to analyse economic and financial concepts. This course provides the techniques required to quantify the strength and form of relationships among variables of interest, and the strategies needed in order to use these techniques effectively. More specifically this course covers the theory of classical linear regression model, and other estimation methods including IV, GMM and maximum likelihood. The second half of this course will focus on special topic in micro-econometric modelling and time series analysis.

## Assessment

- Assessment 1: (Individual) – problem sets (approx. 1000 words) 15%
- Assessment 2: (Individual) – problem sets (approx. 2000 words) 25%
- Examination: (3 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE903 – Advanced Economic Theory

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Acelya Altuntas*

*Cohort rule: Must be enrolled in M800 or M900*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## 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.

## Assessment

- Assessment 1: (Individual) – solving math equations – 20%
- Assessment 2: (Individual) – solving math equations – 20%
- Assessment 3: (Individual) – solving math equations – 20%
- Examination: (3 hours) 40%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE905 – Macroeconomic Theory and Policy

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Francesco Carli*

*Cohort rule: Must be enrolled in M800 or M900.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## 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

- Assessment 1: (Individual) – Problem Set – 25%
- Assessment 2: (Individual) – Problem Set – 25%
- Examination: (3 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE906 – Econometrics II

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wang Sheng Lee*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: MAE901*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## Content

This unit covers a variety of topics in econometrics that include Panel Data, Discrete Choice Models, Causation with Experimental and Observational Data, State-Space Analysis, and Monte Carlo Simulations. For each topic explored in the course, empirical analysis using real data will be an integral part. In addition, the students will learn programming in statistical software using simulated data.

## Assessment

- Problem set – 40%
- Oral presentation – 20%
- Paper replication exercise (4000 words) – 40%

## MAE907 – Macroeconomic Theory II

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Pedro Gomis Porqueras*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: MAE905*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## Content

This unit covers a variety of topics in macroeconomics such as monetary economics, liquidity and aggregate activity, business cycles and volatility, economic growth, income inequality, public pensions, optimal taxation and unemployment. The topics studied all share two hallmarks of modern macroeconomic theory: (i) choice over time and (ii) uncertainty. The unit relies heavily on the recursive approach and the basic methods of stochastic processes.

## Assessment

- Assessment 1: (Individual) Problem Set, 25%
- Assessment 2: (Individual) Problem Set, 25%
- Examination: (3 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAE908 – Microeconomic Theory II

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ching-Jen Sun*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: MAE903*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### Content

This unit covers strategic behaviour of rational agents. Topics include strategic-form games with complete information and strategic-form games with incomplete information, dynamic games, equilibrium concepts for analysing these games. This unit will study Economics of Information and some introductory social choice theory, bargaining and cooperative game theory.

### Assessment

- Assessment 1: (Individual) Problem Set, 25%
- Assessment 2: (Individual) Problem Set, 25%
- Examination: (3 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF202 (2001 version only)*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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 basics of Australian monetary system and the determination of interest rate; the nature of return and risk; risk/return measurement and application; the basics of Australian financial system; foreign exchange market and transactions; the basics of global financial markets.

### Assessment

- Assessment 1: (Individual) – Online test (4 x 1-hour) 10%
- Assessment 2: (Group of 3–4 students) – Written assignment (4000 words) 30%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

From T2 2019: Nil

## MAF101 – Fundamentals of Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Annette Nguyen*

*Trimester 2 Unit Chair: Amirul Ahsan*

*Trimester 3 Unit Chair: John Guo*

## MAF202 – Money and Capital Markets

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ameeta Jain*

*Trimester 2 Unit Chair: Susan Sharma*

*Prerequisite: MAA104 or MAF101*

*Corequisite: Nil*

*Incompatible with: MAF101 (2001 version only), MAF702*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week\**

*\* For Warrnambool on campus offering only: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## 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

- Assessment 1: (Group of 2–3 students) – Written assignment 2000–2500 words 20%
- Assessment 2: (Online x 2, 10% each) – Tests 20%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MAF203 – Business Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sagarika Mishra*

*Trimester 2 Unit Chair: Daisy Doan*

*Prerequisite: MAF101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

The focus of this unit is the financial function of a typical firm. The finance manager's role in financial decisions is emphasised. Topics include: investments and firm valuation concepts; risk and rates of return; capital budgeting and project evaluation; capital structure; cost of capital; and dividend policy.

## Assessment

- Assessment 1: (Individual) – Online Test 5%
- Assessment 2: (Individual) – Online Test 5%
- Assessment 3: (Group of 3 or 4) – Assignment (3000 words) 30%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MAF302 – Corporate Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hoa Nguyen*

*Trimester 2 Unit Chair: Tze Ang*

*Prerequisite:*

- *For students who commenced the following courses prior to Trimester 1 2016: D301, D313, D317, D321, D322, D325, D338, D366, D388, M307, M300.1: Pre-requisite: MAF203*
- *For students who commenced the following courses from Trimester 1 2016: D301, D313, D317, D321, D322, D325, D338, D366, D388, M307, M300.2: Pre-requisite: Must have passed five units in MAF202, MAF203, MAA250, MAE256, MAF307, MAF306, MAF308*
- *For students in other courses: Pre-requisite: MAF203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*\* For Warrnambool on campus offering there will be a converged mode of delivery using CloudDeakin and face-to-face workshops.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This unit introduces students to issues in corporate governance; advanced capital budgeting; real options; valuations; equity and debt financing; capital structure; mergers and acquisitions; corporate restructuring and corporate risk management.

## Assessment

- Assessment 1: (Individual) Critical Analysis/contemporary reflection (2000 words) 20%
- Assessment 2: (Group up to 3 students) Applied project or report up to 4000 words, 60%
- Assessment 3: (Individual) Professional identity task (portfolio) 20%

## Hurdle requirement

Achieve at least 40% of the marks available on all assessment tasks. Successfully complete the professional literacy module to gain access to the assignment dropbox.

# MAF306 – International Finance and Investment

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dianne Thomson*

*Trimester 2 Unit Chair: Sohel Azad*

*Prerequisite: MAF202 or MAF203*

*Corequisite: Nil*

*Incompatible with: MFT306*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This 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 crisis countries – the PIIGS (Portugal, Italy, Ireland, Greece and Spain) – 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

- Assessment 1: Written Assignment (Group of 3) 3000 words, 30%
- Assessment 2: Test(s) (multiple choice tests x 2) 10%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MAF307 – Equities and Investment Analysis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bob Li*

*Trimester 2 Unit Chair: Saikat Sovan Deb*

*Prerequisite: MAF101 or MAA104 and one unit in (MAF202, MAA255, MAF255)*

*Corequisite: Nil*

*Incompatible with: MAF207*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*



## Content

This unit is about understanding risk, return and capital allocation in financial markets. In particular, the emphasis is on equity investments, other asset classes, such as fixed income and derivatives are not discussed in this unit. A great deal of emphasis is laid on modern portfolio theories, asset pricing models, valuation of securities and portfolio performance evaluation.

## Assessment

- Assessment 1: (Individual) – Cloud (online) test – 10%
- Assessment 2: (Individual) – Simulated Investment and Portfolio Management – 15%:
  - Part A: Weekly Simulated Investment Activities (automated quizzes and activities)
  - Part B: Journal Entries (reflection on investment strategies based on Part A) – 300–500 words each (in Week 4 and Week 8)
- Assessment 3: (Group of 3–4 students) 25%
  - Part A: Written Group Assessment (3500 words) – 15%
  - Part B: Group video presentation – 10%
- Examination: (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF308 – Derivative and Fixed Income Securities

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mong Shan Ee*

*Trimester 2 Unit Chair: Peipei Wang*

*Prerequisite: MAF101 and MAF203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This 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

- Assessment 1: Cloud (Online) – Individual test 10%
- Assessment 2: (Group of 3 students) – Problem solving and report – 3000 words 30%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination and 50% of total assessment.

## MAF367 – Treasury Operations

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Victor Fang*

*Trimester 2 Unit Chair: Sohel Azad*

*Prerequisite: MAF202 or MAF203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 hours per week of classes and trading room*

## Content

This unit combines the classroom teaching and hands-on experience of Treasury Operations covering trading strategies and trading operations. It provides students with the opportunity to trade foreign exchange (FX) in an inter-bank market in the quest for profit. This inter-bank trading is conducted in a simulated trading room with state-of-the-art facility.

## Assessment

- Assessment 1 (Group of 3) Trading reports (4000 words) 40%
- Oral assessment of performance during trading sessions – 10%
- Examination (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF421 – Advanced Investments

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Harminder Singh*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: MAF302 or MAF307*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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%

## MAF430 – Advanced Derivative Securities

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peipei Wang*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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%

## MAF453 – Advanced Corporate Finance

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Zhang*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: MAF302*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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%

## MAF702 – Financial Markets

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Amirul Ahsan*

*Trimester 2 Unit Chair: Michael D’Rosario*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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

- Assessment 1: (Individual) Financial Markets Simulations, 10%
- Assessment 2: (Individual) Case Study Report (4000 words) 40%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF703 – Applied Corporate Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Annette Nguyen*

*Trimester 2 Unit Chair: Wei Opie*

*Prerequisite: MBA702/MBR702 or MBA722 or MPF753*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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

- Assessment 1: (Group of 3 to 4) – Case study report – 4000 words, 30%
- Assessment 2: (Individual) – Video presentation related to case study, 10%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF704 – Treasury and Risk Management

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bob Li*

*Prerequisite: MAA786 or MAF702 or MPF753 or MPT753*

*Prerequisite for M778 students: Nil*

*Corequisite: For M778 students: MPF753*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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 rate risk management. The unit will also examine options, futures, swaps, forward rate agreements; credit derivatives and treasury performance.

### Assessment

- Assessment 1: Test – Cloud (Online) x 2, (each 10%) 20%
- Assessment 2: 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

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Xinwei Zheng*

*Trimester 2 Unit Chair: Kannan Thiraisamy*

*Prerequisite: MAA745 or MAF702 or MAF765*

*Corequisite: Nil*

*Incompatible with: MAF705*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit aims to develop an overall understanding of investment management in relation to different asset classes and equip students with skills 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

- Assessment 1: (Individual) StockTrak Trading and Reflection Report (1000 words) 10%
- Assessment 2: (Individual) Written Stock Analysis Report (3000 words) 30%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF711 – Modelling Techniques for Finance

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hong Zhang*

*Prerequisite: MAF759*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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

- Assessment 1: Assignment 40%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF713 – Futures, Options and other Derivatives

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wei Opie*

*Prerequisite: MAF759*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

The unit introduces students to the mechanics of the main categories of derivative securities including options, futures, forwards and swaps on instruments such as stocks, stock indices, currencies and interest rates. The unit focuses on the theoretical framework of the different pricing models for derivatives and the use of derivatives for hedging, speculating and arbitraging purposes. It also covers some case studies on corporate disasters associated with derivative usage.

### Assessment

- Assessment 1: (Individual) – Online test, 10%
- Assessment 2: (Group 2–3 students) – Written assignment (analytical quantitative) (4000 words) 30%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF723 – Business and Financial Econometrics

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Abdul Hayat Muhammad*

*Prerequisite: MAF759*

*Corequisite: Nil*

*Incompatible with: MAE406, MAE723*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour lab per week*

### 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%

## MAF755 – Advanced Financial Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jun Yao*

*Trimester 2 Unit Chair: Fengfei Li*

*Prerequisite: MPF753 or MPT753*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 3 hour seminars per week*

## Content

The Advanced Financial Management unit begins by exploring the role and responsibility of a senior executive or advisor in meeting the competing needs of stakeholders within the business environment of multinational entities. It then examines investment and financing decisions, with an emphasis on the strategic consequences of making such decisions in a domestic and international context. The unit then examines the planning of strategic acquisitions and mergers and corporate re-organisations.

## Assessment

- Assessment 1: (Individual) Written assignment (2000 words) 20%
- Assessment 2: (Individual) Written assignment including quantitative analysis (2000 words equivalent) 20%
- Examination: (3 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF759 – Analytical Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ruipeng Liu*

*Trimester 3 Unit Chair: Vincent Xiang*

*Previously: Quantitative Methods for Finance*

*Cohort rule: Must be enrolled in courses M530, M630, M660, M720, M730, M740, M750, M755, M760, M770, M794, D707, D709 or D712*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF904*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## 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

- Assessment 1: (Individual) Online Test, 10%
- Assessment 2: (Individual) Assignment (quantitative) 30%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF760 – International Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Abdul Hayat Muhammad*

*Trimester 2 Unit Chair: Michael D’Rosario*

*Prerequisite: MAF702, MAF707, MAF759 and MPF753*

*Corequisite: Nil*

*Incompatible with: MFT760*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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

- Assessment 1: (Individual) – Written Report (2000 words) 20%
- Assessment 2: (Group of 4) Written Report (4000 words) 20%, (Group of 4) Video presentation (5 minutes) 10%, (Individual) Written reflection (500 words) 10%
- Examination: (2 hours) 40%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF761 – Advanced Investments

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Harminder Singh*

*Prerequisite: MAF707 and MAF759. Minimum standard expected in the prerequisites is a Distinction.*

*Corequisite: Nil*

*Incompatible with: MAF901*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peipei Wang*

*Prerequisite: MAF759. Minimum standard expected in the prerequisite is a Distinction.*

*Corequisite: Nil*

*Incompatible with: MAF902*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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%

## MAF764 – Advanced Corporate Finance

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Zhang*

*Prerequisite: MAF703 and MAF759. Minimum standard expected in the prerequisites is a Distinction.*

*Corequisite: Nil*

*Incompatible with: MAF903*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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%

## MAF767 – Treasury Dealing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Victor Fang*

*Trimester 2 Unit Chair: Vincent Xiang*

*Prerequisite: MAF702 or MPF753 or MBA712*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 hours per week of classes and trading room*

## Content

This unit combines the classroom teaching and hands-on experience of Treasury Operations covering trading strategies and trading operations. It provides students with the opportunity to trade foreign exchange (FX) in an inter-bank market in the quest for profit. This inter-bank trading is conducted in a simulated trading room with state-of-the-art facility.

## Assessment

- Assessment 1 (Group of 3) Trading reports (5000 words) 30%
- Assessment 2 (Group of 3) Written assignment (3000 words) 20%
- Oral assessment of performance during trading sessions 10%
- Examination (2 hours) 40%

## MAF901 – Advanced Investments

*Enrolment modes: Not offered in 2019*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: To be advised*

*Cohort rule: This unit is only available to students enrolled in M800 – Master of Commerce, M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF761*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peipei Wang*

*Cohort rule: This unit is only available to students enrolled in M800 – Master of Commerce, M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF762*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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

*Enrolment modes: Not offered*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Zhang*

*Cohort rule: This unit is only available to students enrolled in M800 – Master of Commerce, M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF764*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## 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

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ruipeng Liu*

*Cohort rule: This unit is only available to students enrolled in M800 – Master of Commerce, M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF759*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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%

# MAF905 – Foundations of Corporate Finance

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ning Gong*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: Nil.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar*

## Content

The unit aims to introduce a selection of advanced corporate finance theories and methodologies, which will provide students with the skills required for empirical research in finance at the Ph.D. level.

## Assessment

- Assessment 1: (Individual) Oral presentation, 15%
- Assessment 2: (Individual) Written report (3000 words) 30%
- Examination: (2 hours) 55%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MAF906 – Empirical Research Methods

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Saikat Sovan Deb*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar*

## Content

This unit is intended to be the introductory empirical research methods unit for the first-year Ph.D. students in Finance. It will provide students with a working knowledge of basic empirical methods used in finance research. This unit aims to provide a common minimum knowledge and skill set of research methodologies which will be used as prerequisites for the other compulsory HDR support units in Finance.

## Assessment

- Assessment 1: (Individual) Oral presentation, 15%
- Assessment 2: (Individual) Written report (3000 words) with data analysis and coding, 35%
- Examination: (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MAF907 – Empirical Methods in Corporate Finance

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hong Feng Zhang*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: MAF905*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*



## Content

This is a first level unit of the Ph.D. sequence in finance. The unit aims to introduce a selection of microeconomic methods commonly used in empirical corporate finance research, which will enable students to manipulate and analyse corporate finance data using various econometric techniques. The unit begins with a review of cross-sectional data analysis and then extends towards panel data analysis.

## Assessment

- Assessment 1: (Individual) Written assignment (2000 words) 20%
- Assessment 2: (Individual) Written assignment (2000 words) 20%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAF908 – Empirical Asset Pricing

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mike Mao*

*Cohort rule: For students enrolled in M900 only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 face-to-face contact hours per week*

## Content

This is a first-year unit of the PhD sequence in finance. The unit aims to introduce a selection of topics in the area of empirical asset pricing. The unit will help students to become familiar with related empirical methods and explore interests in asset pricing.

## Assessment

- Assessment 1: (Individual) Oral presentation (30 minutes) 15%
- Assessment 2: (Individual) Two assignment reports (3000 words) 35%
- Examination: (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MAI010 – Academic Integrity

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*Previously coded as: AAI018, HAI010, STP050*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Leanne Ngo*

*Trimester 2 Unit Chair: Leanne Ngo*

*Trimester 3 Unit Chair: Andrea Howell*

*Prerequisite: Nil*

*Corequisite: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin (approximately 3 hours). No compulsory campus attendance requirement.*

## Content

The Academic Integrity Unit is a compulsory zero credit point unit in all Faculty of Business and Law courses. The unit learning and assessment activities provide students with guidance on what constitutes academic integrity. It will allow students to develop knowledge, skills and good practice principles to avoid plagiarism and collusion and thereby maintain academic integrity.

## Assessment

Assessment: (Individual) – Online multiple choice questions test – 100%

## Hurdle requirement

Students must achieve 85% in the on-line test. Students are allowed unlimited attempts of the on-line assessment.

## MAI728 – Financial Behaviour and Decision Making (Intensive)

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Campbell Heggen*

*Cohort rule: This unit is only available to students enrolled in N002, M769, M669, M569, M701, M770, M640 and M540*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA728*

*Scheduled learning activities – cloud (online): Students will be required to access the Unit Site for reading and preparation work which will be available four weeks prior to the commencement of the intensive.*

*Students can expect to spend 130 hours undertaking the learning and assessment activities for this unit. Collaborative learning required both prior to and subsequent to the Intensive.*

*In-person attendance requirements: In addition to the online scheduled learning activities, this intensive unit requires students to attend three consecutive days of face to face intensive study at: to be advised*

*Trimester 3 2019 Dates: to be advised*

## Content

The Financial Planning professional must be able to build a deep understanding of their client's needs, and be able to anticipate issues many clients may not have considered. This unit builds on the technical knowledge acquired in other units, to broaden students' understanding of the professional skills and knowledge required to manage long-term client relationships, and develop comprehensive understanding of clients' needs in order to formulate strategies and solutions that are in the client's best interest. Drawing on insights from the behavioural sciences, this unit requires students to develop strategies to build trust, communicate the value of advice, and engage clients at each stage of the financial planning process. Students will be introduced to the field of behavioural finance, to develop an understanding client behaviour and factors that influence decision-making. The unit also seeks to provide students with a theoretical and practical understanding of the ethical and professional requirements within a financial services context.

*Note: Please enrol by the deadline: [to be determined] as places are limited.*

For further information please email [blres@deakin.edu.au](mailto:blres@deakin.edu.au).

## Assessment

- Assessment 1: Multiple Choice Quiz (online) (Individual), (equivalent 1500 words) – 20%
- Assessment 2: Case study (Group of 4) 50%: Presentation in class (10 minutes) (20%) and Business Report (3000 words) (30%)
- Assessment 3: Report (Business) (Individual) – 30% (2000 words)

## Hurdle requirement

Student must achieve 80% on the MCQ test and 50% of total available.

# MAI769 – Ethics for Financial Services (Intensive)

*Enrolment modes: Trimester 3: Burwood (Melbourne) Intensive\**

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Sharon Pittaway*

*Cohort rule: This unit is only available to students enrolled in M569, M669, M701, M769 and N002*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA769*

*Scheduled learning activities – cloud (online): Students will be required to access the Unit Site for reading and preparation work which will be available four weeks prior to the commencement of the intensive.*

*Students can expect to spend 130 hours undertaking the learning and assessment activities for this unit. Collaborative learning required both prior to and subsequent to the Intensive.*

*In-person attendance requirements: In addition to the online scheduled learning activities, this intensive unit requires students to attend three consecutive days of face to face intensive study at Saxons Melbourne, 500 Collins Street, Melbourne from 8.00am to 5.00pm.*

*Trimester 3 2019 Dates: Thursday 5 December, Friday 6 December and Saturday 7 December.*

*8.00am–9.00am Meet and Greet*

*Classes commence at 9.00am*

## Content

As a requirement of education standards provided by the Financial Adviser Standards and Ethics Authority (FASEA), the unit develops students' appreciation of ethics and their ability to evaluate and apply ethical principles in the decision-making process in financial planning. Topics covered include: the nature of ethics; 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; FASEA and professional codes of ethics; applying ethical decisions in case scenarios; international business practices; and code monitoring bodies.

Students are advised that Assessment 1: Test (individual), Online (1 hour) – 20% must be completed prior to attending the intensive days.

## Assessment

- Assessment 1: Test (Individual), Online – 1 hour) 20%
- Assessment 2: Case study (Group of 4), Presentation (10 minutes) and written report, (3000 words) 50%
- Assessment 3: Written Assessment (Individual) (2000 words) 30%

## Hurdle requirement

Student must achieve 80% on the MCQ test and 50% of total available marks.

## MAR411 – Research Report 1

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Samarth Vaidya*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This research unit requires no formal class attendance however it will involve a minimum of 22 hours supervised contact per trimester.*

## Content

This unit requires students to complete an Honours research report (thesis) which demonstrates a knowledge of the literature relevant to the research topic; the ability to formulate a feasible research problem relevant to Accounting, Economics or Finance; the capacity to design a research project appropriate for the problem; the ability to undertake research appropriate to the project design; and the capacity to communicate clearly the research findings.

## Assessment

Satisfactory progress towards completion of thesis.

## MAR412 – Research Report 2

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Samarth Vaidya*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This research unit requires no formal class attendance however it will involve a minimum of 22 hours supervised contact per trimester.*

## Content

Continuation of investigations commenced in MAR411.

## Assessment

Satisfactory progress towards completion of thesis.

## MAR413 – Research Report 3

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Samarth Vaidya*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: M4%*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This research unit requires no formal class attendance however it will involve a minimum of 22 hours supervised contact.*

## Content

For Honours students, continuation of investigations commenced in MAR411.

## Assessment

- Written Thesis/Research Report (15,000 words) – 80%
- Oral Presentation – 20%

## MAR414 – Research Report 4

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Samarth Vaidya*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This research unit requires no formal class attendance however it will involve a minimum of 22 hours supervised contact.*

### Content

For Honours students, continuation of investigations commenced in MAR411, MAR412 and MAR413.

### Assessment

Written Assignment 15,000 words 100%

## Assessment

- Written assignment (memorandum of understanding) (500 words) – 10%
- Written assignment (literature review) (2500 words) – 20%
- Oral presentation – 20%
- Written assignment (research proposal) (5000 words) – 30%
- Assessment 5 (individual) – Written assignment (research methods) (2000 words) – 20%

## MAR905 – Research Report

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 4*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sagarika Mishra*

*Trimester 2 Unit Chair: Sagarika Mishra*

*Cohort rule: This unit is only available to students enrolled in M800 – Master of Commerce, M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This research unit requires no formal class attendance however it will involve a minimum of 22 hours supervised contact.*

### 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%.

## MAR725 – Research Methods

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Saikat Deb*

*Prerequisite: Completion of any four core finance units*

*Corequisite: MAF759*

*Incompatible with: MAA427, MAR906*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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.

*Note: Special enrolment procedure applies – please contact a student adviser for further details.*

# MAT348 – Accounting in International Contexts

*Enrolment modes: Trimester 2: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simona Scarparo*

*Prerequisite: MAA103 or MAA104*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This unit requires the students to attend a supervised overseas study tour.*

*This will include a period of study before departing; attending all arranged visits; participating in all study activities and class sessions during the tour; complete all assessments required for the completion of the unit.*

## Content

This unit explores contemporary international accounting and managerial issues in a wide range of business and regulatory contexts. The study tour involves a series of site visits to major corporations and regulatory/professional bodies in either North America (June/July programme). Prior to departure, students will be briefed on the specific accounting research issues to address. In each site, top-level executives, senior managers/regulators will give presentations about current accounting, financial and performance management issues affecting their organisations.

Students will develop the ability to engage in debates about contemporary accounting and reporting issues (for example corporate social; responsibility, corporate governance, transparency and accountability), in the context of global corporations and regulatory bodies.

*Note: Special enrolment procedure applies. Enrolment in this program is by application only.*

## Assessment

- Assessment 1: (Group of 2–4 students) – Written report (700 words) and Presentation (15 minutes) 25%
- Assessment 2: (Individual) – Learning reflective Journal (portfolio of daily journals minimum 1/2 page per day) 30%
- Assessment 3: (Group 2–4 students) – Poster preparation (1 poster) and presentation (10 minutes) 15%
- Assessment 4: (Individual) – Written report (1500 words) – 30%

## Hurdle requirement

Students have to attend ALL activities pre, during and post the overseas study period. If a student misses 30% (or more) of the activities, for foreseeable circumstances, he/she will be not be eligible to submit his/her assessments and will not able to complete the unit.

# MAT748 – Accounting in International Contexts

*Enrolment modes: Trimester 2: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simona Scarparo*

*Prerequisite: MAA716 or MAA718 or MPA751 or MPA702*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This unit requires the students to attend a supervised overseas study tour.*

*This will include a period of study before departing; attending all arranged visits; participating in all study activities and class sessions during the tour; complete all assessments required for the completion of the unit.*

## Content

This unit explores contemporary international accounting and managerial issues in a wide range of business and regulatory contexts. The study tour involves a series of site visits to major corporations and regulatory/professional bodies in either North America (June/July programme). Prior to departure, students will be briefed on the specific accounting research issues to address. In each site, top-level executives, senior managers/regulators will give presentations about current accounting, financial and performance management issues affecting their organisations.

Students will develop the ability to engage in debates about contemporary accounting and reporting issues (for example corporate social; responsibility, corporate governance, transparency and accountability), in the context of global corporations and regulatory bodies.

*Note: Special enrolment procedure applies.*



## Assessment

- Assessment 1: (Group of 2–4 students) – Written report (1000 words) and Presentation (15 minutes) 25%
- Assessment 2: (individual) – Learning reflective Journal (portfolio of daily journals minimum 1 page per day) 30%
- Assessment 3: (Group 2–4 students) – Poster preparation (1 poster) and presentation (10 minutes) 15%
- Assessment 4: (individual) – Written report (2500 words) 30%

## Hurdle requirement

Students have to attend ALL activities pre, during and post the overseas study period. If a student misses 30% (or more) of the activities, for foreseeable circumstances, he/she will be not be eligible to submit his/her assessments and will not be able to complete the unit.

## MBA071 – MBA Pre-Term: Getting to Grips with MBA Study

### Enrolment modes:

Trimester 1: Cloud (online)  
Trimester 2: Cloud (online)  
Trimester 3: Cloud (online)

Credit point(s): 0

EFTSL value: 0.000

Trimester 1 Unit Chair: Colin Higgins

Trimester 2 Unit Chair: Colin Higgins

Trimester 3 Unit Chair: To be advised.

Cohort rule: For students enrolled in M701, M501, M601 and M703

Prerequisite: Nil

Corequisite: Nil

Incompatible with: Nil

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are required to complete a short online pre-term module which will take up to 10 hours to complete*

## Content

This unit provides orientation and study skill modules concerned with academic writing, finding and referencing appropriate sources, and an introduction to the expectations associated with MBA assessments. Additionally, it addresses using Deakin's online learning systems and provides strategies for managing time, planning effective study schedules, and where to seek study and learning assistance.

## Assessment

Assessment 1: Overall mastery quiz of 12 questions.

## MBA072 – MBA Pre-Term: Accounting Fundamentals

### Enrolment modes:

Trimester 1: Cloud (online)

Trimester 2: Cloud (online)

Trimester 3: Cloud (online)

Credit point(s): 0

EFTSL value: 0.000

Trimester 1 Unit Chair: To be advised.

Trimester 2 Unit Chair: To be advised.

Trimester 3 Unit Chair: To be advised.

Cohort rule: For students enrolled in M701, M501, M601 and M703

Prerequisite: Nil

Corequisite: Nil

Incompatible with: Nil

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are required to complete a short online pre-term module which will take up to 10 hours to complete*

*Pre-term online module taking up to 10 hours to complete*

## Content

This unit introduces the basic vocabulary of accounting and outlines the principles that underpin the production of financial accounting information.

## Assessment

Assessment 1: Overall mastery quiz of 12 questions.

## MBA073 – MBA Pre-Term: Basic Business Statistics

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Munirul Nabin*

*Trimester 3 Unit Chair: Munirul Nabin*

*Cohort rule: For students enrolled in M701, M501, M601 and M703*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are required to complete a short online pre-term module which will take up to 10 hours to complete*

### Content

This unit introduces the basic statistical techniques required in business situations.

### Assessment

Assessment 1: Overall mastery quiz of 12 questions.

## MBA700 – The Deakin Advantage: Leadership and Professional Development

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Amanda Allisey*

*Trimester 2 Unit Chair: Colin Higgins*

*Trimester 3 Unit Chair: Colin Higgins*

*Cohort rule: For students enrolled in M701 and M703*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2 hour weekly module*

### Content

This unit brings together career development, personal development and professional development. Students commence with a personalised 360 degree feedback diagnosis which provides the foundation for the selection of personal and professional development opportunities that are completed over the duration of their study program. Students complete an individual e-portfolio to evidence steps taken to address desired management and leadership capabilities and they reflect on the development of their skills in relation to the 360 degree framework.

Students who complete The Deakin Advantage: Leadership and Professional Development will have the opportunity to undertake a major project.

### Assessment

- Assessment 1 (Individual) – Leadership diagnosis, reflection and plan (2500 words) 50%
- ePortfolio (2500 words) 50%

## MBA701 – Strategy and Value Creation

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Steve Jaynes*

*Trimester 2 Unit Chair: Colin Higgins*

*Trimester 3 Unit Chair: Colin Higgins*

*Cohort rule: For students enrolled in D713, M701, M501, M601 and M703*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA731, MBR701, MBR731, MPM703, MPM706, MPR706*

*Scheduled learning activities – campus: Students will complete a weekly 2 hour module either in an on-campus/located environment or in an online setting.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour scheduled online modules per week.*

## Content

This unit introduces the principles of strategic management and the logics of value creation. It provides the opportunity to understand and apply the tools of strategy to identify priorities for management decision-making, and develop coherent and aligned operational and implementation plans that contribute to organisational goals in a dynamic and culturally diverse business environment.

## Assessment

- Assessment 1 (Individual) – Written External Analysis (2000 words) 30%
- Assessment 2 (Group of max 4 students) – Oral Presentation (20 minutes) 30%
- Assessment 3 (Group, max 5) – Total 40%
  - Written Report (3000 words, 20%)
  - Individual written reflection (1000 words, 20%)

## MBA702 – Financial Decision Making

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simona Scarparo*

*Trimester 2 Unit Chair: Robert Xiao*

*Cohort rule: For students enrolled in M701, M501, M507, M601, M703, H702*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF740, MBA711, MBA722, MBR702, MBR711, MPA702, MPA751, MPF753, MPR751, MPT751, MPT753*

*Scheduled learning activities – campus: Students will complete a weekly 2 hour module either in an on-campus/located environment or in an online setting.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour scheduled online modules per week.*

## Content

This unit introduces the principles of financial analysis and decision making, and provides a strategic foundation for approaching the financing decisions required within organisations.

It includes specific tools and approaches for making evidence-based financial decisions and enables managers to prepare budgets, propose financing solutions, and to understand contemporary developments in performance and reporting.

## Assessment

- Assessment 1 (Individual), Short answer test – 30%
- Written case analysis (1200 words) – 15% and presentation (10 minutes) – 15% (total 30%)
- Assessment 3 (Individual) – Written report (3000 words) – 40%

## MBA703 – The Economic Environment

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Munirul Nabin*

*Trimester 2 Unit Chair: Munirul Nabin*

*Cohort rule: For students enrolled in D713, M701, M501, M601, M703, M738*

*Corequisite: Nil*

*Incompatible with: MBA712, MBT712, MPE781, MPT781*

*Scheduled learning activities – campus: Students will complete a weekly 2 hour module either in an on-campus/located environment or in an online setting.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour scheduled online modules per week.*

## Content

This unit introduces the principal concepts and frameworks to understand the operation of economies and markets in order to place firm strategy in to a broader economic context. Tools and concepts to make firm-level decisions regarding pricing, production, and product development will be covered. The way people in economies interact with and influence how the economy works will also be addressed.

## Assessment

- Assessment 1 (Individual), Short-answer and multi-choice test 30%
- Written situation analysis (2000 words) 30%
- Assessment 3 (Individual), Written report (3000 words) 40%

## MBA704 – Marketing, Positioning and Consumers

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Paul Harrison*

*Trimester 2 Unit Chair: Paul Harrison*

*Cohort rule: For students enrolled in D713, H702, M701, M501, M601, M703 or M738*

*Corequisite: Nil*

*Incompatible with: MBA720, MBT720, MPK732, MPR732, MPT732*

*Scheduled learning activities – campus: 8 x 3 hour seminars in a campus/located environment (or an online setting); three podcasts and six online modules.*

*Scheduled learning activities – cloud (online): 8 x 3 hour online seminars; three podcasts, and six online modules.*

### Content

This unit covers the three main domains of marketing activity: marketing activities, positioning strategies and an understanding of the consumer. It blends foundational marketing concepts with emerging phenomena around digital and social media, analytics and big data. Important digital literacy, communication and problem-solving skills are emphasised.

### Assessment

- Assessment 1 (Individual), Weblogs/podcasts 30%
- Assessment 2 (Group of max 4 students), Oral presentation (20 minutes) 30%
- Assessment 3 (Individual), Analytical case study (3000 words) 40%

## MBA705 – Business Processes and Technology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jeff Chamberlain*

*Cohort rule: For students enrolled in M701, M501, M601 and M703*

*Incompatible with: MBA710, MPM701, MPM701A, MPM708*

*Scheduled learning activities – campus: Students will complete a weekly 2 hour module either in an on-campus/located environment or in an online setting.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour scheduled online modules per week.*

### Content

This unit introduces developments in business process management and focuses specifically on the approaches, tools and methodologies for delivering enhanced organisational improvement. The foundation provides a springboard for considering new and emerging business technologies – including automation, artificial intelligence and machine learning.

### Assessment

- Assessment 1 (Individual), Portfolio of Business Process Improvement Opportunities 30%
- Assessment 2 (Group of max 4 students), Written Case Analysis (2000 words) 30%
- Assessment 3 (Individual), Business Case (3000 words) 40%

## MBA706 – Leading People in Organisations

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrea North-Samardzic*

*Cohort rule: For students enrolled in M701, M501, M601 and M703*

*Corequisite: Nil*

*Incompatible with: MBA721, MBA730, MBR706, MBR721, MBR730, MPM721, MPM771, MPR721, MPR771*

*Scheduled learning activities – campus: Students will complete a weekly 2 hour module either in an on-campus/located environment or in an online setting.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour scheduled online modules per week.*

### Content

The purpose of this unit is to provide an understanding of the nature of people's behaviour at work. It does this by examining the nature of the individuals, when they are in teams and groups, and when they are in larger social environments such as organisations. This provides the tools to analyse and critically reflect on an individual's role in their organisations, their relationships with others and how they can more effectively exert their influence and display leadership.

### Assessment

- Assessment 1 (Individual), Portfolio of Practice (3000 words) 30%
- Assessment 2 (Group of max 4 students), Written case analysis (2000 words) 30%
- Assessment 3 (Individual), Written report (2500 words) 30% and supporting 5 minute video 10% (total 40%)

## MBA707 – The Deakin Advantage: Capstone

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Colin Higgins*

*Cohort rule: For students enrolled in M701, M501, M601 and M703*

*Prerequisite: Completion of four core units in M701 and MBA700*

*Corequisite: Nil*

*Incompatible with: MBA731, MBR731, MPM703, MPM706, MPM731, MPR706*

*Scheduled learning activities – campus: Students will complete a weekly 2 hour module either in an on-campus/located environment or in an online setting.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour scheduled online modules per week.*

### Content

This unit provides an integrative MBA experience. Students complete a 'live case study' as a major capstone project in which they are expected to synthesise knowledge, concepts and research gained from their study program and demonstrate analytical, problem solving and business environment awareness skills in identifying a well-reasoned case for change and the value/benefits it will bring to a range of stakeholders. Students are also expected to practise their leadership and management skills to work as a team to present findings and recommendations coherently and in a professional context.

### Assessment

- Assessment 1 (Individual), Project Proposal Plan (2500 words) 25%
- Assessment 2 (Group of 4), Consultant's/ Management Report (3000 words) 50%
- Assessment 3 (Individual), Presentation (30 minutes) 25%



## MBA710 – Business Process Management

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MPM701*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mike Bengough*

*Cohort rule: For students enrolled in D713, H702, M501, M507, M538, M601, M638, M701, M703, M738 only.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPC701, MPM701, MPM701A, MPM708*

*Scheduled learning activities – campus: 1 x 2 hour class per week*

*Scheduled learning activities – cloud (online): Start Anytime and online independent and collaborative learning activities including online content for each topic which is available on demand*

### Content

This unit provides foundation skills and knowledge about the management of business processes 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 processes and report on the goals and objectives of the organisation. The unit highlights that business process management (BPM) is applicable in all industries, for example, manufacturing, wholesale and service sectors, and that it is pertinent to business organisations of all sizes. The unit introduces business processes from architectural, problem scoping, modeling, methodological and measurement perspectives. The unit prepares students to develop and enhance professional careers in industry, government, and the not-for-profit sector.

### Assessment

- Written Report (maximum of 3000 words) plus business diagrams, 40%
- Written Report (maximum of 3000 words) plus business diagrams, 60%

## MBA711 – Accounting and Analysis for Managers

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MPA751*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sue Davey*

*Trimester 2 Unit Chair: Sue Davey*

*Cohort rule: For students enrolled in D713, H702, M501, M538, M601, M638, M701, M703, M738 only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBR711, MPA702, MPA751, MPR751, MPT751*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including live screening of the on-campus class and 11 scheduled online workshops of 1 hour duration*

### Content

Accounting and Analysis for Managers 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.

*Note: Previously titled: Financial Reporting and Analysis*

### Assessment

- Assessment 1: (Individual) Written assignment, 1500 words, 20%
- Assessment 2: (Group of 3) Case study report, 3000 words 20%
- Examination: (2-hour), Closed Book, 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MBA721 – People Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MPM721*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Melanie Kan*

*Trimester 2 Unit Chair: Melanie Kan*

*Cohort rule: For students enrolled in course version*

*D713, H702, M501, M507, M538, M601, M638, M701, M703, M738 only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBR721, MPM721, MPR721*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour class (livestreamed with recordings provided) + 3 scheduled 1 hour online seminars*

### Content

The purpose of this unit is to give students a theoretical underpinning that explains the behaviour of people at work. It does this by examining the nature of the individuals, when they are in teams and groups, and when they are in larger social environments such as organisations.

### Assessment

- Assessment 1 (Individual): Written Assignment 2000 words, 25%
- Assessment 2 (Group 3–5): Digital Presentation 10 minutes, 25%
- Assessment 3 (Individual): Written Assignment 3000 words, 50%

## MBA722 – Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MPF753*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ning Gong*

*Trimester 2 Unit Chair: Robert Xiao*

*Trimester 3 Unit Chair: Xiaoyang Li*

*Cohort rule: For students enrolled in D713, M501, M507, M538, M601, M638, M701, M703, M738 only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF740, MBR753, MPF753, MPT753*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit is designed as an introduction to the theoretical principles of finance and the practical requirements of financial management within for-profit corporate 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 time-value-of money and risk-return analytics. It envelopes investment, financing, capital structure and payout decisions within the context of the Australian and international financial institutional frameworks. The unit will help students to develop an ability to apply basic mathematics to solve real-world financial decision problems. The unit will offer useful 'take-home' skills and knowledge relevant both for students who are running (or are planning to run) their own businesses as well as those employed (or seeking employment) in managerial positions within large companies.

### Assessment

- Assessment 1: Assignment 40%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MBA730 – Principles of Leadership

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MPM771*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Cohen*

*Trimester 2 Unit Chair: Michael Cohen*

*Cohort rule: For students enrolled in D713, M501, M507, M538, M601, M638, M701, M703, M738, M765 only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBR771, MPM771, MPR771*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 x 3-hour scheduled livestream classes*

### Content

This unit is designed for students undertaking studies in leadership. The purpose of the unit is to deliver a thorough grounding in the main leadership theories, concepts, and issues. It is intended as an introduction to leadership and will be the theoretical foundation upon which other leadership units are built. As such, it would normally be the first leadership unit that students take. Through readings, interactive classes, examination of online resources, and group and individual activities, students will be encouraged to engage with leadership theories and to apply them to their own circumstances.

### Assessment

- Assessment 1 (Group of 4) Written assignment, 3500 words, 40%
- Written assignment, 2000 words, 20%
- Written assignment, 3000 words, 40%

## MBR701 – Strategy and Value Creation (Residential)

*Enrolment modes: Residential: Waurin Ponds (Geelong)*

*Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in M701, M501, M601 and M703*

*Unit chair: Steve Jaynes*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA701, MBA731, MBR731, MPM703, MPM706, MPR706*

*In-person attendance requirements: This residential unit requires students to attend six days of intensive study at Waurin Ponds Estate, Geelong.*

### Content

This unit introduces the principles of strategic management and the logics of value creation. It provides the opportunity to understand and apply the tools of strategy to identify priorities for management decision-making, and develop coherent and aligned operational and implementation plans that contribute to organisational goals in a dynamic and culturally diverse business environment.

*Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen.*

### Assessment

- Assessment 1 (Individual), Written reflection (2000 words) 30%
- Assessment 2 (Group of max 4 students), Oral Presentation (20 minutes) 30%
- Assessment 3 (Individual), Written report (3000 words) 40%

## MBR702 – Financial Decision Making (Residential)

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in M701, M501, M507, M601, M703, H702*

*Prerequisite: MBA071 and MBA072*

*Corequisite: Nil*

*Incompatible with: MAF740, MBA702, MBA711, MBA722, MBR711, MPA702, MPA751, MPF753, MPR751, MPT751, MPT753*

*In-person attendance requirements: This residential unit requires students to attend six days of intensive study at Waurin Ponds Estate, Geelong.*

*Residential Dates: Not offered in 2019.*

### Content

This unit introduces the principles of financial analysis and decision making, and provides a strategic foundation for approaching the financing decisions required within organisations. It includes specific tools and approaches for making evidence-based financial decisions and enables managers to prepare budgets, propose financing solutions, and to understand contemporary developments in performance and reporting.

Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen.

### Assessment

- Assessment 1 (Individual) – Short answer test 30%
- Written case analysis (1200 words) 15% and oral presentation (10 minutes) 15% (total 30%)
- Assessment 3 (Individual) – Written report (3000 words) 40%

## MBR704 – Marketing, Positioning and Consumers (Residential)

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in M701, M501, M601, M703, M738, D713, H702*

*Prerequisite: MBA071*

*Corequisite: Nil*

*Incompatible with: MBA704, MBA720, MBT720, MPK732, MPR732, MPT732*

*In-person attendance requirements: This residential unit requires students to attend six days of intensive study at Waurin Ponds Estate, Geelong.*

*Residential Dates: To be confirmed.*

### Content

This unit covers the three main domains of marketing activity: marketing activities, positioning strategies and an understanding of the consumer. It blends foundational marketing concepts with emerging phenomena around digital and social media, analytics and big data. Important digital literacy, communication and problem-solving skills are emphasised.

Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen.

### Assessment

- Assessment 1 (Individual) – Weblogs/podcasts 30%
- Assessment 2 (Group of max 4 students) – Oral presentation (20 minutes) 30%
- Assessment 3 (Individual) – Written Report (3000 words) 40%

## MBR706 – Leading People in Organisations (Residential)

*Enrolment modes: Residential: Waurn Ponds (Geelong)*  
*Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in M501, M507, M538, M601, M701, M703, M738, M765, D713 and H702*

*Unit chair: Andrea North-Samardzic*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA706, MBA721, MBA730, MBR721, MBR730, MPM721, MPM771, MPR721, MPR771*

*In-person attendance requirements: This residential unit requires students to attend six days of intensive study at Waurn Ponds Estate, Geelong.*

### Content

The purpose of this unit is to provide an understanding of the nature of people's behaviour at work. It does this by examining the nature of the individuals, when they are in teams and groups, and when they are in larger social environments such as organisations. This provides the tools to analyse and critically reflect on an individual's role in their organisations, their relationships with others and how they can more effectively exert their influence and display leadership.

*Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen. Please note: The final result for this unit will be released shortly after Trimester 2 result release.*

### Assessment

- Assessment 1 (Individual) – Portfolio of Practice (3000 words) 30%
- Assessment 2 (Group of max 4 students) – Written case analysis (2000 words) 30%
- Assessment 3 (Individual) – Written report (2500 words) 30% and supporting 5-minute video 10% (total 40%)

## MBR721 – People Management (Residential)

*Enrolment modes: Residential: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: MPR721*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in course version D713, H702, M501, M507, M538, M601, M638, M701, M703, M738 only*

*Unit chair: Andrea North-Samardzic*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA721, MPM721, MPR721*

*Scheduled learning activities – campus: This Residential unit requires students to attend six days of intensive study at Waurn Ponds Estate, Geelong.*

*Residential Dates: Sunday 10 November to Friday 15 November 2019*

### 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.

*Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen.*

*Please note: The final result for this unit will be released shortly after Trimester 2 result release.*

### Assessment

- Assessment Task 1
  - Part One (Individual) – Individual report (1500 words) – 15%
  - Part Two (Group of 2) – Paired report (1000 words) – 10%
- Assessment Task 2 (Group of 4) – Group report (3000 words) – 25%
- Assessment Task 3 (Group of 4) – Group video presentation – 25%
- Assessment Task 4 (Individual) – Written assignment (1500 words) – 25%



## MBR730 – Principles of Leadership (Residential)

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*Previously coded as: MPR771*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA730, MPM771, MPR771*

*Scheduled learning activities – campus: This Residential unit requires students to attend six days of intensive study at the Waurin Ponds Estate, Geelong.*

*Residential Dates: To be advised*

### Content

This unit is designed for students undertaking studies in leadership. The purpose of the unit is to deliver a thorough grounding in the main leadership theories, concepts, and issues. It is intended as an introduction to leadership and will be the theoretical foundation upon which other leadership units are built. As such, it would normally be the first leadership unit that students take. Through readings, interactive classes, examination of online resources, and group and individual activities, students will be encouraged to engage with leadership theories and to apply them to their own circumstances.

*Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen.*

*Please note: The final result for this unit will be released on the same date as Trimester 2 results – dates to be advised.*

### Assessment

- Assessment Task 1 (Individual) Written assignment (1500 words) 15%
- Assessment Task 2 (Individual) Written Report (1000 words) 10%
- Assessment Task 3 (Group of 2) Presentation (maximum 10 minutes) 25%
- Assessment Task 4 (Group of 3–4) Presentation (maximum 10 minutes) 25%
- Assessment Task 5 (Individual) Written report (2500 words) 25%

## MBR731 – Strategy Capstone (Residential)

*Enrolment modes: Residential: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: MPR706*

*EFTSL value: 0.125*

*Cohort rule: Students enrolled in D713, M601,*

*M701, M703 only*

*Unit chair: Steve Jaynes*

*Prerequisite: Must have passed any four core MBA units*

*Corequisite: Nil*

*Incompatible with: MBA731, MPM703, MPM706, MPR706*

*Scheduled learning activities – campus: This residential unit requires students to attend six days of intensive study at Waurin Ponds Estate, Geelong.*

*Residential Dates: Sunday 28 April to Friday 3 May 2019*

### Content

The unit will develop student's capacity to think strategically about an organisation, its industry and competitive position. Linked with core units, this unit provides the opportunity to understand and apply the tools of strategy to identify priorities for management decision-making, and develop coherent and aligned operational and implementation plans that contribute to organisational goals in a dynamic and culturally diverse business environment. Financial, statistical and analytical skills will be used to evaluate alternative courses of action, resourcing issues and implications, and students will be required to explain and justify their decisions.

Individually and as a team students will identify, develop, and reflect on their capability to formulate and implement organisational strategy.

*Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen.*

*Please note: The final result for this unit will be released on the same date as Trimester 1 results – Thursday 4 July 2019 from 6pm.*

### Assessment

- Presentation (Oral) 30%
- Test (90 minutes) 50%
- Written Assignment (Group of 5 students) 2000 words, 20%

## MBT703 – The Economic Environment (Tour)

*Enrolment modes: Trimester 3: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Munirul Nabin*

*Cohort rule: For students enrolled in D713, M701, M501, M601, M703, M738*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA703, MBA712, MBT712, MPE781, MPT781*

*Scheduled learning activities – campus: There will be 20 hours of classes and 10 hours of seminars. In addition, the experiential learning component will include visits to international businesses, related to themes of the course. These visits will involve approximately 18 hours.*

### Content

This unit introduces the principal concepts and frameworks to understand the operation of economies and markets in order to place firm strategy in to a broader economic context. Tools and concepts to make firm-level decisions regarding pricing, production, and product development will be covered. The way people in economies interact with and influence how the economy works will also be addressed.

### Assessment

- Assessment 1 :Individual online multiple-choice quiz 15%
- Assessment 2: Individual Case study (2000 words) 40%
- Assessment 3: Individual Take-home exam 45%

## MBT704 – Marketing, Positioning and Consumers (Tour)

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Hall*

*Cohort rule: For students enrolled in D713, H702, M701, M501, M601, M703 or M738*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA704, MBA720, MBR704, MBT720, MPK732, MPT732*

*Scheduled learning activities – campus: Students will complete a weekly 2 hour module either in an on-campus/located environment or in an online setting.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour scheduled online modules per week.*

### Content

This unit covers the three main domains of marketing activity: marketing activities, positioning strategies and an understanding of the consumer. It blends foundational marketing concepts with emerging phenomena around digital and social media, analytics and big data. Important digital literacy, communication and problem-solving skills are emphasised.

### Assessment

- Assessment 1 (Group of 4), Report (Business) (2000 words) 20% and In Class Presentation (20 minutes), 10% (total 30%)
- Written Reflection (Self) (2000 words) 20% and Podcast (5 minutes), 10% (total 30%)
- Assessment 3 (Individual), Case study (3000 words) 40%

## MBT712 – Economics for Managers (Study Tour)

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Munirul Nabin*

*Cohort rule: For students enrolled in D713, M501, M538, M601, M638, M701, M703, M738 only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA712, MPE781, MPT781*

*In-person attendance requirements: There will be 20 hours of classes and 10 hours of seminars. In addition the experiential learning component will include visits to international businesses related to themes of the course. These visits will involve approximately 18 hours.*

### Content

This 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. The unit has a practical focus as evidenced by the application of theory to international business.

Special enrolment procedure applies. Enrolment in this program is by application only.

### Assessment

- Assessment 1: (Individual) – Case study report (less than 3000 words) 40%
- Examination: (2 hours) Take home exam 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MBT720 – Marketing Management (Tour)

*Enrolment modes: Trimester 2: Overseas Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Hall*

*Cohort rule: Students enrolled in D713, H702, M501, M538, M601, M638, M701, M703, M738 only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA720, MPK732, MPR732, MPT732*

*In-person attendance requirements: This unit requires students to attend a supervised study tour*

### 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.

Special enrolment procedure applies.

Enrolment in this program is by application only.

### Assessment

- Assessment 1: Written assignment (Group of 2–3 students) – 3000 words – 30%
- Assessment 2: Reflective journal (Individual) – (1600 words) – 20%
- Assessment 3: Time limited assignment (Individual) – Time limited assignment (7 days) – 50%

## MFT307 – Equities and Investments Analysis

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: MAF101 or MAA104 and one unit in (MAF202, MAA255, MAF255)*

*Corequisite: Nil*

*Incompatible with: MAF207, MAF307*

*Scheduled learning activities – campus: This unit is taught in multimode settings covering CloudDeakin and face-to-face teaching both at the Melbourne Burwood Campus as well as at the host institution. In addition, students will receive exposure to trading environments by undertaking visits to major trading platforms in the host country. Following these visits, students will be required to undertake a portfolio optimization task using the financial assets available from the host country's exchange.*

### Content

This unit aims to develop experiential based industry engaged learning exposure in the area of investment management covering financial market trading environment, risk-return dynamics and capital market theory to achieve the desired optimality conditions for a given investment objective subject to a number of constraints that are present in the real-world application. Students also will learn to engage risk management tools to control and/or eliminate risk exposure by becoming familiar with other asset classes and derivative instruments. Understanding of modern portfolio theory, asset pricing and valuation tools are emphasised.

### Assessment

- Assessment 1: (Individual) Written reflection (500 words) 10%
- Assessment 2: (Individual) Online test 10%
- Assessment 3: (Group of 3 students) Case study report (3000 words) 20%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS010 – Academic Induction for the Bachelor of Business Analytics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Kristijan Mirkovski*

*Trimester 2 Unit Chair: Kristijan Mirkovski*

*Cohort rule: Must be enrolled in courses M340, D366, D367, D368, D369, D370, D371, D328*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend one compulsory 3 hour orientation session conducted at the beginning of the trimester. Must be completed by Week 4 in Cloud(online) mode.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are required to complete the orientation session by Week 4 in Cloud (online) mode.*

### Content

This zero credit point unit aims to provide students enrolling in the Bachelor of Business Analytics an academic induction to the course, in particular, to ensure that:

1. students are competent users of the range of communication and collaboration software tools and systems used across the core curriculum and at the course level
2. students have an understanding of the commitment required to complete the significant work integrated learning component in the core curriculum and plan in advance
3. students are given an orientation to the course and its delivery and the study commitment required for successful completion of the course.
4. students are introduced and enrolled into the course level engagement platform used in the Bachelor of Business Analytics.

### Assessment

Assessment (Individual) – participate and demonstrate the use of online tools through an online exercise module (100%).

## MIS070 – Academic Induction for Postgraduate Information Systems

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Lasitha Dharmasena*

*Trimester 2 Unit Chair: Lasitha Dharmasena*

*Trimester 3 Unit Chair: Lasitha Dharmasena*

*Cohort rule: This unit is only available to students enrolled in courses: M522, M622, M722*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend one compulsory 3 hour orientation session conducted at the beginning of the trimester. Must be completed by Week 4 in Cloud(online) mode.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are required to complete the orientation session by Week 4 in Cloud(online) mode.*

### Content

This zero credit point unit aims to provide students enrolling in the Master of Information Systems an academic induction to the course, in particular, to ensure that:

1. students are competent users of the range of communication and collaboration software tools and systems used across the core curriculum and at the course level
2. students are given an orientation to the course and its delivery and the study commitment required for successful completion of the course
3. students are aware of the dedicated career development program run for the Master of Information Systems and understand the progressive hurdles they need to meet to qualify for each step
4. students are introduced and enrolled into the course level engagement platform used in the Master of Information Systems.

### Assessment

Assessment (Individual) – participate and demonstrate the use of online tools through an online exercise module (100%).

## MIS171 – Business Analytics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSQ171*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Reza Kachouie*

*Trimester 2 Unit Chair: Reza Kachouie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1.5 hour lab per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 11 x 1.5 hour online seminar*

### Content

The digital revolution has changed the practice of business. Data to support business decisions (data collected by business systems as well as through the Internet and Social Media such as Facebook and Twitter) are growing exponentially and becoming increasingly difficult to understand and use. Business Analytics is the broad use of quantitative reasoning skills in business decision making. Business Analytics helps managers to solve complex business problems, improve business performance, anticipate and plan for change while managing and balancing risks. This unit will provide students with the analytical knowledge and skills to explore data to find patterns and relationships in data; assess uncertainty and risk of business decisions; evaluate decisions; and forecast and predict trends.

### Assessment

- Assessment 1: Data Analysis and written response (2 page written response, data analysis output) 20%
- Assessment 2: Online Quiz, data analysis and response to specific question posed about the data 20%
- Examination: (2 hours) 60%

### From Trimester 2 2019

- Assessment 1 (individual): Online test – 10%
- Report (Analytical), 2000 words – 25%
- Assessment 3 (individual): Online test – 15%
- Examination (open book), 2 hours – 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

From Trimester 2 2019: Nil

## MIS201 – Business Requirements Analysis

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC228*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Van-Hau Trieu*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MIS171*

*Corequisite: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 1 hour class (recordings provided) and 11 x 1 hour online seminar*

### Content

This unit introduces students to the fundamental concepts and methods of business analysis. Students will gain experience in identifying business opportunities, exploring stakeholder problems and seeking problem solutions to the client satisfaction. Seminars and online exercises will allow students to develop practical skills in using business analysis group techniques, which include brainstorming, mind-mapping, interviewing, conducting seminars and meetings, conflict resolution, viewpoints analysis, creative problem solving, negotiation of system options and validation of proposals with the client.

### Assessment

Continuous assessment (10 x 10% – less than 50% group work) 100%.

## MIS202 – Managing Data and Information

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC217*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jay Zeal*



*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MIS171*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour lab per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 3 x 1 hour online seminar*

## Content

The capability to manage data and information is fundamental to any organisation. An information systems graduate should have a good knowledge of the techniques used and be able to identify which of the currently used approaches is appropriate in a given set of circumstances in a particular context. The unit uses familiar applications (eg Facebook, iTunes, Global Positioning Systems (GPS) and Google) to open up an investigation of different approaches to data storage and access using principles of information management. The systems are presented in the wider social context, and security and risk issues that arise from their use will be debated. Students will perform basic Structured Query Language (SQL) queries and develop the ability to critically analyse an organisation's information needs to allow the informed selection of an information management approach.

## Assessment

- Assessment 1: (Individual) A Formal business report (2000 words) 40%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MIS203 – Making Sense of Information

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MIS102*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Emilia Bellucci*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from T1 2016: MIS171*

*For students in any other course: Nil*

*Corequisite: Nil*

*Incompatible with: MIS102*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 3 x 1 hour online seminar*

## Content

Our world is now a world of information. On the one hand this makes many things easier, fun or even possible but on the other it can cause us to be overloaded with information and distracted by our constant connections. In this unit we look at how we might manage better and use information and connections in business, at work and in everyday life. The unit begins by considering the changes that the digital world has made to our lives and how we live in a world immersed in information and social media. We then look at how we can search and analyse information and utilise social media for business, learning and collaboration. We then look at how information can be used to assist people but also to monitor and manage people at work and at home. Finally, we consider how to use ICT in a more secure manner.

## Assessment

- Assessment 1: (Individual) – Case study (2000 words) 40%
- Assessment 2: (Individual) – Reflective exercise (1000 words or equivalent) 20%
- Examination: (2 hours) 40%

## Hurdle requirement

Achieve at least 50% of marks available on the examination.

# MIS211 – Information Security, Governance and the Cloud

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dilal Saundage*

*Previously: Is Security, Infrastructure and the Cloud*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) plus 3 x 1 hour online seminar*

## Content

Information Systems (IS) governance (which oversees, organises and ensures the security of an IS infrastructure) increasingly adopts a service-oriented approach, with flexible, well-defined, on demand, high quality IS services to an organisation's stakeholders. An IS service is a set of related functions provided by IS to support business areas and business processes, including information security. This unit reviews the role of IS service management and IS services in organisations. It explores key supporting frameworks and models including internal, outsourced and hybrid models for IS service management, and information security methodologies and standards. It also explores important new trends in IS infrastructure and service management including cloud services and mobile services. The unit adopts a strategic outlook and considers which IS service model best supports the strategic context of an organisation. It discusses the security, social, organisational and technological issues which affect IS service management performance. The unit provides students with the opportunity to review IS services in a real life organisation in order to understand the application of IS service management theory to practice.

## Assessment

- Assessment 1: (Group of 2 – 4 students) Case study report (4000 words) 40%
- Examination: (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS231 – Professional Ethics in the Digital Age

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC348*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emilia Bellucci*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT223*

*Scheduled learning activities – campus: 1 x 3 hour class*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 3 x 1 hour online seminar*

## Content

This unit focuses on the ethical role of information systems (e.g. business analyst, data analyst) professionals and business professionals. The rise of global eBusiness and the rapid development of 'Big Data' (or large quantities of digital data) have changed how people, organisations and societies operate and have introduced new ethical, social and professional issues. 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 'Big Data' and provide practical experience in how to manage these issues.

## Assessment

- Assessment 1: (Individual) Written report – Professional capability gap analysis (1500 words) 20%
- Assessment 2: (Group of 3 students) – Debate presentation and report (equivalent to 2500 words) 30%
- Examination: (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS271 – Business Intelligence and Data Warehousing

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC273*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jay Zeal*

*Prerequisite: MIS171*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour lab per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 3 x 1 hour online seminar*

## 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. Contemporary Business Intelligence addresses this conundrum by delivering the right information to the

right people at the right time and in the right format. This unit aims to provide an introduction to the business uses, value and technologies of business intelligence. It will give students a broad overview of business intelligence and introduce current theories, techniques, frameworks, applications and technologies in business intelligence that satisfy business stakeholder requirements. It will also provide students with an opportunity to gain hands-on experience in using the industry-standard business intelligence system (IBM Cognos).

## Assessment

- Assessment 1: (Group of 4 students) – BI solution development (Deliverables – completed BI dashboards) and report (5000 words) 40%
- Assessment 2: (Individual) -Group assignment reflection report 10%
- Examination: (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MIS272 – Predictive Analytics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MIS372*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bahadorreza Ofoghi*

*Prerequisite: MIS171*

*Corequisite: Nil*

*Incompatible with: MIS372, MIS772*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) and 3 x 1 hour online seminar*

## Content

The 'information age' has combined with the widespread adoption of digital technology to turn information into a key business asset. Businesses and governments now have access to massive volumes of data and require skills and expertise in making sense of this information for strategic decision making. This unit will provide students with the knowledge and skills to build predictive models and use data mining tools in real business scenarios. Students will be given the opportunity to gain hands-on experience with most widely used predictive analytics software tools globally.

## Assessment

- Assessment 1: (Individual) – Written report (1500 words) 20%
- Assessment 2: (Group of 2–3 students) Written report (3000 words) 40%
- Examination: (2 hours) – closed book – 40%

## Hurdle requirement

Achieve at least 50% of marks available on the examination.

# MIS275 – Decision Analytics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Stewart*

*Prerequisite: MIS171*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class + 1 x 1 hour lab per week.*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 3 x 1 hour online seminar.*

## Content

This unit focuses on quantitative decision models to improve managerial decision making, using the insights gained from business analytics. Students will apply decision models to make decisions in the domains of finance, supply chain, production planning, resource allocation and distribution networks. Students will learn to interpret and conceptualise different real-life business scenarios as mathematical models, allowing the decision maker to experiment with different decision inputs, and investigate the sensitivity of the outcomes.

## Assessment

- Assessment 1: (Individual) Case Study (1000 words + data analysis) 20%
- Assessment 2: (Individual) Case Study (1500 words + data analysis) 30%
- Examination: (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS312 – Social Media and Mobile Strategies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC349*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Graeme Pye*

*Prerequisite: MIS201 for students enrolled in M305, M340, D320 and D366*

*For all other students: NIL*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) + 3 x 1 hour online seminar*

### 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

Campus-enrolled and Cloud (online) enrolled students:

- Assessment 1: 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.

## MIS313 – Strategic Supply Chain Management

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC388*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Craig Parker*

*Prerequisite: MIS201 for M305, M340, D320 and D366 students ONLY*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) + 3 x 1 hour online seminar*

### Content

The global economy has redefined the dynamics of competition for modern organisations, with product life-cycles shortening and competition being fierce. The unit examines the supply chain management (SCM) business models, performance with metrics, and eBusiness and business analytics technologies organisations need to meet these challenges. The unit also covers the environmental and social responsibility concerns of customers and governments which are affecting modern supply chains.

### Assessment

- Assessment 1 (Individual):
  - Part A – Case Study Report (2000 words) and complex diagrams, 45%
  - Part B – Feedback Reflection (500 words) 5%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS352 – Business Process Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jay Zeal*

*Prerequisite: MIS201 for M305, M340, D320, D366 students ONLY*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2-hour class and 1 x 1.5-hour lab per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour classes (recordings provided) + 3 x 1 hour online seminar*

### 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

- Assessment 1: (Individual) Enterprise systems practicals and case study, 40%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS362 – Social Media Analytics and Data Driven Innovation

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristijan Mirkovski*

*Prerequisite: MIS171*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) and 3 x 1 hour online seminar*

### Content

This unit introduces students to the nature of social media and its cultural politics. It familiarises students with software tools for accessing, analysing, and visualising social media data. It also explores (1) the implications of accessing social media data; (2) the benefits and problems with analysing social media data in real time; (3) the approaches to analysing social media data for trends and patterns; and (4) the approaches for social media data-driven innovation in organisations.

### Assessment

- Assessment 1: (Individual) Case Study Report (1500 words) 20%
- Assessment 2a: (Individual) Social Media Analysis Report (3000 words) 25%
- Assessment 2b: (Individual) Video Presentation (10 minutes) 5%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.



## MIS373 – Artificial Intelligence for Business

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bahadorreza Ofoghi*

*Prerequisite: MIS272 and SIT112*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x face-to-face contact hours per week (1 x 2 hour class and 1 x 1 hour lab)*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (live streamed with recordings provided) and 1 x 1 hour online seminar/workshop*

### Content

Businesses and governments have access to massive volumes of data and require advanced understanding and expertise to make sense of this information for strategic decision making and turning the information into key business assets. This unit will provide students with the knowledge and skills to develop advanced predictive models and make use of cutting-edge analytics tools to develop analytic-centric solutions in real business scenarios. Students will be given the opportunity to gain hands-on experience with one of the most widely used artificial intelligence software tools globally, namely Microsoft Azure.

### Assessment

- Assessment 1 (Individual) – Data analysis and a report (1500 words): 30%
- Assessment 2 (Group of 2–3) – Data analysis and a report (3000 words): 40%
- Assessment 3 (Individual) – Written report (2000 words): 30%

## MIS384 – Marketing Analytics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ali Tamaddoni*

*Prerequisite: MIS171*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1.5 hour practical (lab) per week*

*Scheduled learning activities – cloud (online): 11 x 1.5 hour class (recordings provided) + 11 x 1.5 hour online seminar*

### Content

The Marketing Analytics unit focuses on models and techniques of analysing a firm's performance in a market which then can help decision makers to better allocate their resources. The teaching materials are organized in a way that expose students to both theoretical and practical aspects of models and techniques. Regarding this, a 1.5 hour class, is followed by a 1.5 hour seminar where students have the opportunity to get their hands on data (mostly from real cases) to implement the techniques and models. Students will also be required to conduct data analysis (assessments 1 and 2) and write a business report based on their findings (assessments 1 and 2).

### Assessment

- Assessment 1: (Individual) – Mini case 1: (1500 words) 20%
- Assessment 2: (Group of 3 students) – Mini case 2: (4000 words) 30%
- Examination: 50%

### Hurdle requirement

Must achieve at least 50% of the marks available on the examination.

## MIS398 – Project Management

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bardo Fraunholz*

*Prerequisite: From Trimester 1 2016, for students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 must pass MAA103, MAE101, MAF101, MIS171, MLC101, MMK101, MMM132, MWL101 and must pass 3 credit points at levels 2 and/or 3. For all other students: must have passed 3 credit points at levels 2 and/or 3.*

*Corequisite: Nil*

*Incompatible with: SIT374*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) + 3 x 1 hour online seminar*

### 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

- Assessment 1: (Group of 6) 50%
  - Part A: Group Presentation (30 minutes) 40%
  - Part B: Individual reflection report (2000 words) 10%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the available marks on the examination.

## MIS399 – Applied Business Project

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC303*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Suprika Shrivastava*

*Trimester 2 Unit Chair: Suprika Shrivastava*

*Prerequisite: For students commencing courses D301, D313, D317, D321, D322, D325, D338, D366, D388, M300, M307 from Trimester 1 2016: Must pass 4 units from MAE256, MIS201, MIS202, MIS203, MIS231, MIS271, MIS352, MIS312, MIS313, MIS372, MIS384, MIS398. For students commencing courses D367, D368, D370, D371, M340 from Trimester 1 2016: Must pass 16 credit points of units. For all other students: Must pass 16 credit points of which 3 credit points must be information systems (MIS coded) units. From Trimester 2 2019: MIS201, MIS398 plus 14 credit points of units.*

*Corequisite: Nil*

*Incompatible with: SIT302*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 x 3 hour scheduled online seminars*

### 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.

*Note: This unit should be undertaken in the student's final trimester of study.*

## Assessment

- Assessment 1: (Group-6 students)
  - Part A: Three group presentations (15 minutes each) 30%
  - Part B: Project report (5000 words) 30%
- Assessment 2: (Individual)
  - Part A: Diary and final reflection (2000 words) 20%
  - Part B: Professional identity assessment (15 minutes) 20%

## Hurdle requirement

Campus students must attend all in-class stand-up meetings during the trimester. Cloud students must submit a recording of at least three stand-up meetings during the trimester. Successfully complete the professional literacy module to gain access to the assignment Dropbox.

# MIS701 – Business Requirements Analysis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: MSC754*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lemai Nguyen*

*Trimester 2 Unit Chair: Lemai Nguyen*

*Trimester 3 Unit Chair: Van-Hau Trieu*

*Prerequisite: Nil*

*Corequisite: For students enrolled in M722, M622,*

*M522: MIS070. All other students: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 1 hour class (recordings provided) + 11 x 1 hour online seminar*

## 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. Seminar and online exercises will allow students to develop practical hands-on skills in effective acquisition of information from client groups by brainstorming, interviewing, conducting seminars and meetings.

## Assessment

- Business Report – Enterprise analysis and business analysis planning (equivalent to 3000 words) – 30%
- Assessment 2 (Group of 3–5) – Business report – Requirements elicitation and analysis (equivalent to 4000 words) – 30%
- Assessment 3 (Group of 3–5) – Business report – Agile approach to business requirements analysis (equivalent to 3000 words) – 20%
- Report and Business Analysis (equivalent to 2500 words) – 20%

# MIS712 – eBusiness Strategies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC752*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kristijan Mirkovski*

*Prerequisite: For M722 Students Only: Completion of 6 credit points of Postgraduate level study of which at least four must be MIS-coded units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 3 x 1 hour online seminar*

## 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

- Assessment 1: (Individual) Case Study (equivalent to 1000 words) 10%
- Assessment 2: (Individual) Case Study (equivalent to 2500 words) 40%
- Examination: (2 hours) 50%

Hurdle requirement

Achieve at least 50% of the marks available on the examination.

MIS713 – Supply Chain Management and Logistics

Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)

Credit point(s): 1  
Previously coded as: MSC753  
EFTSL value: 0.125  
Trimester 2 Unit Chair: Craig Parker

Prerequisite: For M722 Students Only: Completion of 8 credit points of Postgraduate level study of which at least six must be MIS-coded units  
Corequisite: Nil  
Incompatible with: Nil

Scheduled learning activities – campus: 1 x 2 hour class plus 1 x 1 hour seminar per week.

Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) plus 3 x 1 hour online seminar

Content

The modern economy means that competition today is based on short product life-cycles, increased uncertainties and global pressures. This unit examines how organisations can meet these challenges by adopting world class supply chain management (SCM) business models, developing effective supplier and customer relationships, and measuring their performance with metrics, as well as using associated eBusiness and business analytics technologies. The unit also covers the implications of the increasing pressure from customers and governments for supply chains to be more environmentally and socially responsible.

Assessment

- Assessment 1: (Individual) – 2 Parts total 50%
  - Part A: Case Study Report (2500 words) and complex diagrams, 45%
  - Part B: Feedback reflection (500 words), 5%
- Examination: (2 hours) 50%

Hurdle requirement

Achieve at least 50% of the marks available on the examination.

MIS714 – Human Resource Analytics

Enrolment modes: Start Anytime

Credit point(s): 1  
EFTSL value: 0.125  
Unit chair: Dilal Saundage

Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil

Scheduled learning activities – campus: Start Anytime (online): Online independent and collaborative learning activities including 3 x 1 scheduled online seminars

Content

Human Resource Analytics will provide students with data analytics skills, knowledge and capabilities to effectively organise and manage various human resources functions within organisations.

Students will be introduced to the key concepts and theoretical underpinnings for HR Analytics and opportunities to explore complex HR data to develop their decision-making skills. Students will further enhance their understanding of the strategic value of HR Analytics for organisations to meet current workforce demands and to forecast future demands.

Assessment

- Assessment 1: (Individual) – HR analytic case study (1500 words) – 30%
- Assessment 2: (Individual) – HR analytic case study (1500 words) – 30%
- Assessment 3: (Individual) – Applied HR Analytic Report (3000 words) – 40%

## MIS732 – Enterprise Architecture and Governance

*Enrolment modes: Trimester 2: Burwood (Melbourne) Intensive, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lemai Nguyen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MIS731*

*Scheduled learning activities – campus:*

*Weeks 1–5: 3 face-to-face contact hours per week*

*(1 x 2-hour class and 1 x 1 seminar)*

*Weeks 6–7: 5 x 3 hour workshops^*

*Weeks 8–9: 2 x 1.5 hour online seminar*

*Week 10: 1 x 3 hour class (Assignment consultations and revision for exam preparation)*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) + 3 x 1 hour online seminar*

### Content

Enterprise architectures and associated governance frameworks have now become key issues for small through to large organisations to manage the growing volume of internal and external information resources. In this unit you will learn about the key enterprise architecture components needed to manage these information resources, and the importance of aligning enterprise architectures with organisational strategy and policies. Enterprise architectures must also support the governance of information resources. Students will learn about governance frameworks (e.g. COBIT, ITIL) which address issues such as complying with consumer data protection principles, managing enterprise information security, and managing external information resource providers.

*Note: ^Students will be assigned to a Group in Weeks 6 and 7 for the purposes of scheduling workshops. Students must attend and participate in project-based activities at the Burwood campus on the scheduled day during the trimester intensive weeks.*

### Assessment

- Assessment 1: (Group of 3 students) Case study report and evidence of research (5000 words), 35%
- Assessment 2: (Individual) Group work self-reflection and evidence report (1500 words), 15%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS741 – Analysing the Impact of Digital Business

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Craig Parker*

*Prerequisite: Nil*

*Corequisite: For students enrolled in M722, M622,*

*M522: MIS070. All other students: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week and online problem-based exercises*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) plus 3 x 1 hour online seminar*

### Content

This unit focuses on the ethical role of digital business and business professionals in organisations. The rapid development of digital 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 students with the skills to understand, identify and analyse these issues. Students will analyse these issues in the context of the core concepts underpinning information systems, as well as explore ethical issues emerging in the contemporary digital business context.

### Assessment

- Assessment 1: (Individual) – Video (1.5 minutes) and professional capability gap analysis (equivalent to 2000 words) 20%
- Assessment 2: (Individual) – Report on ethical dilemmas (equivalent to 2500 words) 30%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.



## MIS761 – Enterprise Information Management and Security

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jay Zeal*

*Trimester 3 Unit Chair: Quan Vu*

*Previously: Enterprise Information Management*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour computer lab per week*

*Scheduled learning activities – cloud (online): 11 x 1 hour class (recordings provided) + 11 x 1 hour scheduled online seminars*

### Content

Organisations are increasingly relying on business analytics to make strategic decisions using the data they generate during day-to-day operations. Strategic value will only be obtained if the data is reorganised and made widely accessible at the enterprise level. When data is reorganised to meet this need, there is a real risk that the semantics of the data will be compromised, and that data integrity and security can be violated. Hence, students will learn how data can be captured and reorganised effectively to address these issues, and how to secure the data against threats. Specifically, this unit introduces students to a number of topics in data management (e.g. relational database management), big data systems, and information security. At the end of this unit, students will understand broad issues concerning data management at the enterprise level, gain basic skills in information modelling and querying databases, and understand the procedures and controls for achieving information security.

### Assessment

- Assessment 1: (Individual) A formal business report (2000 words) 40%
- Examination: (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS770 – Foundation Skills in Data Analysis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Scott Salzman*

*Trimester 2 Unit Chair: Lasitha Dharmasena*

*Trimester 3 Unit Chair: Lasitha Dharmasena*

*Previously: Analytical Skills Foundations*

*Prerequisite: Nil*

*Corequisite: For students enrolled in M722, M622, M522: MIS070. All other students: Nil*

*Incompatible with: MIS770A*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour lab per week*

*Effective from Trimester 3 2019:*

*1 x 2 hour class and 1 x 1.5 hour lab per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (livestreamed with recordings provided) + 11 x 1 hour online seminar*

*Effective from Trimester 3 2019:*

*11 x 2 hour class (livestreamed with recordings provided) + 11 x 1.5 hour online seminar*

### Content

This unit aims to develop foundation skills and knowledge required for data driven, evidence based approaches to business decision making and business performance analysis. To this end, the unit first introduces the skills necessary to enable an understanding of business metrics. This is followed by descriptive analytical techniques that transform both structured and unstructured data into meaningful information for the purpose of decision making and understanding and reviewing business performance. Techniques and principles of data visualisation are introduced that enable graphical depictions of data that can improve comprehension, communication and decision-making. Then, the unit introduces quantitative reasoning skills so students are able to review business performance to find problems or areas of opportunities, and identify patterns and trends in data using descriptive and inferential statistics.

*Note: This unit is also available in Start Anytime mode*

## Assessment

- Assessment 1: (Individual) Written Assignment – Case study (2000 words) 20%
- Assessment 2: (Individual) Written Assignment – Data Analysis (equivalent to 2000 words) 30%
- Examination: (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MIS770A – Foundation Skills in Data Analysis

*Enrolment modes: Start Anytime*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Previously: Analytical Skills Foundations*

*Unit chair: Dilal Saundage*

*Prerequisite: Nil*

*Corequisite: For students enrolled in M722, M622,*

*M522: MIS070. All other students: Nil*

*Incompatible with: MIS770*

*Scheduled learning activities – campus: Online independent and collaborative learning activities including online content for each topic which is available on demand.*

## Content

This unit aims to develop foundation skills and knowledge required for data driven, evidence based approaches to business decision making and business performance analysis. To this end, the unit first introduces the skills necessary to enable an understanding of business metrics. This is followed by descriptive analytical techniques that transform both structured and unstructured data into meaningful information for the purpose of decision making and understanding and reviewing business performance. Techniques and principles of data visualisation are introduced that enable graphical depictions of data that can improve comprehension, communication and decision-making. Then, the unit introduces quantitative reasoning skills so students are able to review business performance to find problems or areas of opportunities, and identify patterns and trends in data using descriptive and inferential statistics.

## Assessment

- Written Assignment – Case study (2000 words) – 20%
- Written Assignment – Data Analysis (equivalent to 2000 words) – 30%
- Written submission followed by an oral test: Students are required to present their learning from all three modules, including the assignment feedback for the first two assessments – 50%

## Hurdle requirement

Achieve at least 50% of the marks available for Assessment 3.

# MIS771 – Descriptive Analytics and Visualisation

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSQ791*

*EFTSL value: 0.125*

*Assumed Knowledge: The unit assumes students have already completed foundational study in statistics at undergraduate level and have some familiarity with basic statistical concepts and inferential techniques. In particular, understanding of descriptive statistics and structure of probability is necessary.*

*Trimester 1 Unit Chair: Dilal Saundage*

*Trimester 2 Unit Chair: Dilal Saundage*

*Prerequisite: MIS770 or MIS770A\* for M722, M761, M661, M755 and S777 students ONLY. From T2 2019: MIS770 or MIS770A\* for M722, M751, M761, M661, M755 and S777 students ONLY*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour laboratory per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (livestreamed with recordings provided) + 11 x 1 hour online seminar/workshop*

## Content

This unit focuses on the techniques and approaches to analysing business data to support decision making. It covers exploratory data analysis, visualisation of data and evidence based decision making. The unit aims to give students a broad understanding of statistical approaches used to support business decisions, their limitations, typical application areas, managerial reporting of statistical results and incorporating insights into the business decision-making process. Extensive use is made of software to develop data visualisation and analysis skills and to enhance the appreciation of various techniques studied. The unit assumes students have already completed foundational study in statistics at undergraduate level and have some familiarity with basic statistical concepts and inferential techniques. In particular, understanding of descriptive statistics and structure of probability is necessary.

*Note: \*Students who are either enrolled in or have completed MIS770A – please contact a student adviser [buslaw@deakin.edu.au](mailto:buslaw@deakin.edu.au)*

## Assessment

- Data Analysis and associated report (2500 words) – 30%
- Data Analysis and associated report (2500 words) – 35%
- Data Visualization Presentation and Report (2500 words) – 35%

## MIS772 – Predictive Analytics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jacob Cybulski*

*Trimester 2 Unit Chair: Jacob Cybulski*

*Prerequisite: MIS770 or MIS770A\* for M722, M761, M661 and M755 students ONLY. From T2 2019: MIS770 or MIS770A\* for M722, M751, M761, M661, M755 and S777 students ONLY*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour computer lab per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (livestreamed with recordings provided) + 11 x 1 hour online seminar/workshop*

## Content

The ‘information age’ has combined with the widespread adoption of digital technology to turn information into a key business asset. Businesses and governments now have access to massive volumes of data and require skills and expertise in making sense of this information for strategic decision making. This unit will provide students with the knowledge and skills to build predictive models and use data mining tools with ‘Big Data’. Students will be given the opportunity to gain hands-on experience with one of the most widely used predictive analytics software tools globally.

*Note: \*Students who are either enrolled in or have completed MIS770A – please contact a student adviser [buslaw@deakin.edu.au](mailto:buslaw@deakin.edu.au)*

## Assessment

- Develop predictive models for a business (2000 words) 20%
- Develop advanced predictive models for a business (3000 words) 30%
- Examination (2 hours) 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS775 – Decision Modelling for Business Analytics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dilal Saundage*

*Trimester 3 Unit Chair: David Stewart*

*Cohort rule: Available to students enrolled in Master’s level courses only*

*Prerequisite: MIS770 or MIS770A\* for M722, M761, M661 and M755 students ONLY. From T2 2019: MIS770 or MIS770A\* for M722, M751, M761, M661, M755 students ONLY*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1.5 hour computer lab per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (livestreamed with recordings provided) + 1.5 hour online seminar/workshop*

## Content

This unit aims to provide students with the knowledge and skills to build complex decision models and use advanced quantitative modelling techniques to analyse and develop solutions to business problems.

On completion of the unit students should be able to:

1. Conceptualise, formulate and represent a business problem as a decision model
2. Develop business decision models using software tools
3. Use decision modelling techniques such as optimisation, stochastic modelling and risk analysis
4. Develop and evaluate the utility of alternative solutions
5. Carry out sensitivity analysis
6. Develop an overview of advanced modelling techniques and approaches in Business Analytics.

*Note: \*Students who are either enrolled in or have completed MIS770A – please contact a student adviser [buslaw@deakin.edu.au](mailto:buslaw@deakin.edu.au)*

## Assessment

- Assessment 1 (Group of 2–3) – Case Study (1200 words + data analysis) – 20%
- Assessment 2 (Group of 2–3) – Case Study (1200 words + data analysis) – 30%
- Examination: 2 hours – 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS776 – Design Thinking for Innovation

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Learning resources are via CloudDeakin*

## Content

Design Thinking refers to a style of thinking that brings creativity to the way we define and solve problems. It combines sensitivity for the context of a problem, creativity in the generation of new insights and solutions, and rationality in analysing and fitting

solutions to the context. This unit explores design thinking as a practice for identifying and developing innovation opportunities in a range of business and social contexts. It explores key approaches associated with the practice of design thinking, such as ethnographic techniques for understanding the problem context, creative approaches for idea generation, ill-structured problem solving, collaborative/participatory teamwork and human centred problem solving. The unit will develop the basis for innovative and creative thinking in students and develop confidence for students to think innovatively.

## Assessment

- Individual design thinking ePortfolio, 50%
- Assessment 2 (Group of 6–8 students) Team projects and presentation, 50%

## MIS779 – Decision Analytics in Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne) Cloud (online)*

*Trimester 2: Burwood (Melbourne) Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bahadorreza Ofoghi*

*Trimester 2 Unit Chair: Bahadorreza Ofoghi*

*Cohort rule: This unit is only available to students*

*enrolled in courses: M701, M760, M761*

*Prerequisite: Completion of 6 credit points of study at level 7 plus MIS771 and MIS772*

*Corequisite: MIS775*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 3 hour classes (livestreamed with recordings provided)*

## Content

This is a capstone project unit that will provide students with the opportunity to develop Business Analytics practice skills. The unit aims to provide students with an opportunity to gain hands-on experience by working on an authentic large scale business problem from concept to solution under the guidance and direction of a specialised team of industry practitioners in Business Analytics.

## Assessment

- Assessment 1 (Group and Individual)
  - Report (Group – 4–6 students) – (2000 words) 20%
  - Presentation (Individual) – (5 min) 10%
- Assessment 2 (Group and Individual)
  - Report (Group – 4–6 students) – (3000 words) 30%
  - Presentation (Individual) – (5 min) 20%
- Reflective Report (2000 words) 20%

On completion of this unit students should be able to: explain the importance of business intelligence for an organisation; describe the tools and techniques which are used in business intelligence; understand the major issues in implementing business intelligence; assess and propose suitable designs for development of business intelligence programs.

*Note: \* Students will be expected to complete some pre-reading in preparation for the unit (made available via CloudDeakin upon commencement of Trimester).*

## MIS781 – Business Intelligence

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: William Yeoh*

*Trimester 3 Unit Chair: William Yeoh*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour computer lab per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (livestreamed with recordings provided) and 1 x 1 hour online seminar/workshop*

## Content

With the ever-growing volume of data, it is now becoming more difficult for organisations to identify and take advantage of valuable business information. Contemporary Business Intelligence addresses this conundrum by delivering the right information to the right people at the right time and in the right form. Business Intelligence is widely used to support business decision-making, and to inform decision at the management, operation and planning levels of an organisation. This unit aims to provide an introduction to the business uses, applications and technologies of business intelligence for decision support. It will give students a broad overview of business intelligence and introduce current theories, techniques, frameworks, applications, architectures and technologies in business intelligence that supports decision-making process. It will also provide students with an opportunity to gain hands-on experience in using the industry-standard business intelligence system.

## Assessment

- Assessment 1 (Group of 3) – Business intelligence dashboards, predictive models and report (4000 words) – 30%
- Research report on the benefits and applications of business intelligence technologies (2500 words) – 20%
- Examination (2 hours) – 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS782 – Value of Information

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lubna Sultana Alam*

*Trimester 3 Unit Chair: Lubna Sultana Alam*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per fortnight and 1 x 1.5 hour seminar per fortnight*

*Scheduled learning activities – cloud (online): 1 x 3 hour class (livestreamed with recordings provided) per fortnight and 1 x 1.5 hour online seminar per fortnight*

## Content

The unit introduces students to how ICT investments including business analytics generate business value. This requires positioning information as a business asset and understanding ICTs contribution to gaining competitive advantage of the firm.

*Note: Online teaching methods require internet access. This unit uses the FutureLearn online learning platform.*



## Assessment

- Report based on written case study (1500 words) 20%
- Assessment 2 (Group of 3) Business Case Development (3000 words) 30%
- Examination (2-hour) Closed book, 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MIS784 – Marketing Analytics

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ali Tamaddoni Jahromi*

*Trimester 3 Unit Chair: David Stewart*

*Previously: Customer Analytics*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class per week, 1 x 1.5 hour lab per week*

*Scheduled learning activities – cloud (online): 11 x 1.5 hour class (recordings provided) + 11 x 1.5 hour online seminar*

## Content

Students will learn how to apply models and metrics to gauge the effectiveness of a firm's marketing activities, in terms of the customer management, market share analysis, product management and communication. This unit will cover application of analytics to customer segmentation and profiling; social media analysis; predicting customer behaviour; and optimising profitability. The teaching materials are organized in a way that expose students to both theoretical and practical aspects of models and techniques. Students will also have an opportunity to work with real data (mostly from real cases) to implement the techniques and models.

## Assessment

- Data Analysis Case Study (1500 words) – 20%
- Data Analysis Case Study (3000 words) – 30%
- Examination (2 hours) – 50%

## Hurdle requirement

Students must achieve at least 50% of the marks available on the final exam.

# MIS793 – Business Analytics Project

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Ali Tamaddoni Jahromi*

*Trimester 2 Unit Chair: Ali Tamaddoni Jahromi*

*Trimester 3 Unit Chair: Ali Tamaddoni Jahromi*

*Cohort rule: This unit is only available to students enrolled in courses: M760, M761*

*Prerequisite: MIS772 and completion of 6 credit points of study at level 7 within the Master of Business Analytics with a minimum WAM of 65%*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: The project may be undertaken within an industry or research setting and will involve at least 22 hours of supervised contact, under the supervision of an academic and/or industry practitioners.*

*Scheduled learning activities – cloud (online): Learning resources are via CloudDeakin. The project may be undertaken within an industry or research setting and will involve at least 22 hours of supervised contact, under the supervision of an academic and/or industry practitioners.*

## Content

This unit provides students with an opportunity to apply skills and knowledge gained in Master of Business Analytics program to further enhance skills in Business Analytics. The unit is designed to be an advanced elective within the Masters program and aims to provide students with an opportunity to gain hands-on experience by working on an authentic Analytics project with a research or industry focus. The project may be undertaken within an industry or research setting under the supervision of an academic and, where appropriate, an industry practitioner.

*Note: This unit has a special enrolment process. Please email the unit chair for more information.*

## Assessment

- Assessment Task 1 (Individual) – Project Proposal (1500 words) 30%
- Assessment Task 2 (Individual) – Proof of Concept 30%
- Assessment Task 3 (Individual) – Written Report (2000 words) 40%

## MIS798 – Project Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MSC756*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bardo Fraunholz*

*Trimester 3 Unit Chair: Graeme Pye*

*Prerequisite: For M722 Students Only: Completion of 4 credit points of Postgraduate level study of which at least three must be MIS-coded units.*

*Corequisite: Nil*

*Incompatible with: SIT764*

*Scheduled learning activities – campus: 1 x 3 hour class per week (Please note: there will be some laboratory component, please see DeakinSync for details)*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 11 scheduled online workshops.*

### 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 and Agile 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 methodologies taught in this unit are based on Agile Project Management and the Project Management Body of Knowledge (PMBok). Aspects covered in this unit include: overviews of project management; the Agile philosophy; planning processes; project communication; human and social aspects of project management; procurement tools; techniques and enabling technologies. Students are also able to apply the learning and teamwork skills in a simulated project management environment.

### Assessment

- Assessment 1 (Group of up to four students) – Assignment (including individual reflection of 10%) 5,000 words, 50%
- Examination: (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MIS799 – Information Systems in Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bardo Fraunholz*

*Trimester 2 Unit Chair: Bardo Fraunholz*

*Cohort rule: Available to students enrolled in Master's level courses only*

*Prerequisite: Completion of 8 credit points of Postgraduate level study of which at least six must be MIS-coded units and must include MIS798*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) + 11 x 1 hour online seminar*

### Content

This is a capstone project unit that will provide students with the opportunity to develop Information Systems practice skills. The unit aims to provide students with an opportunity to gain hands-on experience by working on an authentic business problem from concept to solution under the guidance and direction of a team of academic staff and industry advisors.

On completion of the unit students should be able to:

1. Investigate a business problem and identify associated stakeholders and business processes
2. Identify and source information relevant to the business problem
3. Analyse the business processes and information to understand drivers and impacts
4. Explore and evaluate the utility of alternative IS driven solutions
5. Develop strategies for the successful implementation of the optimal solution

### Assessment

Learning portfolio – 100%.

## MIT399 – Applied Business Project (Study Tour)

*Enrolment modes: Trimester 2: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bardo Fraunholz*

*Prerequisite: MIS201 and MIS398, plus 14 credit points of units.*

*Corequisite: Nil*

*Incompatible with: MIS399*

*Scheduled learning activities – campus: The Applied Business Project study tour will be conducted in intensive mode over a two-week period. All students are required to attend all sessions during the study tour. The summary and post tour work will be required.*

### 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

Assessment 1 (Individual): Learning Portfolio – 100%.

## MIT799 – Information Systems in Practice (Study Tour)

*Enrolment modes: Trimester 2: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bardo Fraunholz*

*Cohort rule: Available to students enrolled in Master's level courses only*

*Prerequisite: Completion of 8 credit points of Postgraduate level study of which at least six must be MIS-coded units and must include MIS798*

*Corequisite: Nil*

*Incompatible with: MIS799*

*Scheduled learning activities – campus: The Information Systems in Practice study tour will be conducted in intensive mode over a two-week period. All students are required to attend all sessions during the study tour. The summary and post tour work will be required.*

### Content

This is a capstone project unit that will provide students with the opportunity to develop Information Systems practice skills. The unit aims to provide students with an opportunity to gain hands-on experience by working on an authentic business problem from concept to solution under the guidance and direction of a team of academic staff and industry advisors.

On completion of the unit students should be able to: 1. Investigate a business problem and identify associated stakeholders and business processes 2. Identify and source information relevant to the business problem 3. Analyse the business processes and information to understand drivers and impacts 4. Explore and evaluate the utility of alternative IS driven solutions 5. Develop strategies for the successful implementation of the optimal solution

### Assessment

Learning portfolio – 100%.

## MLC101 – Law for Commerce

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kim Teh*

*Trimester 2 Unit Chair: Jay Gul*

*Trimester 3 Unit Chair: Athula Pathinyake*

*Previously: Business Law*

*Cohort rule: Not available for Bachelor of Law students*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLL111*

*Scheduled learning activities – campus: 1 x 2-hour class and 1 x 1-hour seminar per week*

*Scheduled learning activities – cloud (online): 2-hour class (recordings provided) + 1-hour online seminar per week*

## Content

This unit provides the underlying concepts and purpose of commercial law. It covers the Australian legal system, the law relating to contract, business relationships and negligence.

## Assessment

- Case study – 3 mini case studies (250 words for each case) 15%
- Short Questions based on Case Study (1500 words) 25%
- Examination (2 hours) 60%

### Trimester 2 2019

- Case study – 3 mini case studies (250 words for each case) 20%
- Short Questions based on Case Study (1500 words) 30%
- Examination (2 hours) – 50%

## Hurdle requirement

Achieve at least 50% for the marks available on the examination and students must successfully complete the digital literacy module to gain access to the assessment dropdown.

From Trimester 2 2019: Nil

## MLC203 – Corporations Law

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Akshaya Kamalnath*

*Trimester 3 Unit Chair: Lang Thai*

*Cohort rule: Not available for Bachelor of Law students*

*Prerequisite: MLC101*

*Corequisite: Nil*

*Incompatible with: MLL221*

*Scheduled learning activities – campus: 1 x 2-hour class, 1 x 1-hour seminar per week*

*Scheduled learning activities – cloud (online): 2-hour class (recordings provided) + 1-hour online seminar per week*

## 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 2 hours 60%

## MLC206 – Marketing Law

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Vicki Huang*

*Cohort rule: Not available for Bachelor of Law students*

*Prerequisite: MLC101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2-hour class, 1 x 1-hour seminar per week*

*Scheduled learning activities – cloud (online): 2-hour class (recordings provided) + 1-hour online seminar per week*

## 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%

## MLC301 – Principles of Income Tax Law

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Monica Hope*

*Cohort rule: Not available for Bachelor of Law students*

*Prerequisite: MLC101 or MLC201 or MLL111*

*Corequisite: Nil*

*Incompatible with: MLL406*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour class (recordings provided) and 1 x 1 hour online seminar per week*

### 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 and Services Tax.

### Assessment

- Written Assignment (1500 words) – 20%
- Written Assignment (1500 words) – 20%
- Examination (3 hours) – 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MLC302 – Applied Commercial Law Project

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Must have passed five units in MLC203, MLC206, MLC301, MLC305, MLC309, MAA255, MLL344*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour workshop per week*

*Scheduled learning activities – cloud (online): 3-hour workshop (recordings provided) + 1-hour online seminar per week*

### Content

This unit provides an integrative, experiential-based learning experience for students completing the Commercial Law Major in the Bachelor of Commerce. The aim is to enable students to reflect on, further develop and apply the legal concepts and skill acquired throughout the commercial law major in thinking critically about and solving practical contemporary commercial problems. This will be achieved via a team-based project learning environment. Students will also be required to reflect regularly, both individually and jointly, on their progress and achievements throughout the trimester.

*Note: Online teaching methods require internet access.*

### Assessment

- Assessment 1: 20%
  - Reflective Journal 10% – Students will submit a reflective journal in weeks 3, 5, 7 and 9.
  - Project presentation 10% – (Presentation) oral if possible but may also use online streaming for off-campus.
- Assessment 2: 60%
  - Project report Group submission (4000 words)
- Assessment 3: 20%
  - Professional Identity Task – Assessment of the management and effectiveness of the team.

## MLC305 – Business Tax Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mark Bowler Smith*

*Cohort rule: Not available for Bachelor of Law students*

*Prerequisite: (MLC101, MLC301) or (MLL111, MLL406)*

*Corequisite: Nil*

*Incompatible with: MLL305*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*



## 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 (Individual) Case study (2500 words) 40%
- Examination (2 hours) 60%

## MLC309 – Employment Law

*Enrolment modes: Not offered in 2019*

*EFTSL value: 0.125*

*Cohort rule: Not available for Bachelor of Law students*

*Prerequisite: MLC101*

*Corequisite: Nil*

*Incompatible with: MLL342*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## 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

- Multiple Choice Questions Test – 20%
- Examination (2 hours) – 80%

## MLC310 – Sport and the Law

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jay Gul*

*Cohort rule: Not available for Bachelor of Law students*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLL371*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## 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

- Multiple Choice test and problem-based assignment (750 words) – 20%
- Assessment 2 (Group of 3–5) – Research Assignment: Critical Analysis and Reflection/Evaluation (1200 words) – 30%
- Examination (2 hours) – 50%

## MLC703 – Principles of Income Tax Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rami Hanegbi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA790, MLC731*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## 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 – Business Law

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Firew Tiba*

*Trimester 3 Unit Chair: Athula Pathinayake*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLC711, MLC730, MLM720*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## 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

- Assessment 1 (Group of 3) Research assignment (4000 words) 40%
- Examination (2 hours) 60%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MLC709 – Business Taxation Law and Policy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mark Bowler Smith*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## Content

This unit provides critical, conceptually informed and detailed coverage of taxation law and policy relating to taxation planning; tax avoidance and evasion; capital gains tax; taxation implications of the use of different business structures and the taxation of superannuation entities and contributions.

## Assessment

- Policy and law based research essay (2000 words) 20%
- Practical taxation legal problem report (2000 words) 20%
- Examination (2 hours) 60%

## MLC710 – Sport and the Law

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jay Gul*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

### 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

- Multiple Choice Test and Problem-based assignment (1000 words) 20%
- Research Assignment (1500 words) 30%
- Case design research portfolio (3000 words) 50%

## MLC713 – Corporate Insolvency Law and Policy

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: For students enrolled in M729: MLJ715.*

*All other students: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class (recordings provided) and 1 x 2 hour online seminar per week*

### Content

The significance of corporate insolvency laws was emphasised in the aftermath of the global financial crisis when a number of companies were unable to pay their debts and underwent insolvency proceedings. The Australian corporate insolvency law is contained in the Corporations Act 2001. This unit will include a study of the goals of insolvency law in a corporate context; the procedural aspects of the law; corporate insolvency cases and outcomes; Australian laws for cross-border insolvency; and international perspectives on corporate insolvency.

### Assessment

- Research essay (4000 words) 40%
- Examination (2 hours) 60%

## MLH401 – Legal Research Training

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: John Morss*

*Cohort rule: Must be enrolled in M412*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): No compulsory weekly contact. Students will, however, be in contact with their supervisors/advisers on a regular basis throughout the trimester, as agreed between the student and supervisor/adviser.*

### Content

This unit is one of two units required for completion of the LLB (Honours) degree. Students are required to demonstrate advanced knowledge and skills in the application of online and print research resources that relate to case law, legislation, and legal literature, and advanced writing skills that integrate critical thinking and synthetic analysis.

This unit will require students to demonstrate advanced abilities to:

1. Identify substantive legal issues that need to be researched, and to understand the social, political and theoretical contexts in which they are relevant. This requires students to acquire knowledge of the conventions of the Australian and (as relevant) the international legal system; knowledge about the reference sources available for that system; and an understanding of the dynamics that may influence the way the legal research question has been asked.
2. Formulate a research strategy and plan that utilises the variety of print based and electronic resources available, including bibliographic tools. This process is variously referred to in the literature as doctrinal research, library-based research, and bibliographic research.
3. Evaluate the currency, jurisdiction, and authority of the sources used and the material located. This involves a process of interpretation and critical analysis.
4. Synthesise the arguments from the material located by analysing how the cases, statutes, and other materials located fit together, and how the principles distilled from that synthesising process apply to the legal problem to be resolved.

### Assessment

Research Plan (7500 words) – 100%.

## MLH402 – Legal Research Project

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: John Morss*

*Cohort rule: Must be enrolled in M412*

*Prerequisite: MLH401*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: No compulsory weekly contact. Students will however be in contact with their supervisors/advisers on a regular basis throughout the trimester, as agreed between the student and supervisor/adviser.*

### Content

This unit is one of two units required for completion of the LLB (Honours) degree. Students are required to demonstrate advanced knowledge and skills in the application of online and print research resources that relate to case law, legislation, and legal literature, and advanced writing skills that integrate critical thinking and synthetic analysis. This unit will require students to demonstrate advanced abilities to:

1. Identify substantive legal issues that need to be researched, and to understand the social, political and theoretical contexts in which they are relevant. This requires students to acquire knowledge of the conventions of the Australian and (as relevant) the international legal system; knowledge about the reference sources available for that system; and an understanding of the dynamics that may influence the way the legal research question has been asked.
2. Formulate a research strategy and plan that utilises the variety of print based and electronic resources available, including bibliographic tools. This process is variously referred to in the literature as doctrinal research, library-based research, and bibliographic research.
3. Evaluate the currency, jurisdiction, and authority of the sources used and the material located. This involves a process of interpretation and critical analysis.
4. Synthesise the arguments from the material located by analysing how the cases, statutes, and other materials located fit together, and how the principles distilled from that synthesising process apply to the legal problem to be resolved.

### Assessment

Research Project (10,000 words) – 100%.

## MLI714 – Financial Advice Regulation (Intensive)

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: To be confirmed*

*Cohort rule: This unit is only available to students enrolled in N002, M769, M669, M569, M770, M640 and M540*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLC714, MLM717*

*Scheduled learning activities – cloud (online): Students will be required to access the Unit Site for reading and preparation work which will be available four weeks prior to the commencement of the intensive.*

*Students can expect to spend 130 hours undertaking the learning and assessment activities for this unit. Collaborative learning required both prior to and subsequent to the Intensive.*

*In-person attendance requirements: In addition to the online scheduled learning activities, this intensive unit requires students to attend 3 x 8 hour days of face to face intensive study at: location to be advised*

*Trimester 3 2019 Dates: not offered*

## Content

This unit gives students an advanced and integrated understanding of Financial Advice Regulation in Australia including the relevant sections of Chapter 7 of the Corporations Act 2001 (Cth). A wide range of topics will be covered such as financial crises, financial services and markets, financial services reforms in Australia, Australian Securities and Investments Commission (ASIC), Australian Prudential Regulation Authority (APRA), financial service providers, and financial services disclosure.

*Note: Please enrol by the deadline : [not offered in 2019] as places are limited.*

For further information please email [blres@deakin.edu.au](mailto:blres@deakin.edu.au).

## Assessment

- Assessment 1 Multiple choice quiz 20%
- Assessment 2: Case study (Presentation and written report (Group of 4) (3000 words) 50%
- Assessment 3: Written assessment, Business Report (Individual) (2500 words) 30%

## Hurdle requirement

Student must achieve 80% on the MCQ test and 50% of total available marks.

# MLJ701 – Legal Method and Statutory Interpretation

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Patricia Perlen*

*Trimester 3 Unit Chair: Claudio Bozzi*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2.5h class (recordings provided) + 1.5h online seminar per week*

## Content

This unit aims to equip students with the knowledge and ability to critically evaluate and effectively communicate legal research, method and reasoning. Topics include: the law in practice, law and justice, legal history, the Australian legal system, legal research, statutory interpretation and legal reasoning.

## Assessment

- Case Analysis Exercise (2000 words) – 20%
- Legal Research Exercise – 20%
- Statutory Interpretation Exercise [(5000 words) – 50%, plus Bibliography – 10%]

# MLJ702 – Contract Law and Policy

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jane Kotzmann*

*Trimester 3 Unit Chair: Paul McDonough*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Nil*

*Corequisite: MLJ701*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2 class (recordings provided) + 2h online seminar (live streamed and recordings provided)*



## Content

This unit aims to equip students with the knowledge and ability to apply and critically evaluate contract law and policy. Topics include: the theoretical foundation for contract law, contractual formation, contractual terms, vitiating factors, contractual performance and termination by agreement, breach of contract, frustration of contract and remedies.

## Assessment

- Student consultation regarding the student's preparation of Assessment Task 2 – 10%
- 3500 word problem-based question/essay – 40%
- Examination (2 hours) – 50%

## MLJ703 – Criminal Law and Policy

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Felicity Gerry*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Nil*

*Corequisite: MLJ701*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2.5h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided)*

## Content

This unit examines criminal law within its social and historical context, exploring how different conceptions of agency and autonomy have influenced constructions of criminal responsibility as well as the elements of various criminal offences. A number of different offences are covered and attention also is directed at alternative conceptions of these offences (what the law might be, particularly as addressed in contemporary law reform initiatives) as well as what the law currently is. Each topic is considered through an exposition of relevant principles or elements, followed by in-depth discussion of particularly significant law reform initiatives, policy debates and/or historical development.

## Assessment

- Multiple Choice Test – 20%
- Case Study (2000 words) – 20%
- Examination (2 hours) – 60%

## MLJ704 – Torts and Policy

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Neera Bhatia*

*Trimester 3 Unit Chair: Jason Taliadoros*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Nil*

*Corequisite: MLJ701*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2.5h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided)*

## Content

This unit examines the area of Tort Law in Australia and is divided into two main areas: intentional torts and unintentional torts. In this unit you will explore and critically examine the legal principles, theories and policies that regulate tortious liability. You will also gain a detailed understanding of the laws and principles of negligence that are increasingly receiving legal and public attention.

## Assessment

- Written Assignment (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ705 – Commercial Law and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Firew Tiba*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701 and MLJ702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2.5h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided)*

## Content

This unit will assist students to develop a defined level of understanding of areas of law that regulate commercial relationships and facilitate the conduct of commercial activity. Topics include: Agency relationships in commercial dealings; Sale of Goods [Goods Act 1958 (Vic)]; unconscionability, consumer guarantees and unfair contract provisions of the Australian Consumer Law [Competition and Consumer Act 2010 (Cth)]; and Insurance fundamentals [Insurance Contracts Act 1984 (Cth)]. Students will acquire in-depth knowledge by considering how the law aims to strike a balance between competing values, such as freedom of contract, security and certainty of transactions, fairness and consumer protection. Students will also examine contemporary developments both in the law and in professional practice.

## Assessment

- Online Test 10%
- Written Assignment (3000 words) 30%
- Examination (2 hours) – 60%

## MLJ706 – Law and Policy of Misleading Conduct and Product Liability

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sharon Erbacher*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701 and MLJ702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 3h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided)*

## Content

This unit has two major themes: examination of statutory and common law liability for false and misleading statements, and examination of statutory and common law liability for defective products. The unit will examine the principles, theories and policies underlying the laws that regulate liability for false and misleading statements, including the laws of defamation, deceit, injurious falsehood, negligent misstatement and the provisions in the Australian Consumer Law prohibiting false representations and misleading conduct. The principles, theories and policies underlying liability for defective products will also be examined.

## Assessment

- Written Assignment – Case Note (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ707 – Criminal Procedure and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Athula Pathinayake*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701 and MLJ703*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 2h online seminar (live streamed and recordings provided)*

## Content

In modern bureaucratic societies procedural rules and law have great significance. This unit examines criminal procedure law and policy within its social and historical context, exploring how the goals of efficiency and concern for victims have shaped the contemporary law of criminal procedure. The enduring tension in criminal procedure between effective crime investigation and the protection of civil rights is investigated in a number of selected topics, including police powers (arrest, search and seizure, fingerprinting, forensic procedures, questioning) and the supervisory role of courts in protecting the right of an accused to a 'fair trial.' Each topic is considered through an exposition of relevant law, followed by in-depth discussion of particularly significant law reform initiatives, policy debates and/or historical development.

## Assessment

- Oral Presentation – Bail Application (2000 words) – 20%
- Multiple Choice Test – 20%
- Examination (2 hours) – 60%

## MLJ708 – Civil Procedure, Alternative Dispute Resolution and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claudio Bozzi*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Must have successfully completed 5 Law units plus MLJ701, MLJ702 and MLJ704*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 2h online seminar (live streamed and recordings provided)*

### Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate civil procedure and alternative dispute resolution, and develop a deep appreciation of major policy issues and developments in the law. Topics include: the system of legal justice, commencement of proceedings, service of process, appearance, joinder of claims and parties, pleadings, amendment, discovery, costs, the trial, enforcement and alternative dispute resolution.

### Assessment

- Implementation of procedural rules (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ709 – Constitutional Law and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Oscar Roos*

*Cohort rule: For M729 (Juris Doctor) and M737 (Master of Legal Studies) students only*

*Prerequisite: Must have successfully completed 4 Law units plus MLJ701 – for students enrolled in M729 (Juris Doctor). For students enrolled in M737: Nil.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 2h online seminar (live streamed and recordings provided)*

### Content

This unit, in the first place, is concerned with providing you with a sound understanding of the fundamental principles of Australian constitutional law, including the rule of law, representative democracy, responsible system of government, the separation of powers and federalism. Subsequently, these principles are relied on for a detailed examination, among other things, of the three branches of Australian government – the court, legislature and the executive. The objective of this evaluation is to provide you with a general conceptual framework for solving issues concerning federal and state constitutional law.

### Assessment

- Assignment/Test (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ710 – Administrative Law and Policy

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Tan*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ709*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 2h online seminar (live streamed and recordings provided)*

### Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate administrative law, and develop a deep appreciation of major policy issues and developments in the law. Topics include: historical and constitutional contexts, the scope of judicial review, judicial review remedies, the grounds of judicial review, access to judicial review, restricting judicial review, tribunals and merits review, beyond courts and tribunals, and the value and effects of administrative law.

### Assessment

- Assessment 1 (Group of 3–5) – Research and writing problem (6000 words) – 50%
- Research Essay (5000 words) – 50%

## MLJ711 – Property Law and Policy

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vicki Huang*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ702 and MLJ704*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 3h class (recordings provided) + 1h online seminar (live streamed and recordings provided) per week*

### Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate property law, and develop a deep appreciation of major policy issues and developments in the law. Topics include: concept of property, personal property and fixtures, possession and adverse possession, doctrine of tenure, native title, doctrine of estates, leases, equitable interests in property, easements and mortgages.

### Assessment

- Assignment/Test (4000 words) – 35%
- Compose e-seminar discussion question – 5%
- Examination (2 hours) – 60%

## MLJ712 – Family Law and Policy

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Brienna Bagaric*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 1h online seminar (live streamed and recordings provided) per week*

### Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate family law, and develop a deep appreciation of major policy issues and developments in the law.

Topics include: the Family Law Act 1975, historical and jurisdictional developments in family law, property division, spousal maintenance, family violence, and marriage, divorce and nullity.

### Assessment

- Research and prepare a memorandum of advice (2000 words) 20%
- Court submission (2000 words) and presentation (5 minutes) 20%
- Family Law File (6000 words) 60%

## MLJ713 – Evidence Law and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shu Zhang*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ703 and MLJ707*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 2h online seminar (live streamed and recordings provided) per week*

### Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate evidence law, and develop a deep appreciation of major policy issues and developments in the law. Topics include: 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, identification evidence, unreliable evidence and corroboration, and discretion to exclude evidence.

### Assessment

- Assignment (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ714 – Workplace Law and Policy

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Matthew Lister*

*Cohort rule: For M729 (Juris Doctor) and M737 (Master of Legal Studies) students only*

*Prerequisite: MLJ701 and MLJ702 – for students enrolled in M729 (Juris Doctor). For students enrolled in M737 (Master of Legal Studies): Nil.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 1h online seminar (live streamed and recordings provided) per week*

### Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate workplace law, and develop a deep appreciation of major policy issues and developments in the law.

Topics include: defining the employment relationship, rights and responsibilities under an employment contract, employment regulation under the Fair Work Act 2009 (Cth) – An Overview, statutory employment standards, freedom of association, industrial victimisation and industrial action, discrimination and sexual harassment, workplace health and safety, and termination and enforcing workplace rights.

### Assessment

- Research Assignment (6000 words) 60%
- Examination (2 hours) 40%

## MLJ715 – Corporate Law and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Firew Tiba*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ702, MLJ703, MLJ704, MLJ711*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 2h online seminar (live streamed and recordings provided) per week*

### Content

This unit is designed to provide students with an advanced understanding of the fundamental principles and underlying company law, from the incorporation of companies, issues related to shares and shareholder rights, the internal corporate governance of companies, external administration of companies and the significant role of the Australian Securities and Investments Commission (ASIC) and the fundamental policies related to the disqualification of directors, continuous disclosure and its policy to whistle blowing. Particular emphasis is placed on the role and impact of companies in the modern society and the contemporary expectation that companies should be responsible citizens. Broader and fundamental theories of company law will be explored and compared, including the shareholder primacy theory, the enlighten shareholder value theory, the stakeholder theory and the director primary theory – all fundamental and complex corporate law debates that have not yet been resolved satisfactorily, but which are currently underpinned by a significant body of scholarly work and government reports in Australia and internationally.

### Assessment

- Essay and/or problem-based Research Assignment (3000 words) – 40 %
- Examination (2 hours) – 60%

## MLJ716 – Land Law and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Pieter Badenhorst*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ711*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 2h online seminar (live streamed and recordings provided) per week*



## Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate land law, and develop a deep appreciation of major policy issues and developments in the law. Topics include: concurrent interests in land, priorities in general land law, Torrens system of land registration, indefeasibility of title, statutory exceptions to indefeasibility, non-statutory exceptions to indefeasibility, disputes involving unregistered interests, paramount interests, and assurance funds.

## Assessment

- Problem-based Research Assignment (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ717 – Trusts and Equitable Remedies

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Paul McDonough*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ711 and MLJ716*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2.5h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided) per week*

## Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate trusts and remedies law, and develop a deep appreciation of major policy issues and developments in the law. Topics include: the relationship between common law and equity, fiduciary relationships, fiduciary remedies, equitable remedies for transactions, the nature of trust, trustee duties and rights, the creation of requirements for express trusts, resulting and constructive trusts, and charitable trusts.

## Assessment

- Assessment 1 (Group of 3–5) – Assignment (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ718 – Competition Law and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jay Gul*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Must have successfully completed 6 MLJ coded units, plus MLJ701, MLJ702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 1h online seminar (live streamed and recordings provided) per week*

## Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate competition law, and develop a deep appreciation of major policy issues and developments in the law. Topics include: development of competition law and policy (including restraint of trade), the goals of competition law, competition law economics, horizontal restraints, vertical restraints, misuse of market power, mergers, authorisation, remedies and procedure, and infrastructure access.

## Assessment

- Written Essay (5000 words) – 50%
- Examination (2 hours) – 50%

## MLJ719 – Intellectual Property and Policy

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Samantha Christie*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Must have successfully completed 2 MLJ coded units, plus MLJ701, MLJ702, MLJ705 and MLJ711.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 3 hour class (recordings provided) plus 1 x 1 hour online seminar (live streamed and recordings provided) per week*

## Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate intellectual property law, and develop a deep appreciation of major policy issues and developments in the law. Topics include: intellectual property theory, policy and organisation; copyright protection; the rights given by copyright, and how they are infringed; defences, remedies ownership and transmission of copyright; the designs registration system and its overlap with copyright; the rationales for patent protection; patentability; infringement of a patent; and trade marks policy.

## Assessment

- Assignment (4000 words)
  - Part A: legal writing exercise – 20%
  - Part B: discrete research task 20%
- Examination: 2 hours 60%

## MLJ720 – Legal Practice, Ethics and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Athula Pathinayake*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2.5h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided) per week*

## Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate the practice of law and the ethical obligations assumed upon becoming lawyers. Topics include: ethics, morality and the legal profession; admission to practice; money matters – cost agreements, disclosure statements and trust money; duties of lawyers to their clients; duties of lawyers to the Court; duties of lawyers to the Law and the Profession; complaints and discipline.

## Assessment

- Research Assignment (5000 words) – 50%
- Examination (2 hours) – 50%

## MLJ721 – Advanced Legal Professional Practice

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Karen Powell*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ702, MLJ703, MLJ704, MLJ705, MLJ706, MLJ707, MLJ708, MLJ709, MLJ711, MLJ713*

*Corequisite: MLJ715 and MLJ720*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided) per week*

## Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate advanced professional legal practice-related capabilities. Topics include: receiving instructions from clients; establishing client expectations; dealing with changing case dynamics; mediating and negotiating with lawyers; successful persuasion; understanding when to accept an offer; the considerations that influence judges; the importance of written submissions; the importance of case atmospherics; and, persuasive advocacy.

## Assessment

- Assessment 1 – (Individual) 35%
  - 1a: Pre-interview report and/or letter (1000 words) 20%
  - 1b: Client Interview video (5 minute student recording) 10%
  - 1c: Reflective written work (500 words) 5%
- Assessment 2 – 15%
  - 2a: Negotiations (Hurdle)
  - 2b: Written Assessment (500 words) 10%
  - 2c: Reflective written work (500 words) 5%
- Assessment 3 – 50%
  - 3a: Written Court Submission (1500–2000 words) 35%
  - 3b: Oral Argument (5 minute student recording) 10%
  - 3c: Reflective Written Work (500 words) 5%

## Hurdle requirement

Perform mid-trimester negotiation by assigned date and submit all assessment items.

## MLJ722 – International Commercial Law and Policy

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claudio Bozzi*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ702 and MLJ705*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided) per week*

### Content

This unit will provide an advanced perspective on a number of contractual, regulatory and professional issues arising from private transnational commercial transactions involving parties operating in two or more different foreign jurisdictions. It will equip students with expert knowledge of substantive topics covered in this unit and key professional skills enabling them solve complex practical international commercial law problems.

### Assessment

- Problem-based Research Assignment (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ723 – Taxation Law and Policy

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Karen Powell*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Must have successfully completed 4 MLJ coded units, plus MLJ701 and MLJ702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided) per week*

### Content

Taxation is a particularly important area of government activity. It impacts upon the directions and efficiency of the economy and ultimately affects the distribution of income in society and provides parameters within which government spending programs can be maintained. Tax planning, tax avoidance and tax fraud activities of taxpayers in today's economic environment have a significant impact on the way in which tax laws are currently shaped and also in their continuing development. This unit aims to develop a high level of understanding of the principles of public finance which inform the selection and framing of taxation laws, including the importance of direct and indirect taxes. Given that income taxation is an area with the greatest amount of legislation and legislative change, the greatest amount of reported decisions and the greatest number of administrative rulings, this unit examines in detail the legislative provisions of the Commonwealth income tax laws.

### Assessment

- Research Assignment (4000 words) – 40%
- Examination (2 hours) – 60%

## MLJ724 – Mergers and Acquisitions

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701, MLJ715 and MLJ718*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 2h class (recordings provided) + 1.5h online seminar (live streamed and recordings provided) per week*

### Content

This unit aims to equip students with the knowledge and ability to apply, critically evaluate and effectively communicate mergers and acquisitions law, and develop a deep appreciation of major policy issues and developments in the law. Topics include: prohibition on anti-competitive mergers; the clearance processes; merger remedies – enforceable undertakings; the authorisation process; overview; the 20% rule and permitted gateways; the 602 principles; types of bids; information to shareholders; compulsory acquisition; defensive strategies; and, the role of ASIC and the takeovers panel.

## Assessment

- Research Assignment (5000 words) – 50%
- Research Assignment (5000 words) – 50%

## MLJ725 – Employment Law Clinic

*Enrolment modes:*

*Trimester 1: Deakin Downtown*

*Trimester 2: Deakin Downtown*

*Trimester 3: Deakin Downtown*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Tisdale*

*Trimester 2 Unit Chair: Rebecca Tisdale*

*Trimester 3 Unit Chair: Rebecca Tisdale*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Successful completion of 7 core units, plus MLJ702 Contract Law and Policy*

*Corequisite: MLJ714*

*Incompatible with: Nil*

*In-person attendance requirements: Students must attend the clinic on the clinic open days. Attendance is compulsory for students to pass the unit.*

*Week 1–12 hours (2 x 6 hour days – Tuesday and Friday):*

*Day 1 – Induction; Day 2 – Overview of key legal topics under Employment Law.*

*Weeks 2–11 – Clinical work – 14.5 hours per week (2 x 7.25 hour days – Tuesday and Friday):*

*Weekly – attend clinic during the two open days each week, meet with clients, prepare documents and advice, review matters and proposed strategies with supervising lawyer.*

## Content

The Employment Law Clinic focuses on rights in the workplace, with a particular emphasis on the federal laws governing the employer/employee relationship and state and federal laws that prohibit discrimination. The unit will address issues such as the formation of an employment or independent contractor relationship, rights and obligations during the relationship and the termination of a relationship and may also address issues such as employment benefits, wage and hour claims, severance negotiations, union issues, workplace safety, and more.

Students work in an office environment using professional matter management systems, deal with clients, research and provide strategic legal solutions, and engage with various parties including clients, parties on the other side as well as supervisors and colleagues.

The Employment Law Clinic provides legal services over a range of legal issues in the area of Employment Law to give students professional experiences touching the key types of legal problems, parties, decision makers and tribunals that will give students an insight into the diversity and complexity of legal practice in the area of employment law.

The skills learnt in this unit will be useful for students who wish to practice law (particularly employment law), along with students interested in policy, government and social justice career pathways. The Clinic develops employment ready skills and gives students the opportunity to critically look at the legal systems and the opportunities to engage in law reform in the employment law domain.

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details. Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.*

## Assessment

- Practical assessment – 60%
- Written professional reflection (2000 words) – 20%
- Legal writing assessment (2000 words) – 20%

## Hurdle requirement

Minimum attendance with no more than one day absent on clinic days.

## MLJ726 – Family Law Clinic

*Enrolment modes:*

*Trimester 1: Deakin Downtown*

*Trimester 2: Deakin Downtown*

*Trimester 3: Deakin Downtown*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Syd Balachandran*

*Trimester 2 Unit Chair: Syd Balachandran*

*Trimester 3 Unit Chair: Syd Balachandran*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Successful completion of 7 core units, plus MLJ702*

*Corequisite: MLJ712*

*Incompatible with: Nil*

*In-person attendance requirements: Students must attend the clinic on the clinic open days. Attendance is compulsory for students to pass the unit.*



*Week 1–12 hours (2 x 6 hour days, Monday and Wednesday): Day 1 – Induction; Day 2 – Overview of key legal topics under Family Law.*

*Weeks 2–11 – Clinical work – 14.5 hours per week (2 x 7.25 hour days – Monday and Wednesday).*

## Content

The Family Law Clinic offers family law assistance to community members, while at the same time providing legal students the opportunity to gain invaluable practical experience. The Family Law Clinic will provide assistance and exposure to matters relating to divorce, parenting orders, property, family violence orders and assistance for orders reached by consent.

Students work in an office environment using professional matter management systems, deal with clients, research and provide strategic legal solutions, and engage with various parties including clients, parties on the other side as well as supervisors and colleagues.

The Family Law Clinic provides legal services over a range of legal issues in the area of Family Law to give students professional experiences touching on the key types of legal problems, parties, decision makers and courts that will give students an insight into the diversity and complexity of legal practice in the area of family law.

The skills learnt in this unit will be useful for students who wish to practice law (particularly family law), along with students interested in policy, government and social justice career pathways. Students will manage their own legal matters under supervision of Clinic supervisors and specialist legal practitioners from initial client intake and interview to final outcome and closing of file (subject to Clinic time limits). Students will develop professional skills through the challenge of applying theoretical legal knowledge to real world clients in order to develop strategic legal solutions that meet client needs.

The Clinic develops employment ready skills and gives students the opportunity to critically look at the legal systems and the opportunities to engage in law reform.

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details.*

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

## Assessment

- Practical assessment – 60%
- Written reflection (2000 words) – 20%
- Assessment of legal writing – 20%

## Hurdle requirement

Minimum attendance with no more than one day absent on clinic days.

# MLJ727 – Criminal Law Clinic

*Enrolment modes:*

*Trimester 1: Deakin Downtown*

*Trimester 2: Deakin Downtown*

*Trimester 3: Deakin Downtown*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Khushi Malhotra*

*Trimester 2 Unit Chair: Khushi Malhotra*

*Trimester 3 Unit Chair: Khushi Malhotra*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: Successful completion of 6 core units, plus MLJ703 and MLJ707*

*Corequisite: MLJ713*

*Incompatible with: Nil*

*In-person attendance requirements: Students must attend the Clinic on the Clinic open days.*

*Attendance is compulsory for students to pass the unit.*

*Week 1–12 hours (2 x 6 hour days – Tuesday and Friday): Day 1 – Induction; Day 2 – Overview of key legal topics under criminal law.*

*Weeks 2–11 – Clinical work – 14.5 hours per week (2 x 7.25 hour days – Tuesday and Friday):*

*Weekly – attend Clinic during the two open days each week, meet with clients, prepare documents and advice, review matters and proposed strategies with supervising lawyer.*

## Content

Students undertake a practical placement in the specialist Deakin Criminal Law Clinic ('the Clinic') based at the Deakin Downtown offices in the Melbourne CBD. The unit takes place in an environment which replicates a small to medium sized criminal defence firm. The Clinic provides services to clients who have been charged with summary or indictable offences. The Clinic also undertakes appeal work in appropriate cases.

Under the supervision of qualified specialist solicitors, students will be engaged in the criminal law process from commencement to conclusion. This includes providing legal advice to clients, undertake ongoing casework, undertaking legal research in relation to appeals, briefing counsel, and in appropriate cases, appearing for clients in court and or instructing counsel who appear for clients in court. Students also attend court, on a designated day to observe practitioners. Observing other members of the profession at work is a critical part of this learning experience.



By undertaking this unit, students acquire a diverse range of practical legal skills including: the capacity to undertake legal research and apply legal research to factual scenarios; the ability to synthesise professional, technical and ethical knowledge acquired in the law degree and apply it in a practical legal context; skills in critical thinking and legal judgment; the capacity to independently devise legal solutions for complex legal problems; and the capacity to identify and respond to ethical, moral and professional dilemmas in legal practice.

Students also develop an appreciation of social justice issues and have a heightened awareness of the operation of the criminal justice system, law reform needs and policy issues which face courts and criminal lawyers. The skills developed in this unit will be useful for students who wish to practice law (especially criminal law), along with students interested in policy, government and social justice career pathways

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details.*

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

## Assessment

- Practical assessment – 60%
- Written professional reflection (2000 words) – 20%
- Assessment 3 (Individual) – Legal writing assessment (2000 words) – 20%

## Hurdle requirement

Minimum attendance with no more than one day absent on Clinic days.

# MLJ728 – Contemporary Legal Issues

*Enrolment modes:*

*Trimester 2 – Burwood intensive*

*Trimester 3 – Burwood intensive*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Felicity Gerry*

*Trimester 3 Unit Chair: Marilyn McMahon*

*Cohort rule: For students in M729 Juris Doctor and M726 Master of Laws only*

*Prerequisite: M729 students – must have completed 8 law units. M726 students – must have completed 4 law units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Recommended: It is recommended that students undertake MLJ716 Land Law and Policy and MLJ711 Property Law and Policy prior to enrolling in this Intensive unit.*

*In-person attendance requirements: 30 contact hours: 6 contact hours per day (2 x 1-hour classes and 2 x 2-hour seminars) for 5 days*

*Trimester 2 2019 Burwood Intensive dates: 9am–4pm Monday 15th July to Friday 19th July 2019 (inclusive).*

*Trimester 3 2019 Burwood Intensive dates: Monday 3rd February–Friday 7th February 2020 (inclusive)*

*Topic: Indigenous Land Rights: From Terra Nullius to Mabo to Statutory Regimes to Treaty Talk*

## Content

This unit is explicitly intended to extend skills and knowledge developed in core subjects studied in the law curriculum by exploring key contemporary issues in a selected area of law. This is done with a lens provided by an externally recognised expert in the field. The Unit will focus on a specialist area while simultaneously investigating the wider implications for other areas. Students will analyse specific legal issues and controversies within the particular selected area, taking into account social attitudes, institutional practices, relevant laws and legal processes. (The specialist area that forms the subject of this unit will vary annually. Specific details will be identified by DLS and notified to students as these become known and prior to enrolment being made available). The essential focus of the Unit will be to reflect on issues of legal principle relating to specific emerging issues and controversies and to develop forward-thinking strategies and solutions to address emerging law and public policy issues.

- Trimester 2/2019 special topic: Modern Slavery: Corporate Responsibility, Organised Crime and Cyberlinkages
- Trimester 3/2019 special topic: Indigenous Land Rights: From Terra Nullius to Mabo to Statutory Regimes to Treaty Talk

*Note: Trimester 3: If enrolment quota is met, please email [buslaw@deakin.edu.au](mailto:buslaw@deakin.edu.au).*

## Assessment

- Assessment 1 (Individual) – pre-class 3-minute video recording – 15%.
- Proposal for written assignment (500 words) – 25%
- Written assignment (4000 words) – 60%

## Hurdle requirement

Completion and submission of the 3-minute video recording.

## MLJ729 – Contemporary International Legal Challenges (Intensive)

*Enrolment modes: Trimester 3 – Burwood (Melbourne) Intensive*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Felicity Gerry*

*Cohort rule: For students in M729 Juris Doctor and M726 Master of Laws only*

*Prerequisite: M729 students – must have completed 8 law units. M726 students – must have completed 4 law units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: 30 contact hours: 6 contact hours per day (2 x 1-hour classes and 2 x 2-hour seminars) for 5 days.*

*Trimester 3 2019 Burwood Intensive dates: 20th–24th January 2020.*

*Topic: International Climate Change Litigation with a focus on Corporate Responsibility and the Environmental and Community Rights impacts of deforestation.*

*Students will have the opportunity to do the following:*

- *Assess the prospects of litigation in a case, to include Constitutional and Corporate challenges.*
- *Consider policy and legislative change in relation to deforestation and climate change more generally.*
- *Ways to use international law to drive protection of forests, species and human rights.*

### Content

This unit as with MLJ728 Contemporary Legal Issues, is explicitly intended to extend skills and knowledge, developed in core subjects studied in the law curriculum, by exploring key contemporary issues in a selected area of law. This is done with a lens provided by an externally recognised expert in the field. The unit will focus on a specialist area while simultaneously investigating the wider implications for other areas. Students will analyse specific legal issues and controversies within the selected area, taking into account social attitudes, institutional practices, relevant laws and legal processes. (The specialist area that forms the subject of this unit will vary annually. Specific details will be identified by DLS and notified to students as these become known and prior to enrolment being made available). The essential focus of the unit will be to reflect on issues of legal principle relating to specific emerging issues and controversies and to develop forward-thinking strategies and solutions to address emerging law and public policy issues.

### Assessment

- Assessment 1 (Individual) – Video recording (3 mins) – 15%
- Essay Proposal (500 words) – 25%
- Assessment 3 (Individual) – Essay (4000 words) – 60%

### Hurdle requirement

Completion and submission of the 3-minute video recording prior to the commencement of the course.

## MLJ730 – Migration and Refugee Law and Policy

*Enrolment modes: Not offered in 2019*

*Trimester 3 Unit Chair: Matthew Lister*

*Cohort rule: For M729 (Juris Doctor) students only*

*Prerequisite: MLJ701 plus 3 credit points of MLJ coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 3 hour online class per week (recordings provided) plus 1 x 1 hour online e-seminar per week (streamed live and recordings provided)*

### Content

The unit aims to provide students with an understanding of migration law. The unit analyses the substantive and procedural rules and principles governing this area of law, and discusses policy considerations behind them, equipping students with the basic background needed to work in the area, as well as providing useful skills in statutory interpretation for students who wish to work in workplace or employment law, family law, and several areas of public policy, as well as providing necessary background awareness as to where immigration issues arise in these areas of law, as they regularly will in a cosmopolitan society such as Australia.

### Assessment

- Assessment Task 1 (Individual): Assignment (3000 words) 50%
- Examination: (2 hours) 50%

## MLL110 – Legal Research and Statutory Interpretation

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Daniel Goldsworthy*

*Trimester 2 Unit Chair: Oscar Roos*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Cloud Provided Learning Material (1.5 hours) plus 2 hour seminar per week plus 1 x 2 hour large group interactive learning experience (Weeks 4 and 5)*

*Scheduled learning activities – cloud (online): Cloud Provided Learning Material (1.5 hours) plus 2 hour Cloud seminar (live streamed and recording provided) per week plus 1 x 2 hour large group interactive learning experience (live streamed and recordings provided) (Weeks 4 and 5)*

### Content

MLL110 aims to equip students with legal knowledge and skills which will form the foundation of their legal education. Topics include: legal research skills, legal reasoning, the common law, legislation, statutory interpretation and the evolution of the Australian legal system.

*Note: It is highly recommended that LLB students study this unit in their first trimester.*

### Assessment

- Case Analysis (1000 words) – 20%
- Assessment 2 30% total:
  - Cloud (online) Legal Research test – 20 %; and
  - citation exercise – 10%
- Assessment 3 (Group of 4–5, 3000 words) – Statutory Interpretation Exercise 50% total:
  - Team exercise (2000 words) – 30%; and
  - Individual preparation of learning contract and student reflection (1000 words) – 20%

## MLL111 – Contract

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Athula Pathinayake*

*Trimester 2 Unit Chair: Gabrielle Wolf*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Nil*

*Corequisite: Students enrolled before 2019: MLL110*

*Students commencing from 2019: MLL110 and MLL113*

*Incompatible with: MLC101*

*Scheduled learning activities – campus:*

*For Trimester 1, 2019: 1 x 3 hour Class and 1 x 1 hour seminar per week*

*From Trimester 2, 2019: Cloud Provided Learning Material (including 2 hour recording) and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online):*

*For Trimester 1, 2019: 1 x 3 hour class (recordings provided) and 1 x 1 hour online seminar per week*

*From Trimester 2, 2019: Cloud Provided Learning Material (including 2 hour recording) and 1 x 2 hour Cloud seminar (live streamed and recording provided) per week*

### 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-related 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; contract formation; contractual terms and their interpretation; vitiating factors; termination of contracts and remedies.

### Assessment

- Multiple Choice Test – 10%
- Memo of Advice (2000 words) – 30%
- Assessment 3 – Examination (2 hours) – 60%

## MLL113 – Legal Communication and Ethical Decision Making

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kelly Green*

*Trimester 2 Unit Chair: Kelly Green*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Nil*

*Corequisite: MLL110*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Cloud Provided Learning Material (1.5 hours) plus 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Cloud Provided Learning Material (1.5 hours) plus 2 hour Cloud seminar (live streamed and recording provided) per week*

### Content

The unit aims to enable students to develop a number of important skills which are essential to success in both law studies and in legal practice, including: communication skills, legal analysis and problem-solving skills, legal research skills and legal referencing skills. Students will develop oral (including advocacy) skills, listening skills (e.g. the ability to deduce salient factors from provided information), written skills and an understanding of the importance of context in relation to communications.

Students will also develop the vital skill of applying the IRAC method to legal problems, further their research ability (crucial to success at law school and in practice), and practice referencing in accordance with the Australian Guide to Legal Citation (4th ed).

*Note: For Commencing Students from Trimester 1 2019.*

### Assessment

- Assessment 1: (Individual) – Written assignment on ethical decision making (2000 words) – 30%
- Assessment 2: (Individual) – Interview and supervisor brief (2000 words) – 30%
- Assessment 3: (Individual) – Letter of Advice to Client (2500 words) – 40%

## MLL114 – Criminal Law

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL214*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicole Siller*

*Trimester 2 Unit Chair: Nicole Siller*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Nil*

*Corequisite: Students enrolled before 2019: MLL110*

*Students commencing from 2019: MLL110 and MLL113*

*Incompatible with: MLL214, MLP233*

*Scheduled learning activities – campus: Cloud Provided Learning Material (including 1 hour recording); 1 x 1.5 hour large group interactive learning experience; and 1 x 1.5 hour seminar per week*

*Scheduled learning activities – cloud (online): Cloud Provided Learning Material (including 1h recording) + 1.5h large group interactive learning experience (live streamed and recording provided) + 1.5h seminar (live streamed and recording provided) per week*

### 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

- Assessment 1 Written Assignment Action Plan 10%
- Assessment 2 Written Assignment (Problem Question) 2000–3000 words 35%
- Examination 2 hours 55%

## MLL117 – Misleading Conduct and Economic Torts

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL107, MLL217*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sharon Erbacher*

*Trimester 3 Unit Chair: Monica Hope*

*Cohort rule: For Bachelor of Laws students only*

*Prerequisite: Nil*

*Corequisite: MLL111*

*Incompatible with: MLL217*

*Scheduled learning activities – campus: Cloud Provided Learning Material (including 2 hour recording) and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Cloud Provided Learning Material (including 2 hour recording) and 1 x 2 hour Cloud seminar (live streamed and recording provided) per week*

### 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 (1500 words) – 25%
- Examination (2 hours) – 75%

#### From Trimester 2 2019

- Problem Based Written Assignment (1500 words) – 25%
- Case analysis (1500 words) – 25%
- Examination (2 hours) – 50%

## MLL210 – Family Law

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL408*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Paul McDonough*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Students enrolled before 2019: MLL110*

*Students commencing from 2019: MLL110 and MLL113*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

### 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 (Individual) 3000 words 40%
- Assignment 2 (Individual) 5000 words 60%



## MLL213 – Torts

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)

Trimester 3: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Neera Bhatia

Trimester 3 Unit Chair: Jason Taliadoros

Cohort rule: (For Bachelor of Laws students only)

Prerequisite: Nil

Corequisite: Students enrolled before 2019: MLL110

Students commencing from 2019: MLL110 and MLL113

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week

From Trimester 3 2019: Cloud Provided Learning Material (including 1 x 2 hour recording) and 1 x 2 hour seminar per week

Scheduled learning activities – cloud (online): 3h class (recordings provided) + 1h online seminar per week

From Trimester 3 2019: Cloud Provided Learning Material (including 2h recording) + 2h Cloud seminar (live streamed and recording provided) per week

### 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 (battery, false imprisonment, assault, trespass to land, and the tort of intentional infliction of harm), and defences; negligence; nuisance; breach of statutory duty; vicarious liability; actions arising out of the death of another person; and remedies, in particular damages. The negligence component will cover a wide range of negligence claims, with a focus on claims for personal injury (including psychiatric injury), and deal with the elements of negligence, causation, contribution, proportionate liability, and defences.

### Assessment

- Problem-based Written Assessment (2500 words) – 40%
- Examination (2 hours) – 60%

## MLL215 – Commercial Law

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Cloud (online)

Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Firew Tiba

Trimester 2 Unit Chair: Firew Tiba

Cohort rule: (For Bachelor of Laws students only)

Prerequisite: MLL111

Corequisite: Nil

Incompatible with: MLC102

Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week

Scheduled learning activities – cloud (online): 1 x 3 hour class (recordings provided) and 1 x 1 hour online seminar per week

### Content

The unit aims to introduce students to areas of law which, together with contract, regulate commercial relationships and facilitate the conduct of various commercial transactions. Topics include:

- 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 (contract for sale of goods versus contract for work and materials supplied, passing of property, implied terms; Good Act 1958 (Vic));
- The unconscionability provisions, unfair contract terms and consumer guarantees regimes in Schedule 2 of the Competition and Consumer Act 2010 (Cth) (the Australian Consumer Law); and
- Insurance (nature and types of insurance, insurable interest, Insurance Contracts Act 1984).

### Assessment

- Assessment 1 (Individual): Written Assignment- 25%
- Examination (2 hours) – 75%

### From Trimester 2 2019

- Assessment 1 (Individual): Online Multiple Choice Quiz – 10%
- Problem-based Research Paper (2000 words) – 30%
- Examination (2 hours) – 60%

## MLL218 – Criminal Procedure

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Brienna Bagaric*

*Trimester 2 Unit Chair: Antje Kreutzmann-Gallasch*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Nil*

*Corequisite: MLL114 (previously coded MLL214)*

*Incompatible with: MLP233*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour class (recordings provided) and 1 x 1 hour online seminar per week*

### 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

- 2 Part Bail Application – 40% total
  - Part A: Oral Presentation (4 minutes) – 20%
  - Part B: Written Submission (1000 words) – 20%
- Examination (2 hours) – 60%

## MLL225 – Personal Injuries Compensation Schemes

*Enrolment modes: Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL315*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Jason Taliadoros*

*Prerequisite: MLL213*

*Corequisite: Nil*

*Incompatible with: MLL315*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 2 hour class (recordings provided) and 1 hour online seminar per week*

### Content

This unit aims to introduce students to personal injuries compensation schemes available in Victoria for workplace and transport accidents, namely the Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) (formerly 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 2 hours 60%

## MLL227 – Superannuation Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL317*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rami Hanegbi*

*Cohort rule: Must be enrolled in D312, D322, D323, D327, D331, D335, D367, D396, M312, M313.*

*Prerequisite: Students enrolled before 2019: MLL110*

*Students commencing from 2019: MLL110 and MLL113*

*Corequisite: Nil*

*Incompatible with: MLL317*

*Scheduled learning activities – campus: 1 x 2 hour class + 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

### Content

Due to its mandatory nature and the ageing of the population the superannuation sector is an increasingly important part of the economy. This unit aims to give students a broad and practical understanding of the important aspects of superannuation law. This includes giving students an understanding of the different type of superannuation funds, as well as many of the important rules regarding setting up and running complying superannuation funds. Some of the important issues that specifically affect the growing Self Managed Superannuation Fund (SMSF) sector will also be covered.

### Assessment

- Test 20%
- Written assignment 1500 words 20%
- Examination 2 hours 60%

## MLL228 – Alternative Dispute Resolution: Principles and Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL328*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nuannuan Lin*

*Prerequisite: MLL213*

*Corequisite: Nil*

*Incompatible with: MLL328*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

### Content

There has been an exponential developments of Alternative Dispute Resolution (ADR) programs both inside and outside the courts in Australia over the last three decades. As a growing number of clients choose to settle their disputes outside of the courtroom, it is becoming increasingly critical for contemporary lawyers to understand how ADR works, what areas it covers, and how it can be used more effectively. This unit on Alternative Dispute Resolution is the study of alternatives to court adjudication. This unit provides a broad overview of legal issues relevant to negotiators, mediators, arbitrators, and policy makers. It is designed to provide an in-depth examination of the legal issues surrounding ADR. This unit focuses on the primary processes of ADR, namely: negotiation, mediation, arbitration (including domestic and international commercial arbitration) and hybrid procedures.

The unit covers a wide range of topics, including theories of conflict resolution, multi-door approach to dispute resolution, principles and characteristics of ADR, the negotiation process, neutrality and impartiality of mediator, international commercial arbitration, ADR in family conflicts, restorative justice programs, and confidentiality and admissibility in ADR processes.

### Assessment

- Policy-based Research Paper (3000 words) – 40%
- Examination (open book) – 2 hours – 60%

## MLL235 – Legal Practice and Ethics

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL335*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tamsin Paige*

*Trimester 3 Unit Chair: Kim Teh*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL111*

*Corequisite: Nil*

*Incompatible with: MLL335*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 3h class (recordings provided) + 1h online seminar per week*

### 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

- Assessment 1 (Individual), Written assignment, 2500–3000 words, 40%
- Examination, 2 hours, 60%

## MLL244 – Chinese Commercial Law

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*Previously coded as: MLL344*

*EFTSL value: 0.125*

*Prerequisite: Students commencing M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MLC101 or MLL111.*

*Students enrolled in M312, D312, D322, D323, D331, D335, D396 before 2019: MLL110*

*Students commencing M312, D312, D322, D323, D331, D335, D396 from 2019: MLL110 and MLL113*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

### 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, banking and foreign exchange controls related to FIE's, labour and employment issues in foreign investment enterprises and dispute resolution.

### Assessment

- Written Assignment 3000 words 40%
- Examination 2 hours 60%

## MLL277 – International Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL377*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Morss*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Students enrolled before 2019: MLL110*

*Students commencing from 2019: MLL110 and MLL113*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

### 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

- Research Essay on individual topic to be approved by Unit Chair; completed and graded in stages with feedback – 40%
- Examination (2 hours) – 60%

## MLL282 – Indian Law

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*Previously coded as: MLL382*

*EFTSL value: 0.125*

*Prerequisite: MLC101*

*Prerequisite for M312 students: Nil*

*Corequisite: Nil*

*Incompatible with: MLL382*

*In-person attendance requirements: This unit requires students to attend a supervised study tour*

### 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 Session reviews (500 words per review), class presentations and participation in cultural and social events, 20%
- Assessment 2 (Individual) – Written Assignment (Reflective Journal) 2500 words, 30%
- Assessment 3 (Group of 3 students) – Written Assignment 5000 words, 50%

## MLL301 – International Litigation and Dispute Settlement – Jessup Moot

*Enrolment modes: To be advised*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: To be advised*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: No set class schedule, team members will be required to meet regularly with each other and with the Coordinator.*

### 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.

*Note: Quota applies; Enrolment by application to the Unit Chair only. Online teaching methods require internet access.*

### Assessment

- Written Assignment (Memoranda 1) (Group) 25%
- Written Assignment (Memoranda 2) (Group) 25%
- Presentation (Oral) 25%
- Assignment (Contribution to Teamwork) 25%

## MLL318 – Corporate Insolvency Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Abdullah Alajlan*

*Previously: Insolvency*

*Prerequisite: MLL110, MLL111, MLL213, MLL218, MLL214, MLL215, MLL331*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

### Content

When businesses are unable to pay their debts, there are significant legal consequences for parties connected with the business. This unit examines the meaning and nature of insolvency. It examines the potential consequences of insolvency for the individuals who ran the business and the rights and obligations of employees, creditors (including the Australian Taxation Office) and other parties linked to the business or its officers. The unit also explores the process leading to insolvency; other options that may be available to businesses in financial difficulty and the role of administrators and liquidators.

### Assessment

- Written assignment (group of 2 students, 3000 words) 40%
- Examination 2 hours 60%

## MLL319 – Sentencing Law and Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Theo Alexander*

*Prerequisite: MLL214, MLL218*

*Corequisite: Nil*

*Incompatible with: MLP301*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

### 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

- Research Assignment 2000 words 40%
- Examination 2 hours 60%

## MLL323 – Constitutional Law

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Oscar Roos*

*Trimester 3 Unit Chair: David Tan*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Students enrolled before 2019: Successful completion of MLL110 plus 5 additional Law (MLL) units. Students commencing from 2019: Successful completion MLL110 and MLL113 plus 5 additional Law (MLL) units.*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## 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

- Assessment 1 (Individual) – Online Test (short answer) – 40%
- Examination 2 hours 60%

## MLL325 – Land Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Samantha Hepburn*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL327*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## 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

- Assessment 1 (Group of 2 or Individual) – Problem Based Research (2000 words) – 20%
- Examination (2 hours) – 60%

## From Trimester 2 2019

- Assessment 1 (Group of 2 or Individual) – Problem Based Research (3000 words) – 40%
- Examination (2 hours) – 60%

## MLL327 – Property

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Pieter Badenhorst*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Successful completion of MLL111 plus 5 additional Law (MLL) units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 3h class (recordings provided) + 1h online seminar per week*

## 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, possession 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

- Multiple Choice test – 20%
- Assessment 2 (Individual or Group of 2) – Research Paper (1500 words) – 20%
- Examination (2 hours) – 60%

## MLL329 – Financial Services Regulation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL229*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Zehra Kavame Eroglu*

*Prerequisite: Students enrolled in M312, D312, D322, D323, D331, D335, D396 before 2019: MLL110.*

*Students commencing M312, D312, D322, D323, D331, D335, D396 from 2019: MLL110 and MLL113.*

*All other students: Nil*

*Corequisite: Nil*

*Incompatible with: MLL229*

*Scheduled learning activities – campus: 2 hour class plus 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 2 hour class (recordings provided) plus 1 hour online seminar per week*

### Content

This unit is designed to provide a broad overview of legal and policy issues relevant to lawyers, financial sector players, regulators, and policy makers. Financial services is one of the fastest growing sectors in the Australian and global economy. In the past decade, the global financial crisis has created new challenges for financial market participants and other stakeholders. Australia has accordingly developed a new regime to regulate all financial services. These developments require careful examination of the legal and policy issues associated with financial services regulation. This unit aims to equip students with a thorough understanding of the regulatory theories, regulatory institutions and relevant statutory provisions.

A wide range of topics will be covered, including global financial crisis in the 21st century, financial services and market, theories of financial regulation, financial services reforms in Australia, regulatory bodies and financial service providers, disclosure of financial and non-financial information, and the critical issues of compliance, enforcement, and remedies.

### Assessment

- Policy-based Research Paper (3000 words) – 40%
- Examination (open book) – 2 hours – 60%

## MLL330 – Health Law

*Enrolment modes: Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Neera Bhatia*

*Prerequisite: Law students enrolled before T1 2019: Successful completion of MLL111, MLL213, MLL114 (previously coded MLL214) and MLL323.*

*Law students enrolled from T1 2019 onwards: Successful completion of MLL111, MLL113, MLL213, MLL114 (previously coded MLL214) and MLL323.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 24 hours of intensive face-to-face contact in an extended seminar/workshop at the Burwood Campus. Group A will be required to attend between 10.00am and 4.00pm on Thursdays and Fridays in Week 2 & 4. Group B will be required to attend between 10.00am and 4.00pm on Mondays and Tuesdays in Week 3 & 5. Group C will be required to attend between 10.00am and 4.00pm on Thursdays and Fridays in Week 3 & 5*

*Scheduled learning activities – cloud (online): Students will engage with online lectures, multi-media and other resources presented in ten modules (averaging 2 hours of content per module plus readings) which can be undertaken intensively or spread out. They will also engage with related seminar/workshop activities independently and collaboratively online (to the equivalent of 24 hours of engagement with such activities), including a minimum of 3 hours of scheduled online seminars.*

### Content

This unit focuses on a wide range of contemporary issues in health law. It includes consideration of matters relevant to the provision of health services including the regulation of health professionals, informed consent, medical negligence, health information, and access to health care and medicines. It also examines how the law responds to the ethical, legal, and social issues raised by existing and emerging health technologies, and relevant to pre-conception, pregnancy and birth, throughout the life course, and end-of life decision making.

Students will learn about the theoretical framework surrounding health law, and develop skills that equip them to independently analyse, critique, and apply their legal knowledge within the field.

They will develop skills that will enable them to provide concise legal advice to plaintiffs and defendants involved in medical litigation, and to engage in policy or law reform activities pertinent to health service providers, public and private stakeholders, and society. In doing so, they will be challenged to demonstrate their ability to transmit their knowledge and skills to others and to generate solutions to complex problems.

### Assessment

- Online post – topic tests – 5%
- Assessment 2 (Working in Pairs) – Health Law Advice (2000 words) – 35%
- Research Paper (2500 words) – 60%

### Hurdle requirement

Students must complete all assessments to pass the unit.

## MLL331 – Corporate Law

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL221*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lang Thai*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Students enrolled before 2019: Successful completion of MLL110 plus 5 additional Law (MLL) units. Students commencing from 2019: Successful completion of MLL110 and MLL113 plus 5 additional Law (MLL) units.*

*Corequisite: Nil*

*Incompatible with: MLC203, MLL221*

*Scheduled learning activities – campus: 2h class + 1h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class + 1h class (recordings provided) + 1h online seminar per week*

### 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

- Assessment 1 (Group of 4) – Memorandum of Advice (4000 words) and Group Reflection (1000 words) – 40%
- Examination – 60%

## MLL332 – International Arbitration

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Justyna Sobczyk*

*Cohort rule: This unit is only available to students enrolled in D312 – Bachelor of Arts/Bachelor of Laws, D322 – Bachelor of Commerce/Bachelor of Laws, D323 – Bachelor of Laws/Bachelor of Arts (International Studies), D323 – Bachelor of Laws/Bachelor of International Studies*

*Prerequisite: MLL111, MLL215*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 11 x 2h class + 11 x 1h seminar*

*Scheduled learning activities – cloud (online): 11 x 1h class (recordings provided) + 11 x 1h online seminar*

### Content

The aims of the unit are to provide a thorough understanding of international institutional arbitration and work on current issues in arbitral practice, explain the emergence and development of international arbitration in the last hundred years as the principal method for the settlement of commercial disputes, examine the juridical nature of arbitration and provide an understanding of commercial and state investment arbitration agreements and tribunals.

### Assessment

- Assessment 1 (Individual) – Client Memorandum (2000 words) and Video Presentation (10 min) – 40%
- Drafting an Arbitral Award (3000 words) – 60%

## MLL334 – Evidence

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shiri Krebs*

*Trimester 2 Unit Chair: Daniel Goldsworthy*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL114 and MLL218*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Cloud Provided Learning Material (including 1h recording) + 1.5h large group interactive learning experience per week + 2h seminar in weeks 4–11*

*Scheduled learning activities – cloud (online): Cloud Provided Learning Material (including 1h recording) + 1.5h large group interactive learning experience (live streamed and recording provided) per week + 2h seminar (live streamed and recording provided) in weeks 4–11*

### 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

- Assessment 1 (Individual) – Witness Examination – Oral (15 mins) – 20%
- Problem-based and short answer questions (2000 words) – 30%
- Examination (2 hours) – 50%

### Hurdle requirement

Completion of the witness examination assessment (Assessment 1).

## MLL336 – International Commercial Law

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Shu Zhang*

*Prerequisite: MLL111 and MLL215*

*Prerequisite for BCom students: MLC101 Business Law*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

### Content

This unit provides an introduction to legal issues associated with international trade, and explores some of the more important areas of law affecting that activity. Topics covered include private international law, the international sale of goods, the international carriage of goods, international financing, the World Trade Organisation, foreign investment law, international dispute resolution and e-commerce law.

### Assessment

- Assignment (Research or Problem Based) 3000 words, 40%
- Examination 2 hours 60%

## MLL337 – Venture Law Clinic

*Enrolment modes:*

*Trimester 1: Deakin Downtown*

*Trimester 2: Deakin Downtown*

*Trimester 3: Deakin Downtown*

*Credit point(s): 1*

*Previously coded as: MLL413*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Syd Balachandran*

*Trimester 2 Unit Chair: Rebecca Tisdale*

*Trimester 3 Unit Chair: Rebecca Tisdale*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL111*

*Corequisite: MLL235*

*Incompatible with: MLL413*

*In-person attendance requirements: Weeks 1 to 11:*

*Tuesday 8.00am to 1.00pm and Thursday 8.00am–6.00pm*



## Content

The Venture Law Clinic is a transactional legal clinic that provides pro-bono legal information, advice and or assistance to seed and early stage entrepreneurial ventures. The Venture Clinic takes students through the life cycle of a real start-up, focusing on the various problems that companies encounter from formation, funding and investment, IPO, and into maturity. By simulating a small, business-focused law firm that provides business planning and legal information, it integrates and reinforces fundamental legal theories, principles and policies at an advanced level and in a practical way.

The Venture Law Clinic allows students to undertake the legal analysis involved in launching a new venture and acquire the legal acumen to deal with real business issues. Students gain first-hand experience in working with real start-up companies under the supervision of the course instructor and supervisor, and experienced legal practitioners, getting the opportunity to deepen and critically reflect upon their substantive legal knowledge in entrepreneurial law and business law while developing critical professional skills through the direct representation of start-up businesses.

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details.*

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

## Assessment

- Assessment 1 (Group of 3 students) – Hypothetical case study (2400 words) – 40%
- Assessment 2 (Group of 3 students) – Case study based on group's Venture Law Clinic client (3600 words) – 60%

## MLL338 – Legal Professional Practice

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Laws students only)*

*Unit chair: Cassandra Seery*

*Prerequisite: Students must have approval from the unit chair to enrol in this unit and successful completion of six (6) law units.*

*Corequisite: MLL235*

*Incompatible with: Nil*

*In-person attendance requirements: This unit will include 100–160 hours of legal workplace experience. No formal class attendance is required.*

## Content

This unit provides students with the opportunity to source and complete an approved placement in order to gain experience in a legal environment. Students will develop the ability to apply and deepen their theoretical knowledge of the law, improve vital oral and interpersonal communication skills, and further develop their legal and skills by applying them in a practical legal context.

*Note: Approval to enrol will be subject to the completion of an application and the availability of suitable supervisory arrangements.*

## Assessment

- Assessment 1 (Individual): Pre-placement tasks (1000 words) 20%
- Written Reflection (Self) (2500 words) 40%
- Assessment 3: Host Evaluation OR Report (Research) (2500 words) – Individual 40%

## Hurdle requirement

Complete a minimum of 100 hours of placement with an approved host organisation.

## MLL342 – Workplace Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Matthew Lister*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL111*

*Corequisite: Nil*

*Incompatible with: MLC309*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

### 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%

## MLL351 – Legal Internship

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cassandra Seery*

*Trimester 2 Unit Chair: Cassandra Seery*

*Trimester 3 Unit Chair: Karen Powell*

*Prerequisite: Successful completion of 6 Law (MLL) units.*

*Corequisite: MLL235*

*Incompatible with: Nil*

*In-person attendance requirements:*

*Students are required to complete:*

- (a) A supervised work placement (minimum 7.5 hours x 15 days) with a host organisation in a legal environment;
- (b) A mandatory 3-hour university induction prior to the commencement of the trimester; and
- (c) A debrief with the host supervisor at the end of the trimester.

### 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 of a lawyer. During their placement in the law firm or 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; advocacy.

*Note: Quota and special permission applies.*

Please see Legal Internship for selection criteria, application forms and further information.

### Assessment

- Pre-placement tasks (1000 words) – 20%
- Journal (5000 words) – 30%
- Host Assessment – 40%
- Cloud Deakin Participation: Students must post two substantial comments/reflections in relation to their placement experience – 10%

### Hurdle requirement

Minimum of 100 hours of placement with an approved host organisation.

## MLL355 – International Litigation and Dispute Settlement

*Enrolment modes: Trimester 1: Burwood (Melbourne), Study tour (as part of the Moot competition)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shu Zhang*

*Cohort rule: For Bachelor of Laws students only*

*Prerequisite: Students enrolled before 2019: MLL110*

*Students commencing from 2019: MLL110 and MLL113*

*Corequisite: (For students enrolled in Bachelor of Laws only)*

*Incompatible with: Nil*

*In-person attendance requirements: Study Tour: This unit requires students to attend a supervised study tour to participate in an international moot competition. Team members will be required to meet regularly with each other and with the coordinator.*

### 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.

*Note: Quota applies; Enrolment by application to the Unit Chair only.*

*Note: Continued enrolment in this unit is subject to attendance/participation, at Unit Chair's discretion.*

### Assessment

- Assessment 1 (group 4–12) – Memoranda 1 (35 pages) – 5%
- Assessment 2 (group 4–12) – Memoranda 2 (2 x 35 pages) – 25%
- Assessment 3 (Individual) – Oral Presentation – 40%
- Assessment 4 – Performance in the teamwork 30%

## MLL388 – International Financial Crime

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements:*

*Waterfront (Geelong) Intensive:*

*The unit is taught face to face intensively before the start of the trimester, i.e. there are no weekly classes during the trimester. Attendance is required at the following times: Room D2.330, Moot Court, Waterfront (Geelong) campus, 9am-4pm on the following days: Dates to be advised.*

*An assignment will be submitted in April and the final exam will be undertaken during the normal Deakin exam period. These classes will also be recorded for Cloud (online) enrolled students and available before the term commences.*

*Note: As this unit is offered in intensive mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

### 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%

## MLL391 – Civil Procedure and Dispute Resolution

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL112*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Claudio Bozzi*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Successful completion of MLL111 and MLL213 plus 5 additional Law (MLL) units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 3h class (recordings provided) + 1h online seminar per week*

### 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

- Assignment (Group of up to 3) 3000 words, 40%
- Examination (Open Book) 2 hours, 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MLL394 – Migration and Refugee Law and Policy

*Enrolment modes: Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Matthew Lister*

*Cohort rule: Must be enrolled in M312, D312, D322, D323, D331, D335, D396*

*Prerequisite: Students enrolled before 2019: MLL110 and must have successfully completed 3 Law (MLL) units.*

*Students commencing from 2019: MLL110 and MLL113 and must have successfully completed 3 Law (MLL) units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 9 x 3 hour class (recordings provided) + 4 x 1.5h interactive online seminars (livestreamed with recording provided)*

*Scheduled learning activities – cloud (online): 9 x 3h classes (recordings provided) + 4 x 1.5h interactive online seminar (livestreamed with recording provided)*

### Content

The unit aims to provide students with an understanding of migration law. The unit analyses the substantive and procedural rules and principles governing this area of law, and discusses policy considerations behind them. This unit equips students with the basic background needed to work in the area, as well as proving useful skills in statutory interpretation for students who wish to work in workplace or employment law, family law and several areas of public policy. This unit also provides the necessary background awareness as to where immigration issues arise in these areas of law, as they regularly will in a cosmopolitan society such as Australia.

### Assessment

- Assessment (individual) – Case Analysis (2000 words) – 40%
- Examination (individual) – 2 hours – 60%

## MLL405 – Equity and Trusts

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL321*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Paul McDonough*

*Trimester 3 Unit Chair: Michele Tucker*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL325 and MLL327*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2 x 2h class (recordings provided) + 1h online seminar per week*

### 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

- Assessment 1 (Group of 2 or individual) – Research Paper (3000 words) – 40%
- Examination (2 hours) – 60%

## MLL406 – Taxation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL322*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Monica Hope*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL111, MLL331 and must have successfully completed 8 Law units*

*Corequisite: Nil*

*Incompatible with: MLC301*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

### 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 (Letter of advice: Problem Based) 2000 words 40%
- Examination (2 hours) 60%

## MLL409 – Competition Law and Policy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL350*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jay Gul*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Successful completion of MLL111 plus 8 additional Law (MLL) units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*



## 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 3000 words 40%
- Examination 2 hours 60%

## MLL410 – Intellectual Property

*Enrolment modes:* Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)

*Credit point(s):* 1

*Previously coded as:* MLL374

*EFTSL value:* 0.125

*Trimester 1 Unit Chair:* Vicki Huang

*Cohort rule:* (For Bachelor of Laws students only)

*Prerequisite:* MLL111 and must have successfully completed 9 Law units

*Corequisite:* MLL327

*Incompatible with:* Nil

*Scheduled learning activities – campus:* 2h class + 1h seminar per week

*Scheduled learning activities – cloud (online):* 2h class (recordings provided) + 1h online seminar per week

## 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

- Assignment (3000 words) – 40%
- Assessment 2 Examination (2 hours) – 60%

## MLL412 – Civil and Commercial Law Clinic

*Enrolment modes:*

*Trimester 1:* Deakin Downtown

*Trimester 2:* Deakin Downtown

*Trimester 3:* Deakin Downtown

*Credit point(s):* 1

*EFTSL value:* 0.125

*Trimester 1 Unit Chair:* Syd Balachandran

*Trimester 2 Unit Chair:* Syd Balachandran

*Trimester 3 Unit Chair:* Syd Balachandran

*Cohort rule:* (For Bachelor of Laws students only)

*Prerequisite:* MLL111, MLL215

*Corequisite:* MLL235

*Incompatible with:* Nil

*In-person attendance requirements:*

*Weeks 1–11:* Monday 8.00am to 6.00pm and

*Wednesday 1.00pm–6.00pm*

## Content

The Clinic environment will provide students with a 360° experience of professional practice. Students work in an office environment, deal with clients, research and provide strategic legal solutions, and engage with various parties including clients, parties on the other side as well as supervisors and colleagues. The Clinic provides legal services over a range of legal issues chosen to give students professional experiences touching the key types of legal problems, parties, decision makers and tribunals that will give students an insight into the diversity and complexity of legal practice. The areas of legal practice are: contract, and consumer law and victims of crime compensation. Students will manage their own legal matter under supervision of Clinic supervisors and specialist legal practitioners from initial client intake and interview to final outcome and closing of file (subject to Clinic time limits). Students develop professional skills through the challenge of applying theoretical legal knowledge to real world clients in order to develop strategic legal solutions that meet client needs. The Clinic develops employment ready skills and gives students the opportunity to critically look at the legal systems and the opportunities to engage in law reform.

*Note:* Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details.

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

## Assessment

- File management – 50%
- Legal research and Memorandum of Advice (3000 words) – 30%
- Contribution to team file review meetings – 20%
  - Part A: Oral Presentation (10%)
  - Part B: Reflective Journal (10%)

## Hurdle requirement

Minimum attendance with no more than one day absent on clinic days.

# MLL414 – Employment Law Clinic

*Enrolment modes:*

*Trimester 1: Deakin Downtown*

*Trimester 2: Deakin Downtown*

*Trimester 3: Deakin Downtown*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Tisdale*

*Trimester 2 Unit Chair: Rebecca Tisdale*

*Trimester 3 Unit Chair: Rebecca Tisdale*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL111*

*Corequisite: MLL235, MLL342*

*Incompatible with: Nil*

*In-person attendance requirements: Students will be expected to devote approximately 150 hours of study to the unit. Students must attend the clinic on the clinic open days. Attendance is compulsory for students to pass the unit.*

*Week 1–15 hours over two days (Tuesday and Friday):*

*Day 1 – Induction; Day 2 – Overview of key legal topics under Employment Law.*

*Weeks 2–11 – Clinical work – 15 hours over two days (Tuesday and Friday): Weekly – attend clinic during the two open days each week, meet with clients, prepare documents and advice, review matters and proposed strategies with supervising lawyer.*

## Content

The Employment Law Clinic focuses on rights in the workplace, with a particular emphasis on the federal laws governing the employer/employee relationship and state and federal laws that prohibit discrimination. The unit will address issues such as the formation of an employment or independent contractor relationship, rights and obligations during the relationship and the termination of a relationship and may also address issues such as employment benefits, wage and hour claims, severance negotiations, union issues, workplace safety, and more.

Students work in an office environment using professional matter management systems, deal with clients, research and provide strategic legal solutions, and engage with various parties including clients, parties on the other side as well as supervisors and colleagues.

The Employment Law Clinic provides legal services over a range of legal issues in the area of Employment Law to give students professional experiences touching the key types of legal problems, parties, decision makers and tribunals that will give students an insight into the diversity and complexity of legal practice in the area of employment law.

The skills learnt in this unit will be useful for students who wish to practice law (particularly employment law), along with students interested in policy, government and social justice career pathways. The Clinic develops employment ready skills and gives students the opportunity to critically look at the legal systems and the opportunities to engage in law reform in the employment law domain.

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details.*

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

## Assessment

- Practical assessment – 60%
- Written professional reflection (2000 words) – 20%
- Legal writing assessment (2000 words) – 20%

## Hurdle requirement

Minimum attendance with no more than one day absent on clinic days.

## MLL415 – Family Law Clinic

*Enrolment modes:*

*Trimester 1: Deakin Downtown*

*Trimester 2: Deakin Downtown*

*Trimester 3: Deakin Downtown*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Syd Balachandran*

*Trimester 2 Unit Chair: Syd Balachandran*

*Trimester 3 Unit Chair: Syd Balachandran*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL111*

*Corequisite: MLL235, MLL210*

*Incompatible with: Nil*

*In-person attendance requirements: Students will be expected to devote approximately 150 hours of study to the unit. Students must attend the clinic on the clinic open days. Attendance is compulsory for students to pass the unit.*

*Week 1–15 hours over two days (Monday and Wednesday): Day 1 – Induction; Day 2 – Overview of key legal topics under Family Law.*

*Weeks 2–11 – Clinical work – 15 hours over two days (Monday and Wednesday).*

### Content

The Family Law Clinic offers family law assistance to community members, while at the same time providing legal students the opportunity to gain invaluable practical experience. The Family Law Clinic will provide assistance and exposure to matters relating to divorce, parenting orders, property, family violence orders and assistance for orders reached by consent.

Students work in an office environment using professional matter management systems, deal with clients, research and provide strategic legal solutions, and engage with various parties including clients, parties on the other side as well as supervisors and colleagues.

The Family Law Clinic provides legal services over a range of legal issues in the area of Family Law to give students professional experiences touching on the key types of legal problems, parties, decision makers and courts that will give students an insight into the diversity and complexity of legal practice in the area of family law.

The skills learnt in this unit will be useful for students who wish to practice law (particularly family law), along with students interested in policy, government and social justice career pathways.

Students will manage their own legal matters under supervision of Clinic supervisors and specialist legal practitioners from initial client intake and interview to final outcome and closing of file (subject to Clinic time limits). Students will develop professional skills through the challenge of applying theoretical legal knowledge to real world clients in order to develop strategic legal solutions that meet client needs.

The Clinic develops employment ready skills and gives students the opportunity to critically look at the legal systems and the opportunities to engage in law reform.

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details.*

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

### Assessment

- Practical assessment – 60%
- Written reflection (2000 words) – 20%
- Assessment of legal writing – 20%

### Hurdle requirement

Minimum attendance with no more than one day absent on clinic days.

## MLL416 – Criminal Law Clinic

*Enrolment modes:*

*Trimester 1: Deakin Downtown*

*Trimester 2: Deakin Downtown*

*Trimester 3: Deakin Downtown*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Khushi Malhotra*

*Trimester 2 Unit Chair: Khushi Malhotra*

*Trimester 3 Unit Chair: Khushi Malhotra*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL111, MLL214, MLL218*

*Corequisite: MLL235, MLL334*

*Incompatible with: Nil*

*In-person attendance requirements: Students will be expected to devote approximately 150 hours of study to the unit. Students must attend the Clinic on the Clinic open days. Attendance is compulsory for students to pass the unit.*

*Week 1–15 hours over two days (Tuesday and Friday): Day 1 – Induction; Day 2 – Overview of key legal topics under criminal law.*

*Weeks 2–11 – Clinical work – 15 hours over two days (Tuesday and Friday): Weekly – attend Clinic during the two open days each week, meet with clients, prepare documents and advice, review matters and proposed strategies with supervising lawyer.*

## Content

Students undertake a practical placement in the specialist Deakin Criminal Law Clinic ('the Clinic') based at the Deakin Edge offices in the Melbourne CBD. The unit takes place in an environment which replicates a small to medium sized criminal defence firm. The Clinic provides services to clients who have been charged with summary or indictable offences. The Clinic also undertakes appeal work in appropriate cases.

Under the supervision of qualified specialist solicitors, students will be engaged in the criminal law process from commencement to conclusion. This includes providing legal advice to clients, undertake ongoing casework, undertaking legal research in relation to appeals, briefing counsel, and in appropriate cases, appearing for clients in court and or instructing counsel who appear for clients in court. Students also attend the Duty Barristers' Scheme of the Victorian Bar, at either the Melbourne Magistrates' Court or the Dandenong Magistrates' Court, on a designated day to observe and assist the duty barrister who appears for unrepresented litigants to increase their exposure to the criminal law process. Observing other members of the profession at work is a critical part of this learning experience.

By undertaking this unit, students acquire a diverse range of practical legal skills including: the capacity to undertake legal research and apply legal research to factual scenarios; the ability to synthesise professional, technical and ethical knowledge acquired in the law degree and apply it in a practical legal context; skills in critical thinking and legal judgment; the capacity to independently devise legal solutions for complex legal problems; and the capacity to identify and respond to ethical, moral and professional dilemmas in legal practice.

Students also develop an appreciation of social justice issues and have a heightened awareness of the operation of the criminal justice system, law reform needs and policy issues which face courts and criminal lawyers. The skills developed in this unit will be useful for students who wish to practice law (especially criminal law), along with students interested in policy, government and social justice career pathways.

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details.*

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

## Assessment

- Practical assessment – 60%
- Written professional reflection (2000 words) – 20%
- Assessment 3 (Individual) – Legal writing assessment (2000 words) – 20%

## Hurdle requirement

Minimum attendance with no more than one day absent on Clinic days.

# MLL417 – Human Rights Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL302*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jane Kotzmann*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL110, MLL111, MLL213, MLL114, MLL323*

*Corequisite: Nil*

*Incompatible with: MLL302*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

## Content

The unit provides an overview of the development, substance and enforcement of international human rights law. Almost seven decades after the human rights regime emerged out of the disasters of the Second World War, human rights norms and institutions deeply inform the rhetoric, practice and theory of international law and politics, as well as the internal constitutional structures of many states (including Australia). Although the frailties of human rights as an ideal, an ideology or practice are evident, the concept of human rights has become a part of modern consciousness, a lens through which to see the world, a universal discourse, a potent aspiration.

This course uses the term 'human rights regime' to include post-1945 governmental, intergovernmental and nongovernmental institutions and practices in both national and international contexts in the recognition and protection of human rights.

## Assessment

- Written assignment (Individual) Research essay (2500 words) 50%
- Examination (Short-answer and essay questions) 2 hours, 50%

## MLL418 – Contemporary Legal Issues

*Enrolment modes:*

*Residential Period 3: Burwood intensive\**

*Trimester 3: Burwood intensive^*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Felicity Gerry*

*Trimester 3 Unit Chair: Marilyn McMahon*

*Cohort rule: (For Bachelor of Law students only)*

*Prerequisite: Must have completed 8 law units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Recommended: It is recommended that students undertake MLL325 Land Law and MLL327 Property prior to enrolling in this Intensive unit.*

*In-person attendance requirements: 30 contact hours: 6 contact hours per day (2 x 1-hour classes and 2 x 2-hour seminars) for 5 days.*

*\* Residential 3: 9am-4pm Monday 15th July to Friday 19th July 2019 (inclusive). Topic: Modern Slavery: Corporate Responsibility, Organised Crime and Cyberlinkages*

*^ Trimester 3: Monday 3rd February to Friday 7th February 2020 (inclusive). Topic: Indigenous Land Rights: From Terra Nullius to Mabo to Statutory Regimes to Treaty Talk*

## Content

This unit is explicitly intended to extend skills and knowledge, developed in core subjects studied in the law curriculum, by exploring key contemporary issues in a selected area of law. This is done with a lens provided by an externally recognised expert in the field. The unit will focus on a specialist area while simultaneously investigating the wider implications for other areas.

Students will analyse specific legal issues and controversies within the selected area, taking into account social attitudes, institutional practices, relevant laws and legal processes.

*Note: Residential 3 Census Dates*

Trimester 3: If the enrolment quota is met, please email [buslaw@deakin.edu.au](mailto:buslaw@deakin.edu.au)

## Assessment

- Assessment 1 (Individual) – pre-class 3-minute video recording – 15%
- Proposal for written assignment (500 words) – 25%
- Written assignment (4000 words) – 60%

## Hurdle requirement

Completion and submission of the 3-minute video recording.

## MLL419 – Contemporary International Legal Challenges (Intensive)

*Enrolment modes: Trimester 3: Burwood (Melbourne) Intensive*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Felicity Gerry*

*Cohort rule: (For Bachelor of Law students only)*

*Prerequisite: Must have completed 8 law units*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: 30 contact hours: 6 contact hours per day (2 x 1-hour classes and 2 x 2-hour seminars) for 5 days.*

*Trimester 3 2019 Burwood Intensive dates: 20th–24th January 2020. Topic: International Climate Change Litigation with a focus on Corporate Responsibility and the Environmental and Community Rights impacts of deforestation.*

*Students will have the opportunity to do the following:*

- *Assess the prospects of litigation in a case, to include Constitutional and Corporate challenges.*
- *Consider policy and legislative change in relation to deforestation and climate change more generally.*
- *Ways to use international law to drive protection of forests, species and human rights.*



## Content

This unit, as with MLL418 Contemporary Legal Issues, is explicitly intended to extend skills and knowledge, developed in core subjects studied in the law curriculum, by exploring key contemporary issues in a selected area of law. This is done with a lens provided by an externally recognised expert in the field. The unit will focus on a specialist area while simultaneously investigating the wider implications for other areas. Students will analyse specific legal issues and controversies within the selected area, taking into account social attitudes, institutional practices, relevant laws and legal processes. (The specialist area that forms the subject of this unit will vary annually. Specific details will be identified by DLS and notified to students as these become known and prior to enrolment being made available). The essential focus of the unit will be to reflect on issues of legal principle relating to specific emerging issues and controversies and to develop forward-thinking strategies and solutions to address emerging law and public policy issues.

## Assessment

- Assessment 1: Video recording (Individual), 3-minutes, 15%
- Assessment 2: Essay Proposal (Individual) (500 words), 25%
- Assessment 3: Essay (Individual) (4000 words) 60%

## Hurdle requirement

Completion and submission of the 3-minute video recording is a hurdle requirement.

## MLL424 – Administrative Law

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL324*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Oscar Roos*

*Trimester 3 Unit Chair: Jay Gul*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: MLL323*

*Corequisite: Nil*

*Incompatible with: MLL324*

*Scheduled learning activities – campus: 3h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 3h class (recordings provided) + 1h online seminar per week*

## Content

The unit initially considers the nature of public power in the context of Australian constitutionalism, with a particular emphasis on administrative decision-making. It then examines the scope and limits of judicial review of administrative action, including the grounds and remedies available to courts of law. Judicial review is subsequently contrasted with extra judicial modes of review by administrative tribunals and by ombudsmen. Finally the unit considers the importance of information about government decision-making, and how information can be obtained from government agencies under freedom of information and other laws.

## Assessment

- Assignment (Take Home Problem Question) 3000 words 50%
- Examination (Closed Book) 2 hours 50%

## MLL426 – Mining and Energy Law

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MLL316*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Samantha Hepburn*

*Prerequisite: MLL325 and MLL327*

*Corequisite: Nil*

*Incompatible with: MLL316*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

## Content

Australia is a country rich in non-renewable mineral resources as well as renewable energy sources. The extraction of minerals and hydro-carbons, petroleum, natural gas, unconventional gas forms an enormous component of the domestic and international market. In addition, with the progression of a green economy, the emergence of renewable energy forms, such as solar and wind power and the promotion of carbon offset regimes has seen rapid growth. With the onset of global energy shortages, these industries will continue to expand and develop. This unit aims to provide students with a comprehensive understanding of the regulatory frameworks that underpin mining and energy law in Australia. It teaches students about the ownership framework, the licencing and royalty system and the environmental framework as they apply at both state and federal levels. The unit focuses upon the legal issues relevant to the development of energy industries within Australia; this includes an evaluation of the new regulatory frameworks which have evolved in response to the pricing of carbon and the rapid expansion of the unconventional gas industry in the Eastern states.

## Assessment

- Written assignment (group of 2, 3000 words) 40%
- Examination 2 hours 60%

## MLL427 – Advanced Legal Problem Solving and Persuasion

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (for Bachelor of Laws students only)*

*Prerequisite: Must have passed MLL114, MLL213, MLL117, MLL215, MLL218, MLL221, MLL323, MLL327, MLL334, MLL235, MLL391*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning and 3 x 3 hour workshops in the first half of the trimester.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning and 3 x 3 hour scheduled online workshops.*

## Content

This unit is designed to help students draw together substantive law subject learning in previous studies with opportunities for practical professional and legal skill development. It will extend and refine skills introduced in previous units, most notably MLL113 Legal Writing and Ethical Decision-making.

This unit teaches students how to strategically approach issues faced by clients and to develop (written and oral) techniques to effectively influence the reasoning and behaviour of other individuals in the legal process. Students will develop important oral presentation skills of relevance to communicating, negotiating and persuading audiences in both general business and specific legal practice contexts.

Topics include: receiving instructions from clients; establishing client expectations; dealing with changing case dynamics; mediating and negotiating with lawyers; successful persuasion; understanding when to accept an offer; the considerations that influence judges and other decision makers; the importance of written submissions; the importance of case atmospherics; and persuasive advocacy.

The unit will also allow students to develop capabilities of being a reflective legal practitioner who can appreciate current and future trends in professional legal practice and to use such reflective skills to plan for future satisfying careers.

## Assessment

- Assessment 1: (Group 2–6) Practical oral exercise (25%) and written task – (3500 words) (25%) – 50%
- Assessment 2: (Individual) Practical oral exercise (15%) and written task – (2000 words) (15%) – 30%
- Assessment 3: (individual) Reflective professional perspective on valued capabilities – (2000 words) – 20%

# MLL442 – Advanced Legal Practice

*Enrolment modes: Trimester 3: Burwood Intensive*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Nicole Siller*

*Cohort rule: (For Bachelor of Laws students only)*

*Prerequisite: Students must have approval from the unit chair to enrol in this unit, MLL235 plus successful completion of 5 additional law units.*

*Corequisite: Nil.*

*Incompatible with: Nil*

*In-person attendance requirements: 30 classroom contact hours: 6 contact hours per day (2 x 1-hour classes and 2 x 2-hour seminars) for 5 days and 2–6 Courtroom observation hours. Attendance is required.*

## Content

This unit is explicitly intended to extend skills and knowledge, developed in core subjects studied in the law curriculum, by exploring the relationship between theory, practice and the legal profession. This is done with a lens provided by an externally recognised expert in the field. Students will be challenged by emerging legal issues found in legal practice (within the selected area), taking into account institutional practices, relevant laws and legal processes. Students will be required to employ the skills they have developed throughout the course of their legal studies (eg, legal research and writing skills, critical thinking skills, etc) to produce output as required by practice to the legal problem under study (eg, legal pleading, application, letter of advice, etc). The specialist area that forms the subject of this unit may vary annually. Specific details will be identified by DLS and notified to students as these become known and prior to enrolment being made available. The essential focus of the unit will be to expose students to the practice of law and how it intersects with the theory and doctrine learned throughout their studies; to reflect on issues of legal principle relating to specific issues and controversies and to develop responses as governed by legal practice.

This unit provides students with a unique and invaluable opportunity to engage with some of the foremost experts and practitioners during their time at university.

By undertaking this unit, students acquire a diverse range of practical legal skills including: the capacity to undertake legal research and apply legal research to factual scenarios; the ability to synthesise professional, technical and ethical knowledge acquired in the law degree and apply it in a practical legal context; skills in critical thinking and legal judgment; the capacity to independently devise legal solutions for complex legal problems; and the capacity to identify and respond to ethical, moral and professional dilemmas in legal practice.

Students also develop an appreciation of social justice issues and have a heightened awareness of the operation of the criminal justice system, law reform needs and policy issues which face courts and criminal lawyers. The skills developed in this unit will be useful for students who wish to practice law (especially criminal law), along with students interested in policy, government and social justice career pathways.

Note: Trimester 3 2019 Dates:

- Thursday 28 November 2019
- Friday 29 November 2019
- Monday 2 December 2019
- Tuesday 3 December 2019
- Thursday 5 December 2019
- Friday 6 December 2019
- Friday 13 December 2019

The T3 2019 offering of MLL442 will focus on “Perspectives from the Bench”. Dr. Siller will teach this unit which will feature guest lectures from various Victorian judges. Judges will present on topics including: ethical decision-making, civil disobedience, statutory interpretation and the judiciary in comparative perspective.

Places are limited. Most sessions will take place in the CBD. Attendance is mandatory.

Please email the unit chair ([n.siller@deakin.edu.au](mailto:n.siller@deakin.edu.au)) to enrol into the unit. Your email should include an expression of interest and your CV.

*Note: Students may be required to obtain a Police Check before undertaking this unit.*

## Assessment

- Assessment 1 (group of two or individual) In Class Presentation (15–20 minutes): 25%.
- Written Reflection (Self) (1000 words): 15%
- Problem Based Written Assignment (4000 words) 60%

## Hurdle requirement

Mandatory attendance.

## MLL444 – Special Topics in Cyber Law

*Enrolment modes: Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Vicki Huang*

*Prerequisite: Must have completed 8 law units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent learning (pre-recorded material) (totalling 27 hours), 3 x 1 hour e-seminars (live-streamed with recording provided), 1 x 3 hour revision classes (live-streamed with recordings provided).*

### Content

This unit has three modules.

Module 1 – Intellectual property and the internet. The following topics will be examined: What is the internet?; approaches to regulation; copyright law and specific internet issues such as peer-to-peer transactions and user-generated content; intermediary liability; intermediary involvement in remedial action. Domain names and their national and international regulation.

Module 2 – Privacy law and the internet. The following topics will be examined: Common law privacy protection – Australia, UK and US compared; debate over a statutory privacy tort in Australia. Data law and the internet: The current Commonwealth privacy and data protection regimes. Current laws and reform initiatives in relation to data breach. The Victorian privacy and data protection regime (eg health records). The role of the privacy/ data protection commissioner.

Module 3 – Current issues in cyber law. Many data breaches and cyber security “crimes” or harms are unprecedented. That is, the legal issues involved with such harms have not been articulated in the courts or legislature. Identifying potential legal issues in relation to internet dependent products and processes will be discussed in this module through guest lectures and student generated content.

The primary mode of delivery is online. There will be a three hour “launch” class at each campus in week 1. Students will receive an overview of the unit. The launch seminar will also provide instruction on use of Deakin online video services for assessment one and allow students to form or meet their groups.

After completing the online lectures, students will attend two “revision” classes. These will be conducted wholly online. Here, student generated MCQs will provide the content for the revision.

### Assessment

- Student written multiple choice question based on Module 1 or 2 (200–500 words) – 15%
- Assessment 2 (Groups of 2–4) – 2 parts, 25% total:
  - Part A Student generated video presentation based on Module 3 (4–8 minutes) – 20%
  - Part B – The group must draft a single narrated bill detailing the time and dollar value to be charged for each team member’s input (500–1000 words) – 5%
- Final Examination (individual) – 2 hours – 60%

### Hurdle requirement

Students must submit all assessment tasks

## MLM070 – Academic Induction for Professional Accounting and Law

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Zehra G. Kavame Eroglu*

*Trimester 2 Unit Chair: Rami Hanegbi*

*Trimester 3 Unit Chair: Rami Hanegbi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*Compulsory online orientation in Cloud*

### Content

This induction will run as an online unit. Cloud and Burwood students will be able to complete the induction remotely. Students are required to complete this unit within the first trimester of their enrolment.

### Assessment

Online MCQ, 100%.

### Hurdle requirement

Achieve at least 75% of the marks available on Assessment 1.

## MLM703 – Chinese Commercial Law

*Enrolment modes: Not Offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLL703*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

*In-person attendance requirements: Study tour: Students will be required to attend a supervised study tour*

### 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; banking and foreign exchange controls related to FIE's; labour and employment issues in foreign investment enterprises and dispute resolution.

*Note: The Deakin Law School reserves the right to not offer a study tour in any given year entirely at its discretion. Indication of interest in a study tour is not an assurance that the study tour will be offered. Students should always identify an alternative unit to a study tour unit when planning their course.*

### Assessment

- Written Assignment 4000 words 50%
- Examination 2 hours 50%

## MLM704 – Foundations of Law

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Patricia Perlen*

*Trimester 2 Unit Chair: Kelly Green*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

### Content

The Foundations of Law unit will allow students to:

- demonstrate a critical understanding of the formation, structure and administration of the legal system in Australia
- apply relevant reasoning and interpretation methodologies to analyse case law and legislation; undertake independent legal research, and apply appropriate research strategies, to locate relevant primary and secondary sources of law
- construct a written solution to a complex legal problem by analysing relevant factual, legal and policy issues.

### Assessment

- Online Legal Research Test – 30%
- Case Analysis Exercise (2000 words) – 20%
- Statutory Interpretation Exercise (5000 words) – 50%



## MLM705 – Research Methodology

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Britt Tevis*

*Trimester 2 Unit Chair: John Morss*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

### Content

This unit will require students to demonstrate advanced abilities to:

- identify substantive legal issues that need to be researched, and to understand the social, political and theoretical contexts in which they are relevant. This requires students to acquire knowledge of the conventions of the Australian and (as relevant) the international legal system; knowledge about the reference sources available for that system; and an understanding of the dynamics that may influence the way the legal research question has been asked.
- formulate a research strategy and plan that utilises the variety of print based and electronic resources available, including bibliographic tools. This process is variously referred to in the literature as doctrinal research, library-based research, and bibliographic research.
- evaluate the currency, jurisdiction, and authority of the sources used and the material located. This involves a process of interpretation and critical analysis.
- synthesise the arguments from the material located by analysing how the cases, statutes, and other materials located fit together, and how the principles distilled from that synthesising process apply to the legal problem to be resolved.

### Assessment

Research Plan (7500 words) – 100%.

## MLM706 – Corporate Governance

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jean Du Plessis*

*Prerequisite: For students enrolled in M729: MLJ715.*

*All other students: Nil*

*Corequisite: Nil*

*Incompatible with: MLL706*

*Scheduled learning activities – cloud (online): 1 x 2h Class (recordings provided) + 1 x 1 hour online seminar per week*

*In-person attendance requirements: 1 x 2h Class (recordings provided) + 1 x 1 hour seminar per week*

### 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

- Assignment 1 – Written Research Paper (1500 words) – 25%
- Assignment 2 – Written Research Paper (1500 words) – 25%
- Assignment 3 – Written Research Paper (3000 words) – 50%

## MLM707 – Research Thesis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne) Intensive, Cloud (online)*

*Trimester 2 Burwood (Melbourne) Intensive, Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Sandeep Gopalan*

*Trimester 2 Unit Chair: Amir Pichhadze*

*Prerequisite: MLM705*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 online seminar per week*

*In-person attendance requirements: Burwood (Melbourne) Intensive: This unit will be taught in intensive mode on 3 days between 9.00am and 4.30pm.*

### Content

This unit will require students to demonstrate, by completion of a research project, advanced abilities to:

- identify substantive legal issues that need to be researched, and to understand the social, political and theoretical contexts in which they are relevant. This requires students to acquire knowledge of the conventions of the Australian and (as relevant) the international legal system; knowledge about the reference sources available for that system; and an understanding of the dynamics that may influence the way the legal research question has been asked.
- formulate a research strategy and plan that utilises the variety of print based and electronic resources available, including bibliographic tools. This process is variously referred to in the literature as doctrinal research, library-based research, and bibliographic research.
- evaluate the currency, jurisdiction, and authority of the sources used and the material located. This involves a process of interpretation and critical analysis.
- synthesise the arguments from the material located by analysing how the cases, statutes, and other materials located fit together, and how the principles distilled from that synthesising process apply to the legal problem to be resolved.

### Assessment

Research Thesis (10,000–12,000 words) – 100%.

## MLM712 – International Intellectual Property Law

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

### 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 5000 words 50%
- Written Assignment 2 2500 words 25%
- Written Assignment 3 2500 words 25%

## MLM715 – Health Law

*Enrolment modes: Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Jason Taliadoros*

*Prerequisite: For students enrolled in M729: MLJ701, MLJ702, MLJ703, MLJ704 and MLJ709.*

*All other students: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

## Content

This unit aims to give an advanced and integrated understanding of Australian health law. Over the course of a trimester, students will gain a wealth of knowledge and critical perspectives on current and emerging legal issues relating to health care and policy ramifications.

## Assessment

- Policy-based Research Paper (4000 words) – 40%
- Examination (open book) – 2 hours – 60%

# MLM716 – Alternative Dispute Resolution: Principles and Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Athula Pathinayake*

*Prerequisite: For students enrolled in M729 Juris Doctor: MLJ701, MLJ704. All other students: Nil.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

## Content

This unit gives students an advanced and integrated understanding of Alternative Dispute Resolution (ADR) in Australia. Over the course of a trimester, students will gain a wealth of knowledge and critical perspectives on current and emerging legal issues relating to Alternative Dispute Resolution.

## Assessment

- Policy-based Research Paper (4000 words) – 40%
- Examination (open book) – 2 hours – 60%

# MLM717 – Financial Services Regulation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Zehra Kavame Eroglu*

*Prerequisite: For students enrolled in M729: MLJ701 and MLJ715. All other students: Nil.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## Content

This unit gives students an advanced and integrated understanding of Financial Services Regulation in Australia. Over the course of a trimester, students will gain a wealth of knowledge and critical perspectives on current and emerging legal and policy issues relating to the financial services industry.

## Assessment

- Policy-based Research Paper (4000 words) – 40%
- Examination (open book) – 2 hours – 60%

# MLM718 – Venture Law Clinic

*Enrolment modes:*

*Trimester 1: Deakin Downtown*

*Trimester 2: Deakin Downtown*

*Trimester 3: Deakin Downtown*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rebecca Tisdale*

*Trimester 2 Unit Chair: Rebecca Tisdale*

*Trimester 3 Unit Chair: Rebecca Tisdale*

*Cohort rule: This unit is only available to students enrolled in M726, M729, M749*

*Prerequisite: MLM704 for M726; MLJ702, MLJ715 plus 6 core units for M729; 8 units for M749*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements:*

*Weeks 1 to 11: Tuesday 8.00am to 1.00pm and*

*Thursday 8.00am to 6.00pm*

## Content

The Venture Law Clinic is a transactional legal clinic that provides pro-bono legal information, advice and or assistance to seed and early stage entrepreneurial ventures. The Venture Clinic takes students through the life cycle of a real start-up, focusing on the various problems that companies encounter from formation, funding and investment, IPO, and into maturity. By simulating a small, business-focused law firm that provides business planning and legal information, it integrates and reinforces fundamental legal theories, principles and policies at an advanced level and in a practical way. The Venture Law Clinic allows students to undertake the legal analysis involved in launching a new venture and acquire the legal acumen to deal with real business issues. Students gain first-hand experience in working with real start-up companies under the supervision of the course instructor and supervisor, and experienced legal practitioners, getting the opportunity to deepen and critically reflect upon their substantive legal knowledge in entrepreneurial law and business law while developing critical professional skills through the direct representation of start-up businesses.

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details..*

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

## Assessment

- Assessment 1 (Group of 3) – Hypothetical case study (4000 words) – 40%
- Research essay – (5000 words) – 60%

## MLM719 – Human Rights Law and Policy

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tamsin Paige*

*Prerequisite: Students enrolled in M737 and M726:*

*MLM704. Students enrolled in M729: MLJ701, MLJ702, MLJ703, MLJ704 and MLJ709.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

## Content

This unit provides an introduction to international human rights law. It will consider human rights standards as established in international law, international law mechanisms in place to enforce these standards and situations when limitations on human rights are permitted. The implementation of human rights at the domestic level will also be critically examined. The study will include consideration of specific human rights and specific contemporary issues in human rights law, with a particular focus on the relationship between government policy and human rights practice.

## Assessment

- Policy related research essay, 40%
- Policy related research essay, 60%

## MLM720 – Introduction to Commercial Law

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Rami Hangebi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLC701 and MLL720*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

## 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

*Enrolment modes: To be advised*

*Credit point(s): 1*  
*EFTSL value: 0.125*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLC706, MLL721 and MLM760*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

*Scheduled learning activities – cloud (online): 2h class (recordings provided) + 1h online seminar per week*

## 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%

## MLM727 – Superannuation Law and Policy

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*  
*EFTSL value: 0.125*  
*Trimester 2 Unit Chair: Rami Hangebi*

*Prerequisite: For students enrolled in M729 Juris Doctor: MLJ701. For all other students: Nil.*

*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## Content

This unit provides a broad overview of conceptual perspectives, critical issues and policy matters relevant to superannuation law. Critical analysis and evaluation of policy issues will include topics such as, the purpose and history of the Australian superannuation regime, main types of superannuation funds, superannuation contributions, qualification as a complying superannuation fund, taxation of superannuation, duties in setting up and running a fund, self-managed superannuation funds, and changes to superannuation law.

## Assessment

- Research essay (2500 words) – 25%
- Law problem solving exercise (1500 words) – 15%
- Examination (2 hours) – 60%

## MLM728 – Civil and Commercial Law Clinic

*Enrolment modes:*  
*Trimester 1: Deakin Downtown*  
*Trimester 2: Deakin Downtown*  
*Trimester 3: Deakin Downtown*

*Credit point(s): 1*  
*EFTSL value: 0.125*  
*Trimester 1 Unit Chair: Syd Balachandran*  
*Trimester 2 Unit Chair: Syd Balachandran*  
*Trimester 3 Unit Chair: Syd Balachandran*  
*Cohort rule: This unit is only available to students enrolled in M726, M729 and M737*



*Prerequisite:* MLM704 for M726: MLM704 plus 7 units for M737; MLJ702, MLJ706 plus 6 core units for M729  
*Corequisite:* Nil  
*Incompatible with:* Nil

*In-person attendance requirements:*  
 Weeks 1–11: Monday 8.00am–6.00pm and Wednesday 1.00pm–6.00pm

## Content

The Clinic environment will provide students with a 360 degree experience of professional practice, and a critical appreciation of its value. Students work in an office environment using professional matter management systems, deal with clients, research and provide strategic legal solutions, and engage with various parties including clients, parties on the other side as well as supervisors and colleagues. The Clinic provides legal services over a range of legal issues chosen to give students professional experiences touching the key types of legal problems, parties, decision makers and tribunals that will give students an insight into the diversity and complexity of legal practice. The areas of legal practice are: contract, migration law, consumer law, victims of crime compensation and special circumstances, and, fair work employment. Students will manage their own legal matter under the supervision of Clinic supervisors and specialist legal practitioners from initial client intake and interview to final outcome and closing of file (subject to Clinic time limits). Students develop high level professional skills through the challenge of applying theoretical legal knowledge to real world clients in order to develop strategic legal solutions that meet client needs. The Clinic develops advanced employment ready skills and gives students the opportunity to critically look at the legal systems and the opportunities to engage in law reform.

*Note: Places are limited. For application procedures, please refer to the Work Integrated Learning website for further details.*

Students will need to attend classes at Deakin Downtown, Collins Square, 727 Collins Street in Melbourne City. Attendance is compulsory for students to pass the unit.

## Assessment

- File management, including critical reflection (2500 words) 40%
- Legal research and Memorandum of Advice (3000 words) 30%
- Contribution to team file review meetings, 30%
- Oral presentation (1000 words) 10%
- Reflective journal (2000 words) 20%

## Hurdle requirement

Minimum attendance with no more than one day absent on clinic days.

# MLM731 – Corporations Law

*Enrolment modes:* Not offered in 2019

*Credit point(s):* 1  
*EFTSL value:* 0.125

*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* MLC702, MLC730 and MLL731

*Scheduled learning activities – campus:* 2h class + 1h seminar per week

## 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%

# MLM732 – Accounting and Legal Research Methods

*Enrolment modes:* Not offered in 2019

*Credit point(s):* 1  
*Previously coded as:* MAA730  
*EFTSL value:* 0.125

*Prerequisite:* MPA701, MLC707  
*Corequisite:* Nil  
*Incompatible with:* MAA730, MAA753

*Scheduled learning activities – campus:* 2h class + 1h seminar per week

*Scheduled learning activities – cloud (online):* 2h class (recordings provided) + 1h online seminar per week

## Content

This unit introduces 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. On the Law side, the unit will draw on major policy issues and legal developments in key areas of commercial law covered in other core units and deepen students' understanding on the ways in which such policy and legal issues are researched and bodies of relevant knowledge are developed to advance practice.

### Assessment

- Written Research report: Accounting Module (3000 words) – 25%
- Written Research report: Legal Module (3000 words) – 25%
- Examination (2 hours) – 50% (Accounting module: 25% and Legal module 25% based on problem solving questions)

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MLM770 – Law and the Internet

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLL770*

*Scheduled learning activities – campus: 2h class + 1h seminar per week*

### 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

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: To be advised*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Students will be required to attend a supervised study tour*

### 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 – Public International Law

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Morss*

*Prerequisite: For students enrolled in M729 Juris Doctor: MLJ701. For all other students: Nil.*

*Corequisite: Nil*

*Incompatible with: MLL785*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) and 1 x 1 hour online seminar per week*

## Content

This unit focuses on public aspects of international law which includes the regulation of peaceful relations between sovereign states, human rights protections and international criminal justice. Topics include the United Nations systems, sources of public international law and regulation of the use of force between sovereign states; and the protection of human rights by international agreements and by means of international criminal justice.

## Assessment

- Research Essay on individual topic – 60%
- Examination (2 hours) (open book) – 40%

## MLM786 – Electronic Crime

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*  
*EFTSL value: 0.125*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

## 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%

## MLM788 – International Financial Crime

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*  
*EFTSL value: 0.125*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning resources are via CloudDeakin*

## 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

- Assessment 1- Research Paper (4500 words) – 50%
- Examination (2 hours) – 50%

## MLM790 – Marketing Law

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*  
*EFTSL value: 0.125*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLM760*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

## Content

This unit is designed to provide an introduction to: competition and consumer issues and intellectual property issues in complex industrial societies and the implications for sales and product promotion courses, marketing law; legal responses to the above, with particular reference to the Competition and Consumer Law Act 2011 (Cth) and key Intellectual Property statutes and related common law.

The unit considers marketing law applied to advertising and promotional activities, product liability and product development, distribution agreements and related consumer protection obligations.

### Assessment

- Written Assignment 3000 words 40%
- Examination 2 hours 60%

## MLM792 – Anti-Money Laundering and Counter-Terrorism Financing

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*  
*EFTSL value: 0.125*

*Prerequisite: Nil.*  
*Prerequisite for M584 students: MLM720*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning resources are via CloudDeakin*

### 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%

## MLT244 – Chinese Commercial Law

*Enrolment modes: Trimester 2: Study Tour*

*Credit point(s): 1*  
*Previously coded as: MLT344*  
*EFTSL value: 0.125*  
*Trimester 2 Unit Chair: Nuannuan Lin*

*Prerequisite: Students enrolled in M312, D312, D322, D323, D331, D335, D396 before 2019: MLL110. Students commencing M312, D312, D322, D323, D331, D335, D396 from 2019: MLL110 and MLL113.*  
*All other students: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLL244, MLL344, MLT344*

*In-person attendance requirements: This unit requires students to attend a supervised study tour, including: 2 weeks of intensive teaching and learning in China (3 hour face to face seminars per day for 7 days in China). 7 to 8 professional field visits to court, Chinese/foreign law firms, foreign-Chinese joint ventures, Australian Embassy (Consulate), arbitration commission and the Patent Office.*

### Content

The study tour will cover the main legal topics related to trading and investing in China. The topics will be taught by Chinese/or Deakin experts in English. Most importantly, the students will have the opportunity to visit the Chinese law courts, local and foreign law firms, Chinese-foreign joint ventures, arbitration commissions and intellectual property authorities in China. The students also get a briefing from the Australian Embassy or Consulate on Australia-China bilateral relations. The students will gain important experience in international learning, social skills and teaming building while on the study tour.

*Note: The Deakin Law School reserves the right to not offer a study tour in any given year entirely at its discretion. Indication of interest in a study tour is not an assurance that the study tour will be offered. Students should always identify an alternative unit to a study tour unit when planning their course.*

Special enrolment procedure applies.

### Assessment

- Assessment 1 – Participation in the academic activities during the study tour – 20%
- Assessment 2: (Individual) – Written travel diary (3000 words) – 40%
- Written research assignment on an approved legal topic (3000 words) – 40%

### Hurdle requirement

Achieve at least 50% of each individual assessment.

# MLT266 – International Alternative Dispute Resolution

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*Previously coded as: MLT366*

*EFTSL value: 0.125*

*Prerequisite: Students enrolled in M312, D312, D322, D323, D331, D335, D396 before 2019: MLL110.*

*Students commencing M312, D312, D322, D323, D331, D335, D396 from 2019: MLL110 and MLL113.*

*All other students: Nil*

*Corequisite: Nil*

*Incompatible with: MLT366*

*In-person attendance requirements: This unit requires students to attend a supervised study tour at one of the following locations: Trimester 2: 2 weeks of intensive teaching and learning in New York, United States of America (4 hrs face to face seminar per day for 10 days in New York). Seminars to take place within various institutes including Pace University, the United Nations and a range of Alternate Dispute Organisations. Or Trimester 3: 2 weeks of intensive teaching and learning in Sri Lanka (4 hrs face to face seminar per day for 10 days in Sri Lanka) Seminars to take place within various institutes including University of Colombo, Sri Lankan Courts and the Attorney General's department.*

## Content

The study tour will cover the various alternate dispute resolution instruments used to resolve international commercial law disputes. The topics will be taught by the Director of International Commercial Law, Pace University, Senior Lecturer Pace University, New York based Judges, Mediators and Arbitrators. Most importantly, the students will have the opportunity to visit state and federal courts, alternative dispute resolutions institutions, the United Nations, Wall Street and local law firms. Students will also have an opportunity to network with Alumni located in New York. The students will gain important experience in international learning, social skills and teaming building while on the study tour.

*Note: The Deakin Law School reserves the right to not offer a study tour in any given year entirely at its discretion. Indication of interest in a study tour is not an assurance that the study tour will be offered. Students should always identify an alternative unit to a study tour unit when planning their course.*

## Assessment

- Assessment 1 – Participation in all academic activities of the study tour – 20%
- Assessment 2: (Individual) – Written travel journal (3000 words) – 40%
- Written research assignment on an approved legal topic (3000) – 40%

## Hurdle requirement

Study tour students must obtain 100% for Assessment 1, and 50% for Assessment 2 & 3 in order to pass this unit.

# MLT345 – Criminal Justice Study Tour

*Enrolment modes: Study Tour – Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Marilyn McMahon*

*Prerequisite: MLL218*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This unit requires students to attend a supervised overseas study tour in North Carolina and Washington, USA.*

*North Carolina (Chapel Hill): 4 hour seminar per day, 4 x 4 hour site visits.*

*Washington: 20 hours of intensive learning activities*

## Content

This study tour will examine selected topics in criminal procedure and criminal justice in the United States. The specialist curriculum content will be taught at the University of North Carolina (Chapel Hill), by leading academics. In addition, local practitioners – including a State District Court Judge – will provide an insight into the practical workings of the criminal justice system. The course will provide an excellent basis on which to develop a comparative perspective on the operation of the criminal justice system in the United States and Australia. While based in Chapel Hill, students will have access to a prestigious American Law School, live in an American University town and be exposed to an American Law School teaching model (which is somewhat different to the approach usually adopted in Australian Law Schools).

The second phase of the program will be located in Washington DC. Further input into the program will come through the contribution of prosecutors working for the Department of Justice (specialising in organised crime and drug prosecutions) and the Federal Bureau of Investigation.



Students will be based on the Georgetown University Campus Conference Centre. While in Washington students will have the opportunity to visit the United States Supreme Court. There will also be opportunities to visit Congress and other iconic legal sites.

*Note: Special enrolment procedure applies. Enrolment in this program is by application only.*

## Assessment

- Class attendance and participation, including cultural events and site visits (20%)
- Multiple-choice assessment (paper-based, closed book and invigilated on location): 20%
- Assessment 3 (Pairs) – Written Assignment 3000 words, 60%.

## MLT703 – Chinese Commercial Law

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1  
EFTSL value: 0.125*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*In-person attendance requirements: This unit requires students to attend a supervised study tour, including: 2 weeks of intensive teaching and learning in China (3 hour face to face seminars per day for 7 days in China); 7 to 8 professional field visits to court, Chinese/foreign law firms, foreign-Chinese joint ventures, Australian Embassy (Consulate), arbitration commission and the Patent Office.*

## Content

The study tour will cover the main legal topics related to trading and investing in China. The topics will be taught by Chinese/or Deakin experts in English. Most importantly, the students will have the opportunity to visit the Chinese law courts, local and foreign law firms, Chinese-foreign joint ventures, arbitration commissions and intellectual property authorities in China. The students also get a briefing from the Australian Embassy or Consulate on Australia-China bilateral relations. The students will gain important experience in international learning, social skills and teaming building while on the study tour.

*Note: The Deakin Law School reserves the right to not offer a study tour in any given year entirely at its discretion. Indication of interest in a study tour is not an assurance that the study tour will be offered. Students should always identify an alternative unit to a study tour unit when planning their course.*

## Assessment

- Assessment 1 – Participation in the academic activities during the study tour – 10%
- Assessment 2: (Individual) – Written travel diary (3000 words) – 40%
- Written research assignment on an approved legal topic (3000–3500 words) – 50%

## Hurdle requirement

Achieve at least 50% of each individual assessment.

## MMC401 – Qualitative Research for Business

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1  
EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) and Bachelor of Property and Real Estate (Honours) students only)*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

## 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

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) and Bachelor of Property and Real Estate (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar*

### 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 seminars, 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

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) and Bachelor of Property and Real Estate (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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 for Business

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This research unit involves a minimum of 33 hours supervised contact per trimester.*

### 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 seminars, students work through problem formulation, theory construction, reviewing and mining a literature, and developing theoretical models.

### Assessment

- Assessment 1: (Individual) Paradigm essay, 2000 words, 40%
- Assessment 2: (Individual) Research assignment, 4000 words, 60%

## MMC410 – Research Project

*Enrolment modes: Not offered in 2019*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Cohort rule: (For Bachelor of Commerce (Honours) and Bachelor of Property and Real Estate (Honours) students only)*

*Prerequisite: MMC401, MMC402 and MMC403*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): To be arranged with supervisor, minimum study commitment 30 hours per week*

### 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, property and real estate, 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%.

## MMH230 – Fundamentals of Human Resource Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kerrie Saville*

*Trimester 3 Unit Chair: Bruce Hearn Mackinnon*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132*

*Corequisite: Nil*

*Incompatible with: MMH330*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1x 2 hour class (recordings provided) + 1 hour online seminar (recordings provided) per week*

### Content

This unit draws from contemporary theories and functions to provide students with a structured understanding of the strategic role of Human Resources in sustaining the performance of organisations. The unit takes a critical focus on the controversies and challenges involved in managing human resources.

### Assessment

- Written Analytical Essay (3000 words) 40%
- Examination (2 hours) – 60%

## MMH231 – Managing and Rewarding Performance

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Justine Ferrer*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class + 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): 1 x 2 hour recorded online class per week + 1 x 1 hour online seminar per week*

## Content

Managing and Reward Performance introduces students to the concepts and theories surrounding performance management and rewarding employees at work. Understand the intricacies associated with workplace and employee performance is critical to the fundamental application of what Human Resource Management practitioners do in the workplace. Knowing how to reward good performance is essential for employee motivation and overall organisational performance. From the unit students will develop an important understanding of performance management and reward systems to take into the workplace.

## Assessment

- Case Study Report 40%
  - Part A: Group assignment – Case Study Report (2500 words) 30%
  - Part B: Individual assignment – Critical reflection (1000 words) 10%
- Examination: 60%

## MMH232 – Human Resource Development

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrew Creed*

*Trimester 2 Unit Chair: Wouter Vleugels*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour recorded online class per week, 1 x 1 hour online seminar per week*

## Content

This unit provides students with 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, including training and development, employee, and organisational development.

## Assessment

- Assessment 1 (Group of 4) – Training Presentation and group training documentation report (2000 words) – 30%
- Learning Insights (1500 words) – 20%
- Examination (2 hours) – 50%

## MMH250 – Workplace Counselling and Negotiation

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMH350*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bruce Hearn Mackinnon*

*Trimester 2 Unit Chair: Andrew Creed*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132*

*Corequisite: Nil*

*Incompatible with: MMH350*

*Scheduled learning activities – campus: 1 x 1 hour class + 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour recorded online class per week, 1 x 2 hour online seminar per week*

## 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, performance management and other Human Resource Management (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

- Assessment 1 (Group of 3) – Essay (2000 words) – 20%
- Assessment 2 (Group of 2) – Case Study Report (2000 words) – 20%
- Assessment 3 (Individual) – Reflection Paper (350 words) – 10%
- Examination (2 hours) – 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MMH331 – Strategic Human Resource Management

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kerrie Saville*

*Trimester 3 Unit Chair: Bruce Hearn Mackinnon*

*Prerequisite: Must have passed five units in MMH230, MMH231, MMH232, MMH250, MMH349, MMH352, MMH356.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour online class, 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour online class, 1 x 2 hour online seminar per week*

## Content

Strategic Human Resource Management (SHRM) encapsulates human resource management (HRM) knowledge and skills from within the major. SHRM considers the fundamental dimensions of HRM within various strategic HRM frameworks. The unit provides opportunity for the application of the collective HRM skills and knowledge in a real life business case, and as applied to contemporary HRM issues. The decision making of HR practitioners is considered in all aspects of the unit, especially as lens for critical thought and analysis of issues. Students will begin to understand how their accumulative experience in HRM has shaped their professional HRM identity as they move into the job market. SHRM brings together the HRM major in such a way that students will have clearly defined and evidenced job ready skills and knowledge.

## Assessment

- Assessment 1: Individual Professional Identity Assessment (Part A: 5 minute recording Part B: 800 words) – 20%
- Assessment 2: Individual Critical Reflection (2000 words) 20%
- Assessment 3: Workplace Case Study
  - Part A: Group of 3 (4000 words) 20%
  - Part B: Individual (2000 words) 40%

## Hurdle requirement

Successfully complete the professional literacy module to gain access to the assignment dropbox for assessment 1.

# MMH349 – Employment Relations

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Keith Abbott*

*Trimester 2 Unit Chair: Keith Abbott*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132. For all other students: MMH230.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 4 x 1.5 hour workshops*

## Content

This 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%



## MMH352 – International Human Resource Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Connie Zheng*

*Trimester 2 Unit Chair: Shuang Ren*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132.*

*For all other students: MMH230.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 11 x 1 hour online seminars*

### Content

This unit critically examines the challenges of managing human resources in a global context. The unit takes a comparative approach to evaluate the cultural and institutional factors which influence international human resource management practices.

### Assessment

- Written Assignment: 3000–4000 words 40%
- Examination: 2 hours 60%

## MMH356 – Change Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jan Fermelis*

*Trimester 2 Unit Chair: Andrea Howell*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132.*

*All students must have passed 12 credit points.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour classes, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 11 x 1 hour online seminars (recorded)*

### Content

This unit provides an advanced understanding of various change management models within a sustainability framework. The unit takes a critical approach to the drivers of organisational change and the process for managing change while ensuring business sustainability.

### Assessment

- Written Progress Report (500 words) – 10%
- Written Final Report (3000) – 40%
- Examination (2 hours) – 50%

## MMH701 – Human Resource Strategy

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shuang Ren*

*Trimester 2 Unit Chair: To be advised.*

*Cohort rule: Nil*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPM722, MPR722, MPT722*

*Scheduled learning activities – cloud (online): 11 online seminars on each of the topics plus one seminar for assignment*

### Content

This unit provides an overview of the key functions associated with human resources management and examines the contribution of human resources to organisational performance and competitive advantage. The unit takes a theoretical approach to the external and internal dimensions of human resource management to develop the skills necessary for an effective human resource practitioner.

### Assessment

- Written Assignment 1 (Analytical Essay) 3000 words 40%
- Written Assignment 2 (Work Based Report) 4000 words 60%

## MMH702 – Strategic Staffing

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wouter Vleugels*

*Cohort rule: Nil*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including a minimum of three scheduled online seminars*

### Content

This unit aims to develop students' understanding of the three core human resource functions, namely job analysis and design, human resource planning, and recruitment and selection to enable an organisation to meet its short and long-term human resource requirements.

### Assessment

- Assessment 1: Written Assignment (Critical essay) 3000 words, 40%
- Assessment 2: Written Assignment (Case study) 4000 words, 60%

## MMH703 – Developing People and Organisations

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bruce Hearn MacKinnon*

*Cohort rule: Nil*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including three scheduled online workshops*

### Content

The unit provides the framework for developing talent within organisations with a particular focus on talent, knowledge and diversity management. The unit takes a theoretical and practical approach to human resource development in order to improve organisational performance at the organisational level through to the individual level of development.

### Assessment

- Assessment 1: Written Assignment (Critical essay) 3000 words, 40%
- Assessment 2: Written Assignment (Workplace report) 4000 words, 60%

## MMH704 – Performance Management and Reward

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Joe Jiang*

*Cohort rule: Nil*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including four scheduled online seminars*

### 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 essay – 3000 words – 40%
- Workplace report – 4000 words – 60%

## MMH707 – Organisational Development and Change

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mike Bengough*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPR707*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including a minimum of 3 scheduled online seminars*

### Content

This unit provides an advanced understanding of various approaches to change management and the strategic role of human resource management in this process. The unit draws from the theoretical literature to analyse different intervention tools in measuring and sustaining change in organisations.

### Assessment

- Essay (Analysis of relevant theory) 2500 words, 40%
- Assessment 2 (Groups of 3) – Two parts – totalling 50%
  - Part 1: Business Report (3500 words) – 40%
  - Part 2: Personal reflection of teamwork dynamics while working on the development of the change management plan (1000 words) – 10%
- Assessment 3 (Individual) – Online learning reflections (x 5) (100 words per reflection) – 10%

## MMH709 – Employment Relations for Organisational Effectiveness

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Keith Abbott*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops*

### Content

This unit presents an overview of employment relations in an Australian and international context. It focuses on the way employment relationships are managed within a framework of change. The unit sets out the unique nature of the employment relationship, adopting historical and theoretical frameworks of analysis and introduces students to different modes of bargaining.

### Assessment

- Written assignment 3000 words 40%
- Written assignment 4000 words 60%

## MMH710 – Rights and Responsibilities in Human Resource Management

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Keith Abbott*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops*

### Content

This unit focusses on the specific requirements of HR managers in ensuring their organisations comply with different regulatory requirements. The unit provides students with a critical knowledge of employer and employee rights and responsibilities, from an HR perspective.

### Assessment

- Written Assignment 1 – Literature Review Essay – 3000 words – 40%
- Written Assignment 2 – Workplace Report – 4000 words – 60%

## MMH733 – Ethics for Managers

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Michael Callaghan*

*Trimester 3 Unit Chair: Michael Callaghan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) + 11 x 1 hour online workshop*

### Content

This unit aims to develop student's abilities to analyse the complex, ethically and politically charged, nature of managerial work; differentiate between the multiple responsibilities managers have towards different local and global stakeholders; and evaluate the ways in which management seeks to discharge these responsibilities.

### Assessment

- Written assignment (1500 words) – 20%
- Written assignment (3000 words) – 40%
- Examination (2 hours) – 40%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MMH753 – Human Resource Management in the Global Context

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Connie Zheng*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online seminars*

### Content

Human Resource Management in the Global Context provides students with an advanced theoretical knowledge required to manage people effectively in a global environment. The unit critically examines changes which are shaping global HR practices and takes a comparative approach in developing students' appreciation of managing people in different cultural and institutional contexts. A major focus is upon the role of the Multinational Corporation and national variations in HRM practices.

### Assessment

- Research Assignment (3000 words) – 40%
- Case study report (5000 words) – 60%

## MMK101 – Marketing Fundamentals

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Micaela Spiers*

*Trimester 2 Unit Chair: Adnan Yusuf*

*Trimester 3 Unit Chair: Thomas Gaarenstroom*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MMK277*

*Scheduled learning activities – campus: 1 x 2 hour class (livestreamed with recordings provided) per week + 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (livestreamed with recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

### Content

Marketing is the most dynamic area of business and the glue that holds organisations together – it connects organisations with the world, and opens up new and exciting job opportunities.

Marketing is the only discipline that generates revenue for organisations by creating value for consumers, while capturing value for the organisation through building relationships with customers. MMK101 focusses on the creativity involved in the marketing process, ranging from understanding consumer needs to designing customer-driven integrated marketing strategies using the marketing mix. If you are creative, strategic and a critical thinker, then marketing is for you!

## Assessment

- Digital literacy module online (COMPULSORY) – 0%
- Written report including analysis (750 words) – 20%
- Written report including analysis (1500 words) – 40%
- Examination (2 hours) – 40%

## Hurdle requirement:

Students must successfully complete the Digital Literacy Module in full by the due date and time before they are able to submit Assignment 2.

## MMK226 – Retailing

*Enrolment modes: Not Offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: MMK101*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class (recordings provided) + 2 hour online seminar (livestreamed with recordings provided) per week*

## Content

This unit introduces the students to retailing from a managerial perspective. This includes the historical overview of retailing, the structure of retail organisations, current issues and challenges in the retail industry, developing effective retail pricing, promotion, brand, communication strategies, merchandise management, logistics, customer service, store design, and retail performance monitoring.

## Assessment

- Retail Project Plan report (4000 words) 50%
- Examination (2 hours) 50%

## MMK251 – Services Marketing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood\* (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMK351*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lisa McQuilken*

*Trimester 2 Unit Chair: Allison Ringer*

*Prerequisite: MMK101 or MMK277*

*Corequisite: Nil*

*Incompatible with: MMK351*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*\* 1 x 1 hour seminar per week only*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

## Content

Services dominate the economies of developed countries, and services are playing an increasingly important role in developing South-East Asian countries. Service industries currently employ over 80% of the Australian workforce, and it is anticipated that 90% of all new jobs created in Australia during this decade will be in the service sector.

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

- Assessment 1 – Individual written assignment (1000 words) – 15%
- Assessment 2 – Individual written assignment (2500 words) – 45%
- Examination (2 hours) – 40%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.



# MMK266 – Consumer Behaviour

*Enrolment modes:*  
 Trimester 1: Waterfront (Geelong), Cloud (online)  
 Trimester 2: Burwood (Melbourne), Waterfront (Geelong)\*, Cloud (online)

*Credit point(s): 1*  
*EFTSL value: 0.125*  
 Trimester 1 Unit Chair: Nicholas McClaren  
 Trimester 2 Unit Chair: Alison Ringer

*Prerequisite: MMK277 or MMK101*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*\* 1 x 1 hour seminar per week only*

*Scheduled learning activities – cloud (online): 1 x 1 hour class (recordings provided) + 2 hour online seminar (livestreamed with recordings provided) per week*

## Content

Consumers lie at the heart of the marketing exchange, so understanding how they think, feel, and respond to the world around them is essential for developing marketing strategies that work. This unit consequently explores some of the psychological, social, and cultural processes that make consumers ‘tick’ and shows how knowledge of these processes can be used to better market both new and existing products and services.

## Assessment

- Written assignment – Interview analysis (1000 words), 20% (Two parts, total 40%)
  - Part A: Written communication plan (1500 words) – 30%
  - Part B: Video pitch (2 minutes) – 10%
- Examination (2 hours) – 40%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MMK280 – Brand Management

*Enrolment modes:*  
 Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)  
 Trimester 3: Burwood (Melbourne), Cloud (online)

*Credit point(s): 1*  
*Previously coded as: MMK380, MMT280*  
*EFTSL value: 0.125*  
 Trimester 2 Unit Chair: Allison Ringer  
 Trimester 3 Unit Chair: Adnan Yusuf

*Prerequisite: MMK277 or MMK101*  
*Corequisite: Nil*  
*Incompatible with: MMK380, MMT280*

*Scheduled learning activities – campus:*  
 Trimester 2: 1 x 2 hour class, 1 x 1 hour seminar per week  
 Trimester 3: Weeks 1–5: 2 x 2 hour classes + 2 x 1 hour seminar per week (livestreamed with recordings provided) and Week 6: 1 x 2 hour class and 1 x 1 seminar (livestreamed with recordings provided).

*Scheduled learning activities – cloud (online):*  
 Trimester 2: 1 x 2 hour class (recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week  
 Trimester 3: Weeks 1–5: 2 x 2 hour classes + 2 x 1 hour seminar per week (livestreamed with recordings provided) and Week 6: 1 x 2 hour class and 1 x 1 seminar (livestreamed with recordings provided).

## Content

In today’s competitive world, a key to success is building a strong sustainable brand. This involves creating an identity for your brand by developing a captivating, positive and enduring brand image of your company, product or service. This distinguishes your brand from competitors, and creates an emotional connection with your customers and other stakeholders. The brand reflects the entity’s essence, history and values, as well as its future direction. Branding is not isolated to the business world, it is fundamental in your personal development. Personal branding helps create a personality and professional identity that distinguishes you from others. This is an important attribute as you begin and progress along your career and life journey. This unit is designed to allow students to explore and apply fundamental brand management and marketing theories, frameworks and applications to different personal and corporate, product and service contexts.

## Assessment

- Assessment 1 – Individual reflection (Employability – Building your Personal Brand), (1500 words) – 20%
- Assessment 2 – (Group 2–3) Written report (3500 words) – 40%
- Examination (2 hours) – 40%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MMK295 – Integrated Marketing Communications in the Digital Age

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jeffrey Rotman*

*Trimester 3 Unit Chair: Virginia Weber*

*Prerequisite: MMK101 or MMK277*

*Corequisite: Nil*

*Incompatible with: Previously coded MMK393*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

### Content

This unit offers an examination of promotion management as a key area of marketing decision-making. It puts particular emphasis on the evolving role of digital technologies and customer use of digital media. 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

- Assessment 1 – Written Assignment – 50%
  - Part A: Individual, 1000 words (15%)
  - Part B: Group of 3, 3000 words (35%)
- Assessment 2- Written Reflection, 500 words – 10%
- Examination, 2 hours – 40%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MMK317 – Merchandise Management

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: MMK226*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class (recordings provided) + 2 hour online seminar (livestreamed with recordings provided) per week*

### Content

This unit explores the critical relationships 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 report (4000 words) – 50%
- Examination (2 hours) – 50%

## MMK325 – Strategic Marketing

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong)\*, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ahmed Ferdous*

*Trimester 2 Unit Chair: Adnan Yusuf*

*Prerequisite: MMK365 or MMK265 plus four units from MMK251, MMK266, MMK280, MMK295, MMK393, MMK368, MMM343.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 2 hour seminars per week*

*\* 1 x 2 hour seminars per week only*

*Scheduled learning activities – cloud (online): 1 x 1 hour class (recordings provided) + 2 hour online seminar (livestreamed with recordings provided) per week*

## Content

This 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

- Assessment 1: (Group of 3) Strategic Marketing Applied Report (3500 words) – 60%
- Assessment 2: (Individual) Professional Identity Task in Marketing – 20%
- Assessment 3: (Individual) Brief Case Study Reports – (2000 words) – 20%

## Hurdle requirement

Achieve at least 50% of Assessment 2 and 3 combined marks (i.e. at least 20 out of 40 marks). Successfully complete the professional literacy module to gain access to the assignment dropbox.

# MMK365 – Marketing Insights

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne)\*, Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMK265*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Marion Steel*

*Trimester 2 Unit Chair: Thomas Gaarenstroom*

*Prerequisite: MIS171 plus one of MMK277 or MMK101 plus one of MMK266, MMK295 or MMK393.*

*Corequisite: Nil*

*Incompatible with: MMK265*

*Scheduled learning activities – campus: 1 x 1 hour class, 1 x 2 hour seminar per week*

*\* 1 x 2 hour seminar per week only*

*Scheduled learning activities – cloud (online): 1 x 1 hour class (recordings provided) + 2 hour online seminar (livestreamed with recordings provided) per week*

## Content

Marketers live in a world full of information. Making sense of that information is a key task of the modern marketer and forms a critical input to the strategic process. This unit examines the uses and interpretation of information in gaining an understanding of the world in which the marketing firm operates. The unit progresses from the macro to the micro. The unit starts with externally available secondary data and introduces the processes of identifying and analysing trends, demographic changes, and economic adjustments to provide inputs to the long term strategic process.

The unit then moves to interpreting commonly available internal data such as sales, returns, and complaints and matches that with data available externally from the business's own web pages and social media to create a picture of the firm's customers and their immediate behaviours. Next, the unit explores the interpretation of bespoke research to address specific strategic problems in the medium term.

This unit emphasises the interpretation of analysis performed by others and sorting the important information from the irrelevant in order to feed into the strategic process of the firm.

## Assessment

- Assessment 1 (Group of 4 students) – Written Report (2000 words) – 20%
- Assessment 2 (Group of 4 students) – Written Report and presentation (2000 words and 10 mins) – 30%
- Examination (2 hours) – 50%

## Hurdle requirement

Students must attempt ALL assessments and must achieve at least 50% of the marks available on the examination.

# MMK368 – Business Marketing

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nicholas McClaren*

*Trimester 2 Unit Chair: Nicholas McClaren*

*Prerequisite: MMK277 or MMK101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

## 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

- Assessment 1: (Individual) – Written report 1 report (1000 words) – 15%
- Assessment 2: (Individual) – Written report (3000 words) – 45%
- Examination: (2 hours) – 40%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

Special emphasis is put on the integration of digital marketing tools and media in terms of utilising each according to its respective strengths and weaknesses in achieving attitudinal, behavioural and financial outcomes.

## Assessment

- Assessment 1 – Written Report (Group of 3) – 4000 words – 40%
- Examination (2 hours) – 60%

# MMK738 – Integrated Marketing Communication

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Michael Valos*

*Prerequisite: Nil*

*Corequisite: MBA704/MBR704 or MBA720/MBT720 or MPK732/MPT732*

*Incompatible with: MPK712*

*Scheduled learning activities – campus: 1 x 3 hour seminar (livestreamed with recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (livestreamed with recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

## Content

The aim of this unit is to apply the planning, executing and evaluating processes of the Integrated Marketing Communication (IMC) model to industry case studies (in both class and assignment). Students will develop skills in understanding and applying synergies between marketing communication tools such as advertising, sales promotion, public relations, digital and personal selling. This promotional tools need to be applied in an effective and efficient way to impact consumers. In addition, approaches to developing appropriate brand messages and achieving brand consistency through multiple media will be developed.

## Assessment

- Assessment 1 (Group of 3) – Written assignment/report (4000 words) – 40%
- Examination (2 hours) – 60%

# MMK737 – Online Marketing

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alvin Lee*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar (livestreamed with recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (livestreamed with recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

## Content

This unit offers an examination of digital marketing as the major focus of change for the marketing discipline. It puts particular emphasis on the evolving role of digital technologies and customer use of digital media. The unit considers the implications of digital technologies for segmentation, targeting, positioning, price, place, product and promotion.

## MMK739 – Strategic Brand Management

*Enrolment modes: Start Anytime\**

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mehdi Taghian*

*Trimester 3 Unit Chair: Pandora Kay*

*Prerequisite: Nil.*

*Corequisite: MBA704 or MPK732/MPT732 or*

*MBA720/MBT720*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar (recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (recordings provided) per week + 3 x 1.5 hour online seminar (livestreamed with recordings provided) per trimester*

### Content

Learn new ways to think about, build and grow brands. This practical unit covers contemporary issues and trends that affect brand stewards. Students will master a set of tools to manage brand-related issues. Course material makes extensive use business cases and is organised around three themes. The first builds the theoretical foundations that are needed to understand the science of branding. This explores what a brand is and what strong brands can do to increase a firm's competitive advantage. The second theme investigates key aspects of brand management: students learn ways to develop a brand positioning strategy, to evaluate brand equity, manage a brand portfolio, plan a brand communication strategy, and branding on new media. The last theme focuses on special issues that are particularly important for branding practice.

### Assessment

- Video 1 (1 minute) 10%; Video 2 (1 minute) 15% (total 25%)
- Learning journal (2000 words) 25%
- Written report (2000 words) 25%; Presentation (individual) (20 minutes) 25% (total 50%)

## MMK751 – Services Marketing

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nichola Robertson*

*Prerequisite: Nil*

*Corequisite: MBA704/MBR704 or MBA720 or*

*MPK732/MPT732*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar (recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

### Content

Services dominate the economies of developed countries, and services are playing an increasingly important role in developing South-East Asian countries. Service industries currently account for approximately 70-80% of Australia's GDP and employ over 80% 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

- Industry-based written research report (4000 words) 40%
- Examination (2 hours) 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.



## MMK792 – Arts Marketing

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anne Kershaw*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 weekly scheduled online seminars.*

### Content

Arts marketing plays a key role in ensuring the arts engage diverse audiences and stakeholders. Arts marketing offers artists and organisations the opportunity to broaden, deepen and diversify the audiences for their work. This unit develops students' arts marketing skills, addressing both strategic marketing planning and the use of marketing tools and techniques such as audience development, branding, market segmentation, promotions and e-marketing. The role of marketing in the arts sector is examined, in terms of a product-led focus (presenting quality arts and cultural products); and target-led approaches (understanding audiences and the nature of cultural experiences). Case studies are used to present marketing techniques specific to the arts sector, and to examine the use or modification of marketing approaches from other sectors.

### Assessment

- Case study blog (2500 words) – 40%
- Marketing Plan (4000 words) – 40%
- Weekly seminar participation (1500 words) – 20%

## MMM111 – Intrapersonal Skills

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrea Howell*

*Trimester 2 Unit Chair: Andrea Howell*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 9 scheduled online seminars*

### Content

This unit provides students with the necessary tools to develop and improve their intrapersonal skills. Students will also undertake a reflective practice of reviewing their own intrapersonal skills with a view to developing a self-diagnosed strategy where improvement is desired. Intrapersonal skills provide the foundation for effective communication and active collaboration as they focus on understanding the capabilities of you as the individual, as well as how and what sort of strategies should be employed for improvement.

*Note: Non-compulsory support seminars are available during the first few weeks of the trimester.*

### Assessment

- Five individual assignments (5 x 18%) – 90% – to be completed out of a selection of a possible eight modules – one assignment per item per module as follows:
  - 3 written assignments (1000 words each)
  - 2 oral assignments (5–10 minutes audio/video recording per assignment)
- A written self-reflective piece on the whole learning journey of MMM111 (1000 words) – 10%

## MMM132 – Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wendy Webber*

*Trimester 2 Unit Chair: Wendy Webber*

*Trimester 3 Unit Chair: Wendy Webber*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SEB121, MMM101*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (livestreamed with recordings provided) + 1 x 1 hour online seminar (livestreamed with recordings provided)*

## Content

The aim of this unit is to provide students with a critical 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 (3000 words) – 40%
- Assessment 2 (Group of 4) – Concept summary and reflection – 10%
- Examination (2 hours) – 50%

## MMM211 – Team Dynamics

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wendy Webber*

*Trimester 3 Unit Chair: Paul Turner*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including weekly attendance at team meetings and 9 scheduled online seminars*

## Content

The aim of this unit is to develop your expertise in understanding the importance of leadership and teamwork and how these are applied by individuals and in organisations to establish an effective management environment. This involves cultivating diverse skills such as innovation to foster productivity and being equipped to deal with negotiation, mediation and conflict resolution. As a result you will develop the basic building blocks to form a team, work effectively with teams and have a solid base from which to lead and work in a team environment in your future career.

## Assessment

- Assignment (3000 words) – 35%
- Assessment 2 (Group of 4) – Report (3000 words) – 35%
- Assessment 3 (Individual): Peer review and written reflection (2500 words) – 30%

## Hurdle requirement

Evidence of contribution of at least 25% to the development of the Team Charter in Assessment 2.

## MMM233 – Business and the Environment

*Enrolment modes: Not offered 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) + 1 hour online seminar per week*

## Content

This unit explores how sustainability issues affect businesses, as well as the strategies that 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

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Huong Le*

*Trimester 3 Unit Chair: Lee Martin*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 11 x 2 hour class (recordings provided) + 1 hour online seminar (weekly)*

### 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 (essay) 2500 words 30%
- Assignment 2 (reflective journal) 2000 words 20%
- Examination 2 hours 50%

## MMM241 – Entrepreneurship and Innovation

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Fara Azmat*

*Trimester 2 Unit Chair: Andrew Creed*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) + 1 hour online seminar weekly (recordings provided)*

### Content

This unit provides students with an understanding of the dynamic nature of entrepreneurship including the challenges and opportunities that are experienced by entrepreneurs. An introduction to 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

- Progress Report (1000 words) – Reflection of the individual progress and contribution towards the group effort – 10%
- Assessment 2 (Group of 3) – Group Report (4500) – 40%
  - Part A: Group report (3900 words) – 30%
  - Part B: Individual Report (600 words) – 10%
- Examination (2 hours) – 50%

## MMM267 – Business Logistics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMM367*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sukanto Bhattacharya*

*Trimester 2 Unit Chair: Sukanto Bhattacharya*

*Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388 from Trimester 1 2016: MMM132*

*Corequisite: Nil*

*Incompatible with: MMM367*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (recordings provided) including weekly 1 hour scheduled online seminars.*

## Content

This unit provides students with the skills and knowledge of effective and efficient supply chain management and how it can help manufacturing firms and service providers to improve their performance in a highly competitive global marketplace. Topics include: supplier relationships, demand forecasting, inventory management, ethical sourcing, green and sustainable supply chains; resource planning systems, lean supply chains, and supply chain integration and performance management.

## Assessment

- Written Assessment: Research Report (3000 words) – 40%
- Examination (2 hours) – 60%

## MMM276 – Design Thinking

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MIS276*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Achinto Roy*

*Prerequisite: Completion of 4 credit points*

*Corequisite: Nil*

*Incompatible with: MIS276*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): 11 x 3 hour class (recordings provided) + 11 x 1 hour online seminar*

*In-person attendance requirements: The unit has in class activities that will form part of the assessment. Cloud students will be asked to attend a 3 hour class one evening a week. If you are unable to attend these classes, contact the Bachelor of IS Course Director for an alternative unit.*

## Content

Design thinking refers to a style of thinking that combines sensitivity for the context of a problem, creativity in the generation of new insights and solutions, and rationality in analysing and fitting solutions to the context. This unit introduces students to concepts and methods associated with design thinking in a range of business and social contexts. It explores key approaches associated with the practice of design thinking, such as ethnographic techniques for understanding the problem context, creative approaches for idea generation, ill-structured problem solving, collaborative/participatory teamwork and human-centred problem solving. The unit will develop the basis for innovative and creative thinking in students and develop confidence for students to think innovatively.

## Assessment

- Individual design thinking ePortfolio 50%
- Team project and presentation 50%

## MMM279 – Creating and Managing Social Enterprises

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Achinto Roy*

*Prerequisite: MMM132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hours seminar in weeks 1, 2, 3, 10 and 11 plus a two day intensive\**

## Content

This unit introduces students to the concept of social entrepreneurship and its role in delivering social good through the creation of business enterprises in multiple environments. The unit uses real world case studies that demonstrate the harnessing of business skills that serve social objectives under financially viable conditions. It will also make use of guest lecturers who are social entrepreneurs.

*Note: \*Thu 8 August 2019 full day and Fri 9 August 2019 full day. Attendance is compulsory for students to pass the unit.*

## Assessment

- Written assignment: Individual Research Project (2500 words) 30%
- Assessment 2 (Group of 3–5 students) Part A Written assignment (500 words) 5%, Part B Written project report (3000 words) 35%
- Written feedback on two other teams' assessment 2 (A) (500 words) 10%
- Assessment 4 (Group of 3–5 students) Presentation based on assessment 2 (10 mins) 10%
- Assessment 5 (Individual) Intensive workshop presentation (5 mins) 10%

## Hurdle requirement

Provide feedback to 2 other teams on assessment 2 (part A) within a week.

# MMM306 – Global Strategy and International Management

## Enrolment modes:

Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)

Trimester 2: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Banjo Roxas

Trimester 2 Unit Chair: Stuart Orr

Prerequisite: MMM132

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week

Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (recordings provided) including weekly 1 hour scheduled online seminars.

## Content

This unit introduces students to the tools for formulating strategy for firms operating in an international environment. The unit starts with an analysis of the external and internal environments of the organisation and proceeds with the formulation of the appropriate strategy taking into consideration the economic, social and environmental objectives of the organisation. The unit exposes students to the theoretical and conceptual literature in global strategy and highlights the rapid emergence of multinationals from emerging economies and the strategic role of the government in these economies.

## Assessment

- Written assignment 1: Case analysis (2000 words) – 20%
- Assessment 2 (Group of 3 students) – Written assignment 2: Group research project (4000 words) – 30%
- Examination 2 hours – 50%

# MMM308 – Applied Management Capabilities

## Enrolment modes:

Trimester 1: Burwood (Melbourne), Cloud (online)

Trimester 2: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Huw Flatau Harrison

Trimester 2 Unit Chair: Melissa Parris

Prerequisite: Must have passed five units in MMH230, MMM240, MMM241, MMH356, MMM267, MMM306, MMM343

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 1 hour recorded (videos provided) class and 1 x 2 hour seminar

Scheduled learning activities – cloud (online): 1 x 1 hour recorded (videos provided) class and 1 x 2 hour online seminar

## Content

Students undertaking a Management major have studied a diverse range of units from those that are very functional in nature, to those that are people focused and those that are outward looking.

The aim of MMM308 is to consolidate all of these elements into a cohesive whole that blends key concepts and provides students with an holistic overview of responsible and sustainable management in a diverse, global environment.

## Assessment

- Assessment 1 (Group up to 4 (40%) and individual (20%)) – applied project report (up to 5000 words) – 60%
- Critical Reflection and Analysis (up to 2000 words) – 20%
- Assessment of Management Skills (up to 1000 words) – 10% and video pitch – 10%



## Hurdle requirement

Successfully complete the professional literacy module to gain access to the assignment dropbox for assessment 3.

# MMM311 – Global Mindset and Citizenship

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alfred Presbitero*

*Previously: Global Citizenship*

*Prerequisite: MMM111 or MMM211*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (recordings provided) including weekly 1 hour scheduled online seminars.*

## Content

This unit develops the capacity of the student to become a responsible global citizen by increasing the student's awareness and knowledge of key drivers of change which are likely to impact business and society significantly. The unit focuses on the critical and objective evaluation of selected global issues facing mankind, their likely impacts and potential threats and opportunities at the local community level. The unit takes on a problem-based approach to learning whereby students are given the opportunity to develop their analytical and ethical skills in examining major global social, political, economic and environmental issues facing the world today and the challenges they represent for business and society.

## Assessment

- Assessment 1: (Individual) – Citizen Advocacy exercise. Each student will prepare an advocacy paper on selected issues covered in the unit (1500 words) – 20%
- Assessment 2: (Group of 3) – Group project. This is a research-based project where students work in teams to identify a particular issue which is likely to be of global citizenship significance, collect and analyse the necessary data and report on the implications of this issue on business and society (5000 words) – 30%
- Examination: (2 hours) – 50%

## From Trimester 2 2019

- Assessment 1: (Individual) – Global Mindset paper (1500 words) – 20%
- Assessment 2: (Group of 3) – Group research project (3000 words) – 30%
- Examination: (2 hours) – 50%

# MMM312 – Event Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anne Kershaw*

*Trimester 2 Unit Chair: Amanda Coles*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar*

*Students are also required to view the prescribed online video(s) each week coupled with related readings prior to the seminar in order to be able to contribute effectively to the seminar activities*

*Scheduled learning activities – cloud (online): 11 x 2 hour workshop (recordings provided) + 3 x 1 hour online seminars*

## Content

Events and celebrations are a feature of all societies. They define our lives, culture and community while also delivering a range of social, economic and environmental outcomes. Businesses, government and community organisations are increasingly engaged in developing and delivering a diverse range of events such as festivals, sporting events, community celebrations, conferences, team building and product launches.

This unit develops students' knowledge and skills in the design, planning, organisation and operation of events. It examines the use of a range of management processes in the events industry including project management; operations and logistics; risk management; financial management; human resources; and strategic marketing. The unit also examines the factors that enable events to be environmentally sustainable. This unit is practical and emphasises the skills and expertise needed by event managers through a focus on 'hands on' learning.

## Assessment

- Case study Evaluation (1500 words) – 20%
- Assessment 2 (Group of 4–6 students) – Project plan report – with each group to cover a particular area of event management (4000 words) – 40%
- Examination (2 hours) – 40%

## MMM315 – Business Management Capstone

### Enrolment modes:

Trimester 2: Burwood (Melbourne), Waterfront

(Geelong), Cloud (online)

Trimester 3: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 2 Unit Chair: Alfred Presbitero

Trimester 3 Unit Chair: Alfred Presbitero

Cohort rule: This unit is only available to students enrolled in M325 Bachelor of Business

Prerequisite: Completion of at least 16 units

Corequisite: Nil

Incompatible with: MMM365

Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar

Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (recordings provided) including weekly 1 hour scheduled online seminars.

## Content

This is a capstone unit that builds on and integrates student's knowledge, skills and abilities gained from units comprising the Bachelor of Business. Students are given the opportunity to demonstrate their ability to plan and manage a business in a simulated global business environment. Students work in teams and draw from their skills toolbox gained in the Bachelor of Business to develop, implement, and evaluate their performance in running a virtual business. In particular, students apply their knowledge of management to set up a virtual international business and take the business through its life cycle.

## Assessment

- Assessment 1 (Group of 4 students) – Business Management Report (4000 words) 40% and Oral/recorded presentation (10-minute) 10% – total 50%
- Business Management Capstone Portfolio (3000 words) – 50%

## MMM343 – Business Ethics

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)

Trimester 3: Burwood (Melbourne), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Matthew Lupoli

Trimester 3 Unit Chair: Ambika Zutshi

Prerequisite: For students commencing courses M300, M307, D301, D313, D317, D321, D322, D325, D338, D366 or D388: MMM132 plus 10 credit points.

For all other students: Must have passed 12 credit points

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 2 hour classes, 1 x 1 hour seminar per week.

For Trimester 3 2019 only:

Week 1: 1 x 2 hour video recording

Week 2: 2 x 2 hour class + 1 x 3 hour seminar

Week 5: 2 x 2 hour class + 2 x 2 hour video recording + 1 x 3 hour seminar

Week 6: 2 x 2 hour class + 1 x 2 hour video recording + 1 x 3 hour seminar

Week 11: 1 x 2 hour class + 1 x 2 hour seminar

Note: no on-campus contact hours in the following weeks: 3, 4, 7, 8, 9 & 10

Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 10 scheduled online seminars.

For Trimester 3 2019 only:

11 x 2 hour class (recordings provided)

Week 1: 1 x 1 hour online seminar

Week 2: 1 x 1 hour online seminar

Week 3/ 4/ 5/ 6: 2 x 1 hour online seminar

Week 11: 1 x 1 hour online seminar

## Content

This 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 (3000 words) – 50%
- Examination (2 hours) – 50%

## MMM707 – Creative Industries

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Amanda Coles*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 scheduled online seminars*

### Content

This unit considers the economic, social and cultural contribution made by creative industries and examines mechanisms for building the business capacity of the sector.

The creative industries are evolving as a major influence in the global economy. Creativity is seen to be at the forefront of global change and development. Creative industries have been the focus of local, state and national programs that address innovation, entrepreneurship and emerging industries. ABS data indicates that 6.2% of the Australian workforce is currently employed in creative industries and that these are growth industries.

The sector is also diverse, including not only small to medium sized organisations but also a large number of independent enterprises. The skills needed to manage creative industries, and initiatives that support the sector, are context specific. However underpinning all this work are foundational skills in the management of collaborative and entrepreneurial activity.

This unit develops students' skills and capacities to manage within creative industries, and develop initiatives that support the sector. It considers issues relating to the sustainability and growth of creative industries; developing local and global markets and audiences; infrastructure requirements; new and emerging skill sets and employment patterns; managing collaborative and entrepreneurial activity; regional and sector development initiatives that support the sector.

### Assessment

- Case study essay blog (2500 words) – 40%
- Creative Industry development plan (3000 words) – 40%
- Weekly online seminar participation (1500 words) – 20%

## MMM750 – Critiquing Entrepreneurship

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in M555 – Graduate Certificate of Entrepreneurship*

*Unit chair: Joan Lockyer (Coventry)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online content for each topic which is available on demand.*

### Content

This unit has been designed to challenge the traditional understanding of beliefs on what makes an entrepreneur and what it means to be entrepreneurial. By having a more detailed understanding of these concepts, and what learners can develop a better sense of their own capabilities and aspirations to become more entrepreneurial themselves. We will explore the foundations of entrepreneurial theory and apply it to different types of entrepreneurship, which include social, technological and institutional. We will apply these theories and concepts developed to authentic situations and context.

*Note: This unit uses the FutureLearn online learning platform.*

### Assessment

- Written report (1500 words) 40%
- Written report (3000 words) 60%

## MMM751 – Exploring Socio-Economic Innovation

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Matt Mount (Deakin)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online content for each topic which is available on demand.*

## Content

This unit has been designed to endow learners with an intimate understanding of what constitutes innovation and the contextual factors that motivate economic and social orientations. Specifically, we take you on a journey that explores the varying types, outcomes, and processes of innovation, the knowledge antecedents that drive them, and the contextual levers that stimulate their emergence. By highlighting these concepts and applying them to complex issues, learners will develop a heightened sensibility of the value of innovation and develop the requisite capabilities that allow them to institute innovation in practice.

*Note: This unit uses the FutureLearn online learning platform.*

## Assessment

- Wicked problem analysis written report (1500 words) 40%
- Case study and reflection:
  - Part A – Written report 2000 words 45%
  - Part B – Video 3 minutes 15%

## MMM752 – Strategic Change and Innovation

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Steve Jaynes (Deakin)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online content for each topic which is available on demand*

## Content

This unit helps students to consider how to lead and manage strategic change, specifically with respect to the implementation of innovative change programs in a range of organisational contexts.

*Note: This unit uses the FutureLearn online learning platform.*

## Assessment

- Personal experience of change (1500 words) 40%
- Assessment 2 (Group of 1–4) – Development of a strategic and innovative organisational change program (3000 words) 60%

## MMM753 – Creating Entrepreneurial Impact

*Enrolment modes: Not offered in 2019.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Joan Lockyer (Coventry)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online content for each topic which is available on demand.*

## Content

This unit explores what is meant by impact and how it might be measured. Impact may be personal, social or organisational. The unit draws on the notions of risk, reward and resilience, and ethics and sustainability to asks students to explore the trade-offs that may confront them along their change management journey. The unit also explores what is meant by the entrepreneurial ecosystem, what it means to them personally and how they might create social, economic, personal value through their actions.

*Note: This unit uses the FutureLearn online learning platform.*

## Assessment

- Creating and describing an evaluation framework (1500 words) – 40%
- Describing and reflecting on the implement the framework (3000 words) – 60%

## MMM790 – Arts Management

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hilary Glow*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 scheduled online seminars*

### Content

The role of arts management within the arts and cultural sector is to create opportunities for arts and cultural organisations to be vital, viable and responsive to stakeholders. Using case studies and a discussion of current arts sector practices, students develop an understanding of the functions and principles of management, as it applies to the arts and cultural sector. Topics include: cultural policy and its context; arts management and leadership; arts organisations and governance; strategic planning; and managing volunteers.

### Assessment

- Reflective Essay (2000 words) – 30%
- Case Study Analysis (4500–5000 words) – 50%
- Weekly online seminar participation (1500 words) – 20%

## MMM793 – Managing Cultural Projects and Events

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Amanda Coles*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 scheduled online seminars*

### Content

Cultural projects and events are a feature of vibrant and dynamic places. Arts and cultural events contribute to a range of artistic social economic and environmental outcomes. As a result a growing number of arts organisations, government departments, community groups and commercial businesses are engaged in delivering arts and cultural events that respond to diverse communities, local cultural identities and distinctive locations. This unit develops students' skills in designing, planning and delivering cultural festivals and arts events. It examines the use of a range of management processes, including: project management; operations and risk management; financial management; human resources; and strategic marketing.

### Assessment

- Case Study (2500 words) – 40%
- Cultural project or event plan (4500 words) – 40%
- Weekly online seminar participation (1500 words) – 20%

## MMM796 – Managing Arts in Community Settings

*Enrolment modes: Not offered in 2019*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anne Kershaw*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Online independent and collaborative learning activities including 11 scheduled online seminars*

### Content

Community based arts are a valuable tool for building strong communities and creating art works that are authentic and distinctive. There is also growing interest in the use of participatory art processes to enable new and dynamic relationships between artists and their audiences.

This unit addresses the knowledge and skills needed to engage diverse communities in arts projects, and manage community creative processes. The unit focuses on the design and management of art projects that enable collaborative and participatory processes.



Topics include: the role of artists and facilitators; venues and facilities for community based arts; public art; arts based social enterprises; developing art strategies and policies; and evaluating community based art projects. The unit examines community based arts from the context of arts organisations, government and the community sector.

### Assessment

- Case study blog (2500 words) – 40%
- Community based art project design (4500 words) – 40%
- Weekly online seminar participation (1500 words) – 20%

## MMM799 – Arts Fundraising and Sponsorship

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Trimester 2 Unit Chair: Hilary Glow*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 11 scheduled online seminars*

### Content

Arts sponsorship and philanthropy provide vital benefits to cultural organisations. In an increasingly competitive environment, and with declining government funding, the arts and cultural sector is looking to develop strong and sustainable relationships through a diversity of partnerships. This unit gives students the opportunity to understand and analyse a fundraising or sponsorship case study and the contextual pressures that affect its outcome. The topics addressed in this unit include: the nature and role of fundraising; the principles and practices of government relations and corporate sponsorship; and philanthropy and donors.

### Assessment

- Blog (2000 words) – 30%
- Case Study (4500–5000 words) – 50%
- Weekly online seminar participation (1500 words) – 20%

## MMM905 – Philosophy of Research

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andrew Noblet*

*Trimester 2 Unit Chair: Andrew Noblet*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This research unit involves a minimum of 33 hours' supervised contact per trimester.*

### Content

This unit examines fundamental philosophical premises on which postgraduate research is based. Specifically, the material covered in this unit requires students to understand and apply the ontological, epistemological and methodological assumptions that shape the types of research-related issues examined by individuals and groups and impacts on their views of what constitutes 'valid' knowledge and what data collection/analysis methods are most appropriate. Students need to not only be aware of how these assumptions (and the underlying values) can impact on their own methodological preferences, but they also need to recognize how an understanding of the different philosophical approaches can broaden their 'paradigmatic toolkit' and enhance their ability to undertake high quality research that makes a significant contribution to the scholarly literature and the communities they serve. The unit activities and readings as well as the assessment tasks have been designed to help students achieve a number of important learning outcomes including being able to critically analyse the paradigmatic assumptions and values that underpin published research, to consider how this or other research could be strengthened by adopting different ontological/epistemological frameworks and to develop the paradigmatic section of a peer-reviewed research publication (e.g., journal article, PhD thesis).

### Assessment

- Paradigm Essay (2500 words) 40%
- Research Assignment (5000 words) 60%

## MMM906 – Qualitative Research Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Melissa Parris*

*Trimester 2 Unit Chair: Melissa Parris*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This research unit involves a minimum of 33 hours supervised contact per trimester.*

### Content

This unit provides students with the requisite knowledge and skills in qualitative research methods to enable them to design and execute a qualitative research design as part of the research project. Students also develop skills to critically evaluate qualitative research undertaken by others. The unit includes the following topics: how to develop a research area and design the research project, along with a discussion of different available qualitative research methods.

### Assessment

- Written assignment (2500 words) 25%
- Written reflection (2500 words) 25%
- Written assignment (5000 words) 50%

*Scheduled learning activities – campus: 1 x 3 hours class per week*

*Scheduled learning activities – cloud (online): Learning resources are via Cloud Deakin*

### Content

The unit focuses on advanced quantitative research methods used in studying economics, accounting, finance, business, management and marketing. A range of advanced multivariate techniques are covered including methods suitable for observational and experimental designs. The unit offers concepts and methodological tools that can be used with cross-sectional, panel, and time-series data, drawing particular attention to testing causal claims in the presence of endogeneity.

Topics include various multivariate techniques such as regression procedures, factor analysis, structural equation and multi-level modelling, time-series analysis techniques and instrumental variables estimators. Students work on replications and extensions of previous studies and develop skills on how to write up research results based on findings from statistical analyses. The main key objectives of the subject entail learning how to choose appropriate statistical methods to test hypotheses and how to articulate statistical results into written narratives.

### Assessment

- In-trimester data analysis tasks, 50%
- Research report (5000 words) 50%

### Hurdle requirement

Students must attempt ALL assessments.

## MMM907 – Quantitative Research Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Josh Newton*

*Trimester 2 Unit Chair: Josh Newton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## MMM908 – Discipline Reading Unit

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## Content

This unit provides students with the requisite discipline knowledge and skills in research to enable them to analyse critically the research domain that is pertinent to their area of research. Students will also develop skills to evaluate critically research undertaken by others. As part of this unit, the students will further expand on their discipline knowledge related to the topic area of their research.

## Assessment

- Written assignment (4000 words) 40%
- Written assignment (5000 words) 60%

## Hurdle requirement

Attempt and submit all assessment items; achieve at least 70% in the unit to pass the unit.

# MMM909 – Meta-Analysis Research Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Chris Dubelaar*

*Trimester 2 Unit Chair: Chris Doucouliagos*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Burwood (Melbourne) Intensive (5 days/7 hours a day).*

*Dates to be advised.*

## Content

This hands-on unit will provide students with the technical skills to conduct a meta-analysis in their chosen discipline area. The unit will also situate meta-analytic techniques within the broader research process by demonstrating how meta-analyses can both test and advance theory.

## Assessment

- Written assignment (1000 words) – 20%
- Written assignment (1000 words) – 20%
- Written assignment (4000 words) – 60%

# MMP111 – Introduction to Property

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP111*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tom Keel*

*Trimester 3 Unit Chair: Tom Keel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

## Content

This unit aims to give students a general introduction into the property market and the role property plays in a today's economy. It introduces the concept of real property and improvements to land; highest and best use, 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 and improvements on land.
- Gain a broad understanding of property markets and sub-markets.
- Be aware of the broad 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.
- 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%

## From Trimester 3 2019

- Written Blog (1500 words) – 25%
- Written Assignment (2500 words) – 25%
- Examination (2 hours) – 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination AND students must successfully complete the professional literacy module to gain access to the assignment dropbox.

## MMP122 – Introduction to Property Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP122*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kang Koo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

Students progressively explore the issues that affect development of land and redevelopment of existing properties 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

- Case Study report (2000 words) – 25%
- Case Study report (2000 words) – 25%
- Examination (2 hours) – 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP211 – Statutory Valuation

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP211*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jerry Liang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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 court as an expert witness. 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 (Individual) Written Report (2500 words) 25%
- Assignment 2 (Group of 5) Written Compensation Report (2500 words) 25%
- Examination (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP212 – Property Investment

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP212*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jerry Liang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This is an applied property unit dealing with investment property in the commercial, industrial, retail and multi-unit residential markets. The focus is 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 (Individual) Market research 2500 words 25%
- Assignment 2 (Group of 2) Report 2500 words 25%
- Examination 2 hours 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP213 – Property Economics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP213*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dianne Thomson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

Property and real estate markets are directly affected by supply and demand factors which form 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

- Assessment 1 – (Group of 2–3) video (7 minutes) – 20%
- Assessment 2:
  - Part 1 (Group 2–3) written Report (2000 words) – 20%
  - Part 2 (Individual) Written report- self-reflection (800 words) – 10%
- Assessment 3 – Examination 2 hours -50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.



## MMP221 – Property Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP221*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dianne Thomson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

Property Management prepares students with an appreciation and understanding about this important component of the property and real estate market. 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

- Report (2000 words) – 20%
- Assessment 2 Part A: (Group of 3 students) – Report (2500 words) – 25%
- Assessment 2 Part B: (Individual) Reflection (500 words) 5%
- Examination (2 hours) – 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP223 – Property Law and Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMP121, SRP121*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tom Keel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MMP121, SRP121*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### 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 (Individual) – Written Report (1250 words) – 25%
- Assignment 2 (Individual) – Written Report (1250 words) – 25%
- Examination 2 hours 50%

### Hurdle requirement

Students are to achieve at least 50% of the available marks in the examination.

## MMP311 – Advanced Property Valuation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP311*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jerry Liang*

*Prerequisite: MMP212*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week and 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit builds upon property valuation approaches developed in MMP212 Property Investment and examines a wide and diverse range of valuation methodologies. Several advanced valuation topics are examined including advanced valuation techniques for investment grade properties, valuation of specialised properties such as hotels, rural properties and retirement villages, and specialised areas in property valuation such as plant and equipment valuations. Advanced research methods are also examined including independently undertaking research on a topic related to specialised property valuation.

### Assessment

- Assignment 1: Research and develop conference paper – 2500 words 25%
- Assignment 2: Present findings of conference paper – 2500 words 25%
- Examination 2 hours 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP321 – Advanced Property Analysis

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP321*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tom Keel*

*Prerequisite: MMP212*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

In this unit students focus on the interesting area of undertaking data analysis in property markets using different statistical analysis such as hedonic modelling and regression analysis. Property market analysis is an increasing important role in society where property indicators are identified and analysed. This process 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 (Individual) Statistical market analysis research report (2500 words) 25%
- Assignment 2 (Individual) Statistical market analysis research report (2500 words) 25%
- Examination (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the available marks on the examination.

## MMP322 – Advanced Property Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Previously coded as: MMP222, SRP222*

*Trimester 2 Unit Chair: Tom Keel*

*Prerequisite: MMP122 and MMP212*

*Corequisite: Nil*

*Incompatible with: MMP222, SRP222*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit aims to give students an 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

- Case Study Written Report (2000 words) – 20%
- Assessment 2 (Group of 3) – Case Study Written Report (2500 words) – 30%
- Examination (2 hours) – 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP712 – Rating and Statutory Valuation

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP712*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Christopher Ratcliffe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online classes*

### Content

This unit is broken into two separate components:

- valuation for statutory purposes and
- compulsory acquisition and compensation.

Valuation for statutory purposes covers the role of statutory valuation in society with reference to, local government rates, mass appraisal techniques and land tax. Compulsory acquisition and compensation covers valuation principles and methodologies, expert witness statements and preparation for court as an expert witness.

On completion of the unit students should be able to:

- describe the purpose of, and methods used in, statutory valuations and property taxation
- explain the history of property taxation
- prepare a valuation report for a compulsory acquisition

### Assessment

- Assignment 1 2500 words 25%
- Assignment 2 2500 words 25%
- Examination 2 hours 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP713 – Property and Real Estate Context

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP711*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bill Dimovski*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit aims to give students a basic understanding of the property market including land economics, urban economic geography and the role valuation plays in the broader property market.

On completion of the unit students should be able to:

- become familiar with the basic concepts, valuation methods and nuanced language of property
- critically analyse markets, growth in the markets and factors affecting the property prices
- estimate a property price using a comparison of sales approach.

### Assessment

- Written report (2500 words) – 25%
- Written report (2500 words) – 25%
- Examination (2 hours) – 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP721 – Property and Real Estate Law and Practice

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP721*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tom Keel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online classes*

### Content

This unit aims to give students an understanding about the concepts of property and ownership, as well as the general law and land registration systems in the context of professional property and real estate agency practice. There is reference to professional institutions, ethics and industry standards.

On completion of the unit students should be able to:

- discuss in detail the legislation relating specifically to property
- discuss in detail property law principles as they relate to real property
- explain the importance of ethical behaviour by property professionals
- explain of the role of industry bodies in the property market
- discuss different situations that may arise in the buying and selling of property
- explain the operation of the transfer of land process.

### Assessment

- Assessment 1: Assignment 1 (1500 words) – 25%
- Assessment 2: Assignment 2 (1500 words) – 25%
- Examination (2 hours) – 50%

## MMP731 – Management of Real Estate

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP731*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Christopher Ratcliffe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

The aim of this unit is to give an understanding about the management of property in the context of the international real estate market. The unit discusses related aspects of property management including asset management and corporate real estate (CRE) with reference to life-cycle costs, value to the business plans of an organisation, and functionality/fitness for purpose.

On completion of the unit students should be able to:

- Explain the framework relating specifically to property management
- Explain and outline property management principles
- Evaluate the importance of ethical behaviour by property professionals
- Undertake an appreciation of the role of industry bodies in the property management
- Evaluate different situations that may arise in the letting of property
- Explain the operation of the leasing process.

### Assessment

- Assessment 1: Critical review (Individual)  
2500 words – 25%  
– Part A: Interview – (10 Marks)  
– Part B: Reflective summary essay – (15 Marks)
- Assessment 2: Report (Individual) – 2500 words 25%
- Examination 2 hours 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP732 – Property Development

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP732*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kang Koo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

The aim of this unit is to discuss the concepts of property development based on the highest and best use framework. The reference is made to both residential and commercial property developments and includes reference to financial analysis and risk-return evaluations.

On completion of the unit students should be able to:

- Describe the process of property development for commercial and non- residential buildings
- Describe the procurement options which are available to property developers
- Explain market research strategies
- Explain the characteristics and qualities of a range of building materials and features within the context of sustainable property development
- Describe the concepts of promotion and selling of commercial property developments
- Explain the drivers behind sustainability in property development
- Describe a number of key significant international property development projects.

### Assessment

- Written Assignment (individual) 2500 words 25%
- Written Assignment (individual) 2500 words 25%
- Examination 2 hours 50%



## MMP741 – Property and Real Estate Valuation

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP741*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Christopher Ratcliffe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online classes*

### 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%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMP742 – Investment Valuation

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP742*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Christopher Ratcliffe*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit aims to give students knowledge about established property investment analysis approaches as well as the skills to undertake independent property valuation.

On completion of the unit students should be able to:

- collect, evaluate and interpret property market data relevant to property asset valuation
- apply financial formulae appropriately to undertake a discounted cashflow analysis
- produce an investment property report
- analyse and synthesise investment data to form, justify and explain property valuation decisions and assumptions.

### Assessment

- Assignment 1 2500 words 25%
- Assignment 2 2500 words 25%
- Examination 2 hours 50%

### Hurdle requirement

Achieve at least 50% of the available marks in the examination.

## MMS100 – Sport Organisation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Hunter Fajak*

*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)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class, 1 x 1.5 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour class (recordings provided) + 1 x 1.5 hour online seminar*

### 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%

## MMS201 – Sport in Society

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMS101*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Pamm Phillips*

*Cohort rule: Normally available to students enrolled in the Bachelor of Business (Sport Management), the Bachelor of Arts, the Dean's Scholars Program and the Bachelor of Sport Development only.*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MMS101*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week.*

*From Trimester 2 2019: 1 x 1.5 hour class, 1 x 1.5 hour seminar per week.*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) per week plus 1 x 1 hour online workshop per week.*

*From Trimester 2 2019: 1 x 1.5 hour class (recordings provided) per week plus 1 x 1.5 hour online workshop per week.*

### 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%

## MMS202 – Managing High Performance Sport

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Katie Rowe*

*Previously: Management of Sport Performance*

*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.)*

*Prerequisite: MMS100*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recordings provided) + 1 hour online seminar*

### 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

- Assessment 1 (Individual) – Written Report (3500–4000 words) – 40%
- Examination 2 hours 60%

## MMS306 – Sport Management Practicum

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jonathan Robertson*

*Trimester 2 Unit Chair: Damien Whitburn*

*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.*

*Prerequisite: MMS100 and MMS201\**

*\* previously coded MMS101*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements:*

*Placement: 100 hours with a host sporting organisation, association or facility*

## Content

Students will seek a placement with a host sporting organisation, association or facility for a period of 100 hours and will assist management with various duties as negotiated.

## Assessment

Ungraded pass, consisting of:

- Written Assignment 1 (Individual): Project Outline and Contract (1000 words)
- Assignment 2 (Individual): E-portfolio: reflective journal, contacts and activities log, learning artefacts (4000 words)
- Written Assignment 3 (Individual): Project Report (4000 words)

## MMS307 – Sport Facility and Event Management

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Naraine*

*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)*

*Prerequisite: MMS100*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour recorded class + 1 x 2 hour seminar per week.*

*Students will be required to view the prescribed online recorded classes/video(s) each week, coupled with related readings, prior to the seminar, in order to be able to contribute effectively to the seminar activities.*

*Scheduled learning activities – cloud (online): 1 x 1 hour recorded class + 1 x 2 hour online scheduled seminar per week*

## 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

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hunter Fujak*

*Prerequisite: MMK277 or MMK101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5 hour class, 1 x 1.5 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1.5 hour class (recordings provided) + 1 x 1.5 hour online seminar*

## 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

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Pamm Phillips*

*Cohort rule: (Normally available to students enrolled in the BCom majoring in Sport Management or the Dean's Scholars Program only.)*

*Prerequisite: MMS100 and MMS101/MMS201*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour class (recordings provided) + 1 x 2 hour online seminar*

### 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: (Group of 5–6), oral debate (10 minutes) 10%
- Assignment 2: (Group of 4–6) report (4000 words) 40%
- Assignment 3: (Individual) Report (3000 words) 50%

## MMS314 – Planning for Sport Policy and Development

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kim Encel*

*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.)*

*Prerequisite: MMS100*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

### 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%
- Assessment 2 (Group/max 4 students) – Oral presentation (10 minutes) – 20%
- Assessment 3 (Individual) – Article Analysis (4 x 1000 words) – 40%

## MMS701 – Athlete Management

*Enrolment modes: Trimester 1: Burwood (Melbourne) Intensive, Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Damien Whitburn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 3 x 8 hour classes (recordings provided)*

*In-person attendance requirements: Burwood (Melbourne) Intensive: Unit is taught face to face intensively in blocks during Trimester 1. Classes are not held every week*

*Please note the Burwood (Melbourne) offering of the unit is delivered intensively, in blocks. Recordings of the intensive classes will be provided.*

## 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 (3500 words) – 50%
- Assessment 2 (group of 4) – Written assignment (3000 words) – 25% and Presentation (15 minutes) – 25% – Total – 50%

## MMS711 – Introduction to the Sport Industry

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Pamm Phillips*

*Trimester 2 Unit Chair: Damien Whitburn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5-hour class, 1 x 1.5-hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x 1.5-hour class, 1 x 1.5-hour seminar per week (recordings provided)*

## 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

- Assessment 1 (Group 3–4 students) – Video Presentation (15mins) and Written Report (2 x 500 words) – 40%
- Written assignment (6000 words) – 60%

## MMS712 – Sport Marketing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Damien Whitburn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5-hour class, 1 x 1.5-hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x 1.5-hour class, 1 x 1.5-hour seminar per week (recordings provided)*

## 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

- Case study (4000 words) – 60%
- Assessment 2 (Group – 4 students) – Marketing analysis (4000 words) – 40%

## MMS713 – Sport Policy and Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kim Encel*

*Prerequisite: MMS711*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5-hour class, 1 x 1.5-hour seminar per week*



*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x 1.5-hour class, 1 x 1.5-hour seminar per week (recordings provided)*

## 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 (3500 words) – 50%
- Written Assignment (3500 words) – 50%

## MMS714 – Sport Organisation Behaviour

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Naraine*

*Trimester 2 Unit Chair: Michael Naraine*

*Previously: Management (Sport)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5-hour class, 1 x 1.5-hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x 1.5-hour class, 1 x 1.5-hour seminar per week (recordings provided)*

## 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 (3000 words) – 40%
- Written assignment (5000 words) – 60%

## MMS715 – Sport Promotions and Public Relations

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Henry Wear*

*Prerequisite: MMS712*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5-hour class, 1 x 1.5-hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x 1.5-hour class, 1 x 1.5-hour seminar per week (recordings provided)*

## 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

- Assessment 1 (Group maximum of 4 students) – Written assignment 4000 words plus recorded video presentation (6–8 minutes) 40%
- Written assignment 4000 words 40%
- Written reflections 2000 words 20%

## MMS716 – Sport Organisation Theory

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jonathan Robertson*

*Prerequisite: MMS714*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5-hour class, 1 x 1.5-hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent collaborative learning including 1 x 1.5-hour class, 1 x 1.5-hour seminar per week (recordings provided)*

### 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

- Assessment 1 (Individual) – Case study (4000 words) – 40%
- Case study (3000 words) – 30%
- Assessment 3 (Individual) – Digital Oral Presentation (15 minutes) – 30%

## MMS736 – Strategic Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Shilbury*

*Prerequisite: MMS714*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5-hour class, 1 x 1.5-hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x 1.5-hour class, 1 x 1.5-hour seminar per week (recordings provided)*

### 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

- Assessment 1 (Group of 5) – Simulation (equivalent to 3000 words) – 40%
- Written Assignment (5000 words) – 60%

### From Trimester 2 2019

- Assessment 1 (Group of 5) – Online Strategy Simulation (equivalent to 3000 words) – 40%
- Written Assignment (5000 words) – 60%

## MMS773 – Sport Broadcasting

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hunter Fajak*

*Prerequisite: MMS712*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including four (4) scheduled online workshops*

## Content

This unit focuses on the increasing influence of traditional and new media forms of content delivery on sport. Issues to be examined include the economics of broadcasting through rights revenue, contracts and inter-organisational partnerships, government policy influences on sport and broadcasting, scheduling and promotional benefits and the production process of live sporting events and programming. Measurement terms such as ratings and share will be introduced focusing on their translation into revenue and commercial opportunity. The unit also covers future trends in sport broadcasting within Australia and abroad.

## Assessment

- Written Assignment (3000 words) – 40%
- Written Assignment (5000 words) – 60%

## MMS774 – Facility and Event Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Michael Naraine*

*Prerequisite: MMS714*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1.5-hour class, 1 x 1.5-hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 1 x 1.5-hour class, 1 x 1.5-hour seminar per week (recordings provided)*

## 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%

## MMT280 – Brand Management (Tour)

*Enrolment modes: Trimester 2: Overseas Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alison Ringer*

*Prerequisite: MMK277 or MMK101*

*Corequisite: Nil*

*Incompatible with: MMK280, MMK380*

*In-person attendance requirements: This unit requires students to participate in a supervised study program in Chengdu, China delivered by academics from Deakin's Business School together with South-western University of Finance & Economics (SWUFE)*

*Tour Dates: To be advised*

## Content

In today's competitive world, a key to success is building a strong sustainable brand. This involves creating an identity for your brand by developing a captivating, positive and enduring brand image of your company, product or service. This distinguishes your brand from competitors, and creates an emotional connection with your customers and other stakeholders. The brand reflects the entity's essence, history and values, as well as its future direction. Branding is not isolated to the business world, it is fundamental in your personal development. Personal branding helps create a personality and professional identity that distinguishes you from others. This is an important attribute as you begin and progress along your career and life journey. This unit is designed to allow students to explore and apply fundamental brand management and marketing theories, frameworks and applications to different personal and corporate, product and service contexts. Moreover, this tour version of the unit enables students to experience and understand branding in an international context.

## Assessment

- Assessment 1 – (Group 2–3) Written assignment (3500 words) – 40%
- Assessment 2 – (Group 2–3 from Assessment 1) Oral Presentation (20 minutes) – 20%
- Assessment 3 – (Individual) Written assignment (3500 words) – 40%

## MPA701 – Accounting

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAA701*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Egor Evdokimov*

*Trimester 2 Unit Chair: Ali Yaftian*

*Trimester 3 Unit Chair: Wei Shi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA717, MAA761, MAA776, MAA777, MAA778*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops of 3 hours duration*

### 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

- Multiple choice test – 5%
- Written task – (1200 words) – 15%
- Assignment output from manual accounting system and computerised accounting package (15%) and associated reflective task (300 words) (5%) – 20%
- Examination (2 hours) – 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MPA702 – Financial Interpretation

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Rhonda Ryan*

*Trimester 2 Unit Chair: Rhonda Ryan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPA751, MPA951, MPR751, MPR951, MPT751, MPT951*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning workshops of 9 hours duration over the trimester.*

### 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

- Assignment (2000 words) 20%
- Assessment 2 (Group of 5 students) Written assignment (3000 words) 30%
- Examination (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MPD914 – Thesis Results Reporting

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Stuart Orr*

*Trimester 2 Unit Chair: Stuart Orr*

*Trimester 3 Unit Chair: Stuart Orr*

*Cohort rule: For students enrolled in M900, M800 and M901*

*Prerequisite: Completion of all eight stage 1 DBA coursework units or enrolment as a HDR candidate*

*Corequisite: MMD916 or MPD912*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning resources are via CloudDeakin*

### Content

This unit is designed to assist students write up findings from a doctoral-level research project. The output can be an article suitable for publication in a practitioner or academic journal or an academic conference or the results and/or findings and/or discussion chapters of your thesis. Purely conceptual articles are also acceptable. Students must consult with their supervisor and the unit chair to ensure that they choose the most appropriate document to write and plan an appropriate set of drafts leading to the final document. Candidates may be required to attend writing seminar sessions.

The unit is normally undertaken after the candidate has collected the data for the research project and is at 'write-up' stage.

*Note: Students wishing to enrol in this unit must contact the DBA Director via [blresearch@deakin.edu.au](mailto:blresearch@deakin.edu.au).*

Online teaching methods require internet access.

### Assessment

- Written Assignment 1 3000 words 40%
- Written Assignment 2 6000–7000 words 60%

## MPE707 – International Banking and Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MEE707*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Xuan Nguyen*

*Trimester 2 Unit Chair: Xuan Nguyen*

*Prerequisite: MPE781*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops*

### 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 (Individual) 40%
- Examination 2 hours 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.



## MPE711 – Global Trade and Markets

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MEE711*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cong Pham*

*Trimester 2 Unit Chair: Aaron Nicholas*

*Prerequisite: MBA703/MBT703 or MBA712 or MPE781 plus three postgraduate business units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops*

### Content

This unit will provide you with basic tools for analysing economic issues in the world today using an analytical framework, with an emphasis on the economics of international trade and the development of markets. This view emphasises the role of government and studies the interactions between political and private actors in relation to markets. Topics include the law of comparative advantage, economic growth and redistribution, privatisation and migration. As managers and students of business economics you will be equipped with a toolbox of concepts and ideas that will allow you to analyse and adapt to the ever changing environment of the global economy. The analytical approach, combined with the research essay assessment item will emphasise the ability to understand and apply theories, as well as recognise their limitations.

### Assessment

- Assessment 1 (Group of 2–4) – Group Presentation (12 minutes) – 20%
- Assessment 2 (Group of 2–4) – Research Essay (2000 words) – 40%
- Examination (2 hours) – 40%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MPE781 – Economics for Managers

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MEE781*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shuddha Rafiq*

*Trimester 2 Unit Chair: Xuan Nguyen*

*Trimester 3 Unit Chair: Chi-Chur Chao*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA712, MPT781*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning including 3 scheduled online workshops*

### 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 2 hours 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MPF753 – Finance

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MAF753*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mong Shan Ee*

*Trimester 2 Unit Chair: Robert Xiao*

*Trimester 3 Unit Chair: Xiaoyang Li*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF740, MBA722, MPT753*

*Recommended: It is recommended that students without prior exposure to elementary statistics undertake MIS771 prior to studying this unit.*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 scheduled online seminars*

### Content

This unit is designed as an introduction to the theoretical principles of finance and the practical requirements of financial management within for-profit corporate 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 time-value-of money and risk-return analytics. It envelopes investment, financing, capital structure and payout decisions within the context of the Australian and international financial institutional frameworks. The unit will help students to develop an ability to apply basic mathematics to solve real-world financial decision problems. The unit will offer useful 'take-home' skills and knowledge relevant both for students who are running (or are planning to run) their own businesses as well as those employed (or seeking employment) in managerial positions within large companies.

*Note: A financial calculator is recommended.*

This unit is available in study tour mode.

### Assessment

- Assignment 40%
- Examination 2 hours 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MPK701 – Research Design and Analysis

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ho Yin Wong*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar (recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (recordings provided) per week + 4 x 2 hour online seminar (livestreamed with recordings provided) per trimester*

### Content

The unit will develop students' knowledge of the scope of research in business, together with the processes and techniques used in business research. Specific topics include an introduction to research in business, problem definition, research design, qualitative and quantitative methods, data collection instruments, qualitative and quantitative data analysis, univariate and multivariate statistical analysis, the development of business models, reporting and presentation of results. Applications of business research concepts in various business areas such as strategic management, marketing management, human resources management and other business disciplines will also be discussed.

### Assessment

- Assessment 1 – Written Assignment 4000 words 40%
- Assessment 2 – Examination 2 hours 60%

## MPK704 – Sustainable Environmental Marketing

*Enrolment modes: Trimester 3: Burwood (Melbourne) Intensive, Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MPM704*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Mehdi Taghian*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPT704*

*Scheduled learning activities – cloud (online): 1 x 4 hour seminar (livestreamed with recordings provided) each day of the teaching intensive as per the day and dates provided*

*In-person attendance requirements: Burwood (Melbourne) Intensive offering:*

*Unit is taught face to face intensively in blocks during the trimester; that is, classes are not held on a weekly basis. Attendance is required at each extended hour seminar.*

### Content

Sustainable Environmental Marketing 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

- Essay (1500) words 15%
- Environmental Sustainability (document) audit report (2500 words) 25%
- Examination (2 hours) 60%

### Hurdle requirement

Submit all assessment tasks, and achieve at least 50% of the available marks for assignment 1 and assignment 2 combined and achieve at least 50% of the marks available on the examination.

## MPK713 – Consumer Behaviour

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: Nil*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jeffrey Rotman*

*Prerequisite: Nil*

*Corequisite: MBA704/MBR704 or MBA720/MBT720 or MPK732/MPT732*

*Incompatible with: MPK712*

*Scheduled learning activities – campus: 1 x 3 hour seminar (livestreamed with recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (livestreamed with recordings provided) per week*

### Content

Understanding the behaviour of consumers and the factors that influence their behaviour is critical to successful marketing managers, CEOs, and company directors. This unit examines consumer behaviour in a broad frame, and considers consumer behaviour from a critical and practical perspective. Students will be challenged to think broadly in the context of consumer behaviour and its application to marketing. We use multiple media platforms to examine how consumer behaviour is used and can be used in successful, contemporary commercial, government, and non-profit contexts. The disciplines of psychology, social psychology, behavioural economics, philosophy and sociology will form the foundation for topics examined in this unit.

### Assessment

- Assessment 1 (Group of 2–4) Project proposal, 500 words, 5%
- Assessment 2 (Group of 2–4) Written assignment (Case study analysis) 3000 words, 30%
- Assessment 3 (Group of 2–4) Five minute digital presentation (either a short film/documentary or audio podcast) 15%
- Time-based assignment (Business case study/ Problem solving analysis) 2500 words, 7 days or 168 hours, 50%

### Hurdle requirement

Achieve at least 50% of the marks available in Assessment 4.

# MPK732 – Marketing Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMK732*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ho Yin Wong*

*Trimester 2 Unit Chair: Michael Valos*

*Trimester 3 Unit Chair: Pandora Kay*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA720, MPR732, MPT732*

*Scheduled learning activities – campus: 1 x 3 hour seminar (livestreamed with recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (livestreamed and recordings provided) per week + 3 x 1.5 hour online seminar (livestreamed with recordings provided) per trimester*

## Content

This unit examines the transformative and integrative marketing management process. A variety of topics are addressed to provide participants with key tools to take away from this exciting discipline. These include marketing strategy and planning; marketing research; segmentation, targeting and positioning; consumer behaviour; pricing considerations and approaches; integrated marketing communications; product strategy and new product development; managing place; and marketing evaluation/metrics. Marketing Management introduces participants to core marketing concepts and techniques, and importantly encourages the application of these to real world contexts.

## Assessment

- Assessment 1 (Group of 2–3) – Case study exercise (3000 words) – 30%
- Blogging (1600 words) – 20%
- Examination: (2 hours) – 50%

## Hurdle requirement

Achieve at least 50% of the marks available on the examination.

# MPK733 – Applied Strategic Marketing

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Pandora Kay*

*Trimester 2 Unit Chair: Mehdi Taghian*

*Prerequisite: For M758 students only: MPK732/MPT732/MPR732, MPK701, plus any six other units in M788*

*For all other students: MPK732/MPT732 or MBA720/MBT720, plus any seven other postgraduate units*

*Incompatible with: MMK733*

*Scheduled learning activities – campus: 1 x 3 hour seminar (livestreamed with recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (livestreamed and recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

## Content

This is the capstone unit for the Master of Marketing. It provides an overview of the analytical framework for strategic market planning; the nature of strategic market planning, analysing market opportunity and competitive capability. It requires students to combine strategic theory with an integrated understanding of marketing theory and applied research skills gained throughout the course and apply it in a competitive business simulation. Student teams will be competing against other teams for markets, market share, sales, and ultimately profit through the successful management of product lines and other corporate resources. The overall objective of the unit is to demonstrate an ability to analyse markets, evaluate opportunities, and create corporate value through the application of marketing theory.

## Assessment

- Marketing plan (3500 words) 40%
- Oral presentation (20 minutes) 20%
- Weekly report (500 words per week) 10%
- Assessment 4 (Group 4–6) Simulation performance, 30%

## MPK736 – International Marketing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMK736*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mehdi Taghian*

*Prerequisite: Nil*

*Corequisite: MBA704/MBR704/MBT704 or MBA720/MBT720 or MPK732/MPT732*

*Incompatible with: MPT736*

*Scheduled learning activities – campus: 1 x 3 hour seminar (livestreamed with recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (livestreamed with recordings provided) per week*

### 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.

*Note: This unit is available in study tour mode.*

### Assessment

- Written Assignment 1 (1000 words) – 10%
- Written 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.

## MPL700 – Leadership Practice with Impact

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Melanie Kan*

*Trimester 2 Unit Chair: Melanie Kan*

*Trimester 3 Unit Chair: Huong Le*

*Cohort rule: This unit is only available to students enrolled in M597 – Graduate Certificate of Professional Practice (Leadership), M597 – Graduate Certificate of Leadership, M797 – Master of Leadership, M797 – Master of Professional Practice (Leadership)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPM771*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online content for each topic which is available on demand.*

### Content

This unit is designed for students undertaking studies in leadership. The purpose of the unit is to deliver a thorough grounding in the main leadership theories, concepts, and issues. It is intended as an introduction to leadership and will be the theoretical foundation upon which other leadership units are built. As such, it would normally be the first leadership unit that students take. It is delivered wholly online, so students take full responsibility for their own learning and progress. Through readings, online lectures and podcasts, interactive discussion boards, and individual activities, students will engage with leadership theories and to apply them to their own workplaces.

*Note: This unit uses the FutureLearn online learning platform.*

### Assessment

- Assessment 1 – Individual – Topic tasks, 5% each task – Eight topics/tasks in total adding up to 40% (500 words per task)
- Assessment 2 – Individual – Consolidation of online portfolio and report, 60% (5000 words)



## MPL701 – Leadership Challenges

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Melissa Parris*

*Trimester 2 Unit Chair: Andrew Creed*

*Trimester 3 Unit Chair: Huong Le*

*Cohort rule: For students enrolled in: M597, M797, M701, M538, M738, D713*

*Prerequisite: MPL700 or MBA730/MBR730 or MBA706/MBR706*

*Corequisite: Nil*

*Incompatible with: MPM773*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online content for each topic which is available on demand.*

### Content

This unit is designed for students undertaking studies in leadership. The purpose of the unit is to explore the relevance of leadership theory to students' experience of leadership issues in the workplace. In particular, this unit will focus on issues such as power and influence, leading teams, diversity, ethics, leading under crisis and leadership development. Students will develop an enriched case study of contemporary issues that allow them to apply course theories and explore leadership in 'real' situations. It is delivered wholly online so students take full responsibility for their own learning and progress. Through readings, online lectures and podcasts, interactive discussion boards, and individual activities, students will engage with leadership theories and to apply them to their own circumstances.

*Note: This unit uses the FutureLearn online learning platform.*

### Assessment

- Assessment 1 (Individual) Portfolio- 6 topics/tasks of 500 words each (total 3000 words) 50%
- Case Study (3000 word report, plus 5-minute video) 50%

## MPM701 – Business Process Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mike Bengough*

*Trimester 2 Unit Chair: Mike Bengough*

*Trimester 3 Unit Chair: Mike Bengough*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA710, MPC701, MPM701A*

*Scheduled learning activities – campus: 1 x 2 hour class per week.*

*From Trimester 2 2019: 1 x 2 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including a minimum of 3 scheduled online workshops*

### Content

This unit provides foundation skills and knowledge about the management of business processes 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 processes and report on the goals and objectives of the organisation. The unit highlights that business process management (BPM) is applicable in all industries, for example, manufacturing, wholesale and service sectors, and that it is pertinent to business organisations of all sizes. The unit introduces business processes from architectural, problem scoping, modeling, methodological and measurement perspectives. The unit prepares students to develop and enhance professional careers in industry, government, and the not-for-profit sector.

*Note: This unit is also available in Start Anytime mode.*

### Assessment

- Presentation 10%
- Assessment 2 (Group of 3) – Written Assignment (2000 words) 40%
- Examination (2 hours) 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MPM701A – Business Process Management

*Enrolment modes: Start Anytime*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Mike Bengough*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA710, MPC701, MPM701*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including online content for each topic which is available on demand.*

### Content

This unit provides foundation skills and knowledge about the management of business processes 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 processes and report on the goals and objectives of the organisation. The unit highlights that business process management (BPM) is applicable in all industries, for example, manufacturing, wholesale and service sectors, and that it is pertinent to business organisations of all sizes. The unit introduces business processes from architectural, problem scoping, modeling, methodological and measurement perspectives. The unit prepares students to develop and enhance professional careers in industry, government, and the not-for-profit sector.

### Assessment

- Written response and BPMN diagramming for 'As Is' analysis and some additional complex diagramming (maximum of 3000 words plus business diagrams) – 40%
- Written response and BPMN diagramming for 'To Be' analysis (maximum of 3000 words plus business diagrams) – 60%

## MPM703 – Business Strategy and Analysis

*Enrolment modes:*

*Trimester 1 Burwood (Melbourne), Cloud (online)*

*Trimester 2 Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MDM703*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Banjo Roxas*

*Trimester 2 Unit Chair: Steve Jaynes*

*Prerequisite: Nil.*

*From Trimester 2 2019: M751 students: Must have completed MPM731, MPM732, MMH733 and MIS770. All other students: Must have completed any six postgraduate units.*

*Corequisite: Nil*

*Incompatible with: MPM706, MPR706*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (recordings provided) including 6 x 1 hour scheduled online seminars.*

### 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.

## MPM705 – Retailing

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alvin Lee*

*Prerequisite: Nil.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar (livestreamed with recordings provided) per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar (livestreamed and recordings provided) + 1 hour online seminar (livestreamed with recordings provided) per week*

### Content

Retailers are the final link in the supply chain, they present and sell goods and services to the final product users. Although retailing seems like a simple activity, the industry has become highly complex, competitive and challenging. Retailing is also among the largest industry sectors in the economy. You will learn the basic elements of retailing. The unit is future focused, concentrating on the changing retail-field to help students prepare for careers in the industry.

### Assessment

- Assessment 1 (Group of 4) – Written Assignment (4000 words) – 50%
- Examination (2 hours) – 50%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MPM712 – Managing Innovation

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrea Howell*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPT712*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour class per week (recordings provided)*

### 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

- Assessment 1a (Group of 4) Written report – 4000 words 40%
- Assessment 1b (Individual) Video recording – 5 minutes 10%
- Discussion board contribution (10 unique contributions throughout the trimester) 10%
- Written reflection and establishment of tool kit for the management of innovation (4000 words) 40%

## MPM715 – Management and Organisational Consulting

*Enrolment modes: Trimester 2: Burwood (Melbourne) Intensive*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Stuart Orr*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPD915*

*In-person attendance requirements: Unit is taught face to face intensively in blocks during the trimester; that is, classes are not held on a weekly basis. Attendance is required at both seminars.*

### 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

*Enrolment modes: Not offered in 2019*

*EFTSL value: 0.125*

*Prerequisite: MPM705*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 3 hour seminar per week (recordings provided)*

### 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%

## MPM722 – Human Resource Management

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne) Intensive, Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMM722*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shaung Ren*

*Trimester 3 Unit Chair: Bruce Hearn Mackinnon*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPR722, MPT722*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week. Students will be also be provided with recorded classes and e-live sessions*

*Scheduled learning activities – cloud (online): Learning resources are via CloudDeakin. Students will be also be provided with recorded classes and e-live session*

*In-person attendance requirements: TRIMESTER 3 ONLY:*

*Burwood (Melbourne) Intensive:*

### Content

The unit content focuses on the strategic management of people in the workplace. It is designed for managers or aspiring managers to be able to understand the potential of strategic HRM in the macro context to build a strategic competitive advantage for organisations.

It uses a mix of local and global examples to illustrate these points. Specific attention is given to issues of strategic alignment and developing a HR strategy, talent management, human resources planning, talent development, and managing for performance. Students will also develop practical skills in HRM topics that they will be able to utilise in their workplaces.

*Note: Cloud (online) enrolled students are also welcome to attend Intensive offering sessions.*

## Assessment

- Written Assignment (Individual) 3000 words plus 500 words from a related blog discussion on the theory associated with the research question on Cloud Deakin, 50%
- Examination: (2 hours), 50%

## Hurdle requirement

Achieve 50% of the marks available on the examination.

## MPM731 – Business Communication for Managers

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Siewmee Barton*

*Trimester 3 Unit Chair: Siewmee Barton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPR703*

*Scheduled learning activities – campus: 1 x 2 hour class session plus 1 x 1 hour seminar per week*

*Scheduled learning activities – cloud (online): 1 x 2 hour class (recorded) and 1 x 1 hour online seminar per week*

## Content

The aim of the unit is to develop the abilities of students to communicate effectively both academically at the Masters level and in business environments. Specifically, the unit is designed to provide students with the ability to utilise and choose appropriate communication techniques for different scenarios. The ability to articulate key messages using appropriate techniques and channels is a critical skill for managers facing multiple communication challenges in the 21st century.

## Assessment

- Written research report and analysis (1500 words) – 20%
- Assessment 2 (Group of 4 and individual) – Group report (4000 words 30%) and Individual written self-reflection (500 words 10%) – 40%
- Public Communication (Written communication (1500 words 20%); Embedded podcast (5 minutes 10%) Blog (1000 words 10%)) – 40%

## MPM732 – Critical Thinking for Managers

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Steve Ogden*

*Trimester 2 Unit Chair: Stuart Orr*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (recordings provided) including a minimum of 3 scheduled online seminars.*

## Content

The critical thinking unit aims to introduce students to the level of thought and critical analysis required to complete Masters level units successfully. It will introduce students to concepts including analytic and synthetic thinking, the development of hypotheses, construction and deconstruction of argument, credibility and the use of evidence, explanations and inferences, and the process of evaluation.

The unit will help bridge the gap for students who have completed bachelor degrees using traditional learning techniques to enable them to advance into critical thinking and analysis at a level suitable for Masters level units.

## Assessment

- Written paper (1500–2000 words) – 30%
- Podcast or webcast (equivalent to 1000 words) – 30%
- Examination (2 hours) – 40%



## MPM735 – International Business Management

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMM735*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Doren Chadee*

*Trimester 2 Unit Chair: Doren Chadee*

*Trimester 3 Unit Chair: Doren Chadee*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPT735*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (recordings provided) including a minimum of 3 scheduled online seminars.*

### 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 upon international business management strategy.

*Note: This unit is available in study tour mode.*

### Assessment

- International business research report (3000 words) – 35%
- Assessment 2 (Group of 3) – Applied international business strategy research project (3000 words) – 35%
- Examination (2 hours) – 30%

### Hurdle requirement

Each student must achieve at least 50% of the final examination mark.

## MPM755 – Building Success in Commerce

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Steve Ogden*

*Trimester 2 Unit Chair: Steve Ogden*

*Trimester 3 Unit Chair: Harsh Suri*

*Prerequisite: Must have passed 7 units including MPA701, MPE781/MPT781, MPF753/MPT753, MPM701, MPM731*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week*

*Scheduled learning activities – cloud (online): 3 x 1 hour class per week (recordings provided) plus 3 x 1 hour online seminars*

### Content

Integrated and linked with core units, the capstone unit provides students with the opportunity to scope a business challenge, and through considered research, provide a solid foundation to identify priorities for decision-making in the context of setting up a business. Students will develop a proposal for setting up a new business entity. Along the way, students will be able to demonstrate their ability to research the issue at hand, identify different solutions, taking into account personal, team and societal issues/challenges so that a recommendation/solution can be proposed. This will require students to utilise their skills in accounting, economics, finance, business process management, and business communication to develop a coherent and aligned business plan and resourcing strategies that contribute to business success in a dynamic, global business environment. Students will be required to explain and justify their decisions. Business decision-making is underpinned by ethics and cultural understanding, and students will identify and reflect on their approach to decision-making and how they perceive business success in this context.

### Assessment

- A critical analysis of a chosen discipline based factors that affect business success (2000 words) – 30%
- Assessment 2 (Group – 4 students) – Group business proposal (5000 words) – 50%
- Individual reflection (1500 words) – 20%

## MPM773 – Contemporary Issues in Leadership

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Jon Billsberry*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Burwood (Melbourne) Intensive: This unit will be taught in intensive mode at Burwood (Melbourne) on the following dates between 9.00am and 5.00pm. Students will devote this time to study and complete assessments in various forms. Between each teaching block, students will prepare their case studies to be presented at the following class. In addition, students will need to do some pre-reading before coming to the first class. These details are explained on CloudDeakin.*

### Content

This unit is designed for students undertaking studies in leadership. The purpose of the unit is to explore the relevance of leadership theory to students' experience of real world issues. In particular, this unit will focus on leadership under pressure, in times of crisis, and in response to global issues such as sustainability, terrorist activity, and the ethical behaviour of leaders. The unit will be taught in three blocks of two days so that contemporary leadership events can be tracked to explore their dynamic nature and emerging complexity. Students will be encouraged to develop enriched case studies of contemporary issues that allow them to apply course theories and explore leadership in 'real' situations.

*Note: Further information about the unit is available from: TBA*

### Assessment

- Case presentation 1 (pairs) 35%
- Case presentation 2 (pairs) 35%
- Individual assignment 30%

### Hurdle requirement

In normal circumstances, students will have to attend and participate in all three blocks to satisfy the requirements of the unit.

## MPM775 – Personal Leadership

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Prerequisite: Must have passed 3 units in MBA730, MBR730, MPM771, MPR771, MPM772, MPR772, MPM773*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Burwood (Melbourne) Intensive offering:*

*Unit is taught face to face intensively in blocks during trimester 2. Classes are not held every week, but attendance is required across the trimester:*

### Content

The aim of this unit is to retrieve, integrate, reinforce, extend, and intensify the learning benefits from studying the core units in the Master of Leadership.

### Assessment

- Written Report (3000 words) – 360-Degree Leadership Re-Assessment – 30%
- Assessment 2 (in pairs) – Leadership Assessment Task lasting 4 hours that assesses current leadership skills and gaps for further improvement – 30%
- Personal Leadership Video Documentary (max 30 mins) – 40%

## MPM792 – Operations Management

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Stuart Orr*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities (recordings provided) including a minimum of 6 scheduled online seminars.*

## Content

The unit considers operation management as a transformative, cross-functional process. It covers both manufacturing and service contexts and is based upon learning from case studies, simulations and examples. Topics include: operations and supply chain strategy; quality management; product and process design; capacity planning; scheduling; and materials and inventory management. 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

- Assessment 1 (group/3 students) – Written Assignment (3000 words) – 40%
- Research Report (4000 words) – 60%

## MPP701 – Research Project 1A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*  
*Trimester 2: Burwood (Melbourne), Cloud (online)*  
*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kerrie Bridson*  
*Trimester 2 Unit Chair: Kerrie Bridson*  
*Trimester 3 Unit Chair: Kerrie Bridson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPP704*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

## 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.

*Note: Special enrolment procedure applies – please contact a buslaw student adviser for further details.*

## Assessment

Written Research Report (10,000 words) 100%.

For students completing both MPP701 and MPP702: Research proposal and literature review (individual or group of 2–4) up to 10000 words, 100%.

## MPP702 – Research Project 1B

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kerrie Bridson*

*Trimester 2 Unit Chair: Kerrie Bridson*

*Trimester 3 Unit Chair: Kerrie Bridson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPP704*

*Scheduled learning activities – campus: This unit requires no formal class attendance; however, it will involve a minimum of 22 hours supervised contact.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

## 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.

*Note: Special enrolment procedure applies – please contact a buslaw student adviser for further details.*

## Assessment

Written Research Report (10,000 words) 100%.

For students completing both MPP701 and MPP702: Written Research Report (individual or group of 2–4) up to 15,000 words, 100%.

## MPP703 – Leadership Research Project

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Kerrie Bridson*

*Trimester 2 Unit Chair: Andrea North-Samardzic*

*Trimester 3 Unit Chair: Andrea North-Samardzic*

*Previously: Research Project 2*

*Cohort rule: From Trimester 3 2019:*

*Available to M797 students only*

*Prerequisite: From Trimester 3 2019: Students must successfully complete all 10 credential units (CRCOM-A1, CRTWK-A1, CRLDP-A1, CREMO-A1, CRADC-A1, CRDSR-A1, CRDIL-A1, CRCRI-A1, CRPSV-A1, CRGCZ-A1)*

*Corequisite: Nil*

*Incompatible with: MPP704*

*Scheduled learning activities – campus: This research project unit requires no formal class attendance; however, it will involve a minimum of 22 hours supervised contact.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

### 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.

*Note: Previously titled: Research Project 2*

Special enrolment procedure applies – please contact a buslaw student adviser for further details.

### Assessment

Written Research Report (15,000 words) 100%

#### From Trimester 3 2019

Research Report (15,000 words) – 100%

## MPP704 – Research Project 4

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Mike Mao*

*Trimester 2 Unit Chair: Kerrie Bridson*

*Trimester 3 Unit Chair: Kerrie Bridson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPP701, MPP702, MPP703*

*Scheduled learning activities – campus: This unit requires no formal class attendance; however, it will involve a minimum of 22 hours supervised contact.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

### 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.

*Note: Special enrolment procedure applies – please contact a buslaw student adviser for further details.*

### Assessment

Written research report (20,000 words) 100%

## MPR705 – Entrepreneurship (Residential)

*Enrolment modes: Residential: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: MMR705*

*EFTSL value: 0.125*

*Unit chair: Heather Round*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This Residential unit requires students to attend six days of intensive study at the Waurin Ponds Estate, Geelong.*

*Residential Dates: Sunday 21 July to Friday 26 July 2019*

### 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.

*Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen. For further information please visit the Residential Units webpage.*

*Please note: The final result for this unit will be released on the same date as Trimester 2 results – Thursday 7 November 2019 from 6pm.*

### Assessment

- Ideas Market: Individual poster presentations with three minute 'idea pitches' to peers, 20%
- Assessment 2 (Group of 4–6) twenty minute presentation and follow up report (4000 words) 50%
- Essay (3000 words) 30%

### From Residential period 4 2019

- Presentation (3 minutes) – 20%
- Assessment 2 (Group 4–5, two parts) 50% total
  - Part 2A: Presentation (20 minutes) – 20%
  - Part 2B: Written Report (4000 words) – 30%
- Assessment 3 (Individual) – Essay (3000 words) – 30%

## MPR779 – Leadership in the Real World

*Enrolment modes: Residential: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: MMR703, MPR703*

*EFTSL value: 0.125*

*Unit chair: John Molineux*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This Residential unit requires students to attend six days of intensive study at the Waurin Ponds Estate, Geelong.*

*Residential Dates: Sunday 23 June to Friday 28 June 2019*

### Content

This is an intensive experiential program designed to capitalise on principles of adult learning. Students participate in a series of interactions designed to reproduce the dynamics of communication within organisations as well as communication between the organisation and its environment. The intensive residential program addresses interaction of individuals, groups, and larger social units. Topics addressed include handling of media crises, understanding the importance of interpersonal communication and storytelling, and negotiation and mediation skills. Students learn by dealing with problem situations and by reflecting on their performance. Concepts and techniques are provided through appropriate readings, situational practice, and extended exposure to communication and media professionals.

*Note: Conference fees for residential units are in addition to the tuition fee and vary depending on the type of accommodation chosen.*

*Please note: The final result for this unit will be released shortly after Trimester 1 result release.*

### Assessment

- Assignment 1 (Group Presentation 3–5 students) 30%
- Assignment 2 (Group 3–5 students) 30%
- Assignment 3 (2000 words) 40%



## MPT712 – Managing Innovation (Tour)

*Enrolment modes: Trimester 3: Overseas Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Heather Round*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPM712*

*In-person attendance requirements: The study tour is a full 10 day trip of which 7 days have activities arranged from 8am through to 5pm.*

### Content

In this unit students visit an innovative ecosystem (such as Silicon Valley in the USA or Chilcon Valley in Chile) and spend 10 days visiting key organisations in the chosen entrepreneurial hub in order to learn more about managing innovation. A wide range of organisations will be selected as part of the study tour in order to develop comprehensive knowledge about '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. As part of the study tour students will have the opportunity to learn from the leaders in the area of innovation and also to expand their own networks in order to continue to develop their own innovation skills in future.

### Assessment

- Assessment 1 (Group of 4) Written report – 4000 words 40%
- Discussion board contribution (10 unique contributions throughout the trimester) 10%
- Written reflection and establishment of tool kit for the management of innovation (5000 words) 50%

## MPT732 – Marketing Management (Tour)

*Enrolment modes: Trimester 2: Overseas Study Tour*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Hall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPK732, MPR732*

*In-person attendance requirements: This unit requires students to attend a supervised study tour*

### 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.

*Note: Special enrolment procedure applies. Enrolment in this program is by application only.*

### Assessment

- Test(s) 20%
- Written assignment 1 (group) 4000 words 40%
- Written assignment 2 (individual) 4000 words 40%

## MPT735 – International Business Management (Tour)

*Enrolment modes: Trimester 3 (Overseas Study Tour)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Doren Chadee*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPM735*

*Scheduled learning activities – campus: There will be 20 hours of classes and 10 hours of seminars. In addition, the experiential learning component will include visits to international businesses, related to themes of the course. These visits will involve approximately 18 hours.*

*In-person attendance requirements: This unit requires students to attend a supervised study tour.*

## 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 requirement

Achieve a passing grade on each piece of assessment.

# MPT736 – International Marketing

*Enrolment modes: Trimester 2: Overseas Study Tour*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Hall*

*Prerequisite: Nil*

*Corequisite: MBA704/MBR704 or MBA720 or MPK732/MPT732*

*Incompatible with: MPK736*

*In-person attendance requirements: This unit requires students to attend a supervised study tour*

## 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.

*Note: Please refer to Study Tour link below for further information:*

## USA Study Tour

Special enrolment procedure applies.

Enrolment in this program is by application only. Applications for 2019 programs will open on the following dates:

- T2 2019 programs – Dates to be advised
- T3 2019 programs – Dates to be advised

Please add yourself to our expression of interest list and we will contact you when applications open. For further information on international study opportunities please see Deakin's website.

## Assessment

- Written assignment 1 (group) 4000 words 40%
- Written assignment 2 (individual) 4000 words 40%
- Test(s) 20%

## Hurdle requirement

1. Attendance for all visits.
2. A Group Daily report. These represent the Group's responses after the discussion of the set questions addressed at the conclusion of the daily visits.
3. A copy of the Individual Daily Journal that will be emailed to the Leaders on a regular basis.

From T2 2019: NIL

## MPT781 – Economics for Managers (Study Tour)

*Enrolment modes: Trimester 3 (Study Tour)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Munirul Nabin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MBA712, MBT712, MPE781*

*In-person attendance requirements: There will be 20 hours of classes and 10 hours of seminars. In addition the experiential learning component will include visits to international businesses related to themes of the course. These visits will involve approximately 18 hours.*

### Content

This 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. The unit has a practical focus as evidenced by the application of theory to international business.

*Special enrolment procedure applies.*

Please add yourself to our expression of interest list and we will contact you when applications open. For further information on international study opportunities please see Deakin's website.

### Assessment

- Assessment 1 (individual) – Case study report (less than 3000 words) – 40%.
- Examination (Individual) – 2 hours Take home exam – 60%

### Hurdle requirement

Achieve at least 50% of the marks available on the examination.

## MRA908 – Discipline Reading Unit (Accounting)

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hours class per week*

### Content

This unit provides students with the requisite discipline knowledge and skills in research to enable them to analyse critically the research domain that is pertinent to their area of research. Students will also develop skills to evaluate critically research undertaken by others. As part of this unit, students will further expand on their discipline knowledge related to the topic area of their research.

### Assessment

- Written assignment (4000 words) – 40%
- Written assignment (5000 words) – 60%

## MRI908 – Discipline Reading Unit (Isba)

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hours class per week*

## Content

This unit provides students with the requisite discipline knowledge and skills in research to enable them to analyse critically the research domain in Information Systems and Business Analytics. Students will also develop skills to evaluate critically research undertaken by others. As part of this unit, the students will further expand on their discipline knowledge related to the topic area of their research.

## Assessment

- Written assignment (4000 words) – 40%
- Written assignment (5000 words) – 60%

## MRK908 – Discipline Reading Unit (Marketing)

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## Content

This unit provides students with the requisite discipline knowledge and skills in research to enable them to analyse critically the research domain that is pertinent to their area of research. Students will also develop skills to evaluate critically research undertaken by others. As part of this unit, the students will further expand on their discipline knowledge related to the topic area of their research.

## Assessment

- Written assignment (4000 words) – 40%
- Written assignment (5000 words) – 60%

## Hurdle requirement

Nil

## MRL908 – Discipline Reading Unit (Law)

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Danuta Mendelson*

*Cohort rule: This unit is only available to students enrolled in M900 – Doctor of Philosophy*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week*

## Content

This unit provides students with the requisite discipline knowledge and skills in research to enable them to analyse critically the research domain that is pertinent to their area of research. Students will also develop skills to evaluate critically research undertaken by others. As part of this unit, the students will further expand on their discipline knowledge related to the topic area of their research.

## Assessment

- Written assignment (4000 words) – 40%
- Written assignment (5000 words) – 60%

## MRM908 – Discipline Reading Unit (Management)

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: Nil*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 2 hour classes over the trimester*

## Content

This unit provides students with the requisite discipline knowledge and skills in research to enable them to analyse critically the research domain that is pertinent to their area of research. Students will also develop skills to evaluate critically research undertaken by others. As part of this unit, the students will further expand on their discipline knowledge related to the topic area of their research.

## Assessment

- Written assignment (4000 words) – 40%
- Written assignment (5000 words) – 60%

## MSC401 – Research Report 1

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## 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 15,000–20,000 word thesis.

## MSC402 – Research Report 2

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## 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 15,000–20,000 word thesis.

## MSC403 – Research Report 3

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

The unit continues investigations commenced in MSC401.

## Assessment

Satisfactory progress towards 15,000–20,000 word thesis.

## MSC404 – Research Report 4

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

The unit continues investigations commenced in MSC401. Completion of the unit requires the submission of an honours thesis of approximately 15,000 words.

## Assessment

Thesis (15,000 words) 100%.



## MSC411 – Research Paradigms and Contemporary Issues in Information Systems

*Offering information: To be advised*

*Enrolment modes: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This unit is taught via cloud (online) mode and by individual supervision and mentoring.*

### 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%

## MWL101 – Professional Insight

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2\*: Burwood (Melbourne), Warrnambool, Waterfront (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Micaela Spiers*

*Trimester 2 Unit Chair: Micaela Spiers*

*Trimester 3 Unit Chair: Wayne Read*

*Previously: Personal Insight*

*Prerequisite: Completion of 3 credit points of study*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour seminar per week with an additional 4 x 1 hour class to run in weeks 1, 3, 5, and 8.*

*Scheduled learning activities – cloud (online): 1 x 2 hour seminar per week (livestreamed with recordings provided) with an additional 4 x 1 hour recorded class to run in weeks 1, 3, 5, and 8.*

### Content

The Professional Insight unit is a compulsory unit offered in Deakin's Bachelor of Commerce program and is also available to students from other programs and faculties within the University. The University recognises the importance of students gaining professional identity skills to enable them to apply for and effectively participate in the business environment. The unit aims to broaden students' self-awareness and understanding of their career preparation, develop tools and actions plans, and range of communication capabilities necessary to be successful in both their business and personal lives.

### Assessment

- Assessment 1: (Individual) My opportunities – industry and capabilities analysis, 2000 words, 20%
- Assessment 2: (Individual with groups of 3–4 work) My Profile – Action Plan, Professional Profile – 1-minute video and reflection, 1500 words, 30%
- Assessment 3: (Individual with groups of 3–4 work) My Application – application, mock interview and reflection, 2500–3000 words, 50%

### Hurdle requirement

Students must successfully complete the online 'Introduction to Professional Identity' module before they can attain access to Assessment 2.

## MWL201 – Community Based Volunteering

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wayne Read*

*Trimester 2 Unit Chair: Wayne Read*

*Trimester 3 Unit Chair: Marion Steel*

*Prerequisite: Completion of 4 credit points (excluding Recognition of Prior Learning) prior to commencing placement.*

*Corequisite: Nil*

*Incompatible with: MIS291*

*In-person attendance requirements: This unit is an experiential learning unit which will involve approximately 100 hours of placement plus 20 hours for individual reflection and associated assessment tasks.*

*This unit requires no formal class attendance though some programs may conduct a compulsory briefing/orientation session (4 hours).*

### Content

This unit provides students with an opportunity to undertake appropriate and relevant experiential learning within their studies. The unit aims to provide students with an opportunity as part of their course to take part in a community based volunteering placement with a not-for-profit organisation as a means for developing citizenship, generic skills and graduate attributes that enhance future employment.

*Note: This unit requires students to complete an online application form and submit a current resume and signed course map. For more information and to complete the application process please [click here](#). Students cannot enrol in the unit or commence a placement without written approval. Placements can be completed in Australia or overseas.*

### Assessment

Assessment – Learning Portfolio – 100%.

## MWL202 – Team Projects

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wayne Read*

*Trimester 2 Unit Chair: Wayne Read*

*Trimester 3 Unit Chair: MARION STEEL*

*Prerequisite: Completion of 6 credit points (including RPL) prior to starting the unit.*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This unit is an experiential learning unit which will involve approximately 100 hours of teamwork plus approximately 20 hours for individual reflection and associated assessment tasks. Contact hours in formal class attendance will vary depending upon the team project and are included in the 100 hours of teamwork.*

### Content

The purpose of this unit is to give you the opportunity to undertake an authentic project to facilitate learning within a team structure. This 100–160 hour placement has been designed for you to learn in and with the team, with the intention of critically reflecting on your placement, your graduate attributes and employability competencies through continuous assessment processes. Opportunities to undertake this unit are Faculty sourced and promoted. Special workshops may be offered for students.

### Assessment

Assessment – Learning Portfolio – 100%.

## MWL203 – Work Based Learning

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wayne Read*

*Trimester 2 Unit Chair: Wayne Read*

*Trimester 3 Unit Chair: Marion Steel*

*Prerequisite: Completion of 8 credit points prior to enrolling in this unit. A student must also have been working with their current organisation for more than six months.*

*Corequisite: Nil*

*Incompatible with: MIS293*

*In-person attendance requirements: This unit is an experiential learning unit which does not require formal class attendance however, it will involve a minimum of fortnightly contact with teaching staff.*

### Content

This unit aims to provide students in regular employment with an opportunity to develop and demonstrate the application of knowledge acquired in their degree by undertaking a project located at their existing workplace.

*Note: This unit requires students to complete an online application form and submit a current resume and signed course map. For more information and to complete the application process: Work Based Learning.*

Students cannot enrol in the unit or commence a placement without written approval. Placements can be completed in Australia or overseas.

### Assessment

Assessment – Learning Portfolio – 100%.

## MWL204 – Global Business Experience

*Enrolment modes:*

*Trimester 1: Overseas business experience (Intensive)*

*Trimester 2: Overseas business experience (Intensive)*

*Trimester 3: Overseas business experience (Intensive)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wayne Read*

*Trimester 2 Unit Chair: Wayne Read*

*Trimester 3 Unit Chair: Marion Steel*

*Prerequisite: Completion of 8 credit points prior to enrolling in this unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: 10–24 days of overseas business experience plus approximately 20 hours for individual reflection and assessment tasks. A compulsory briefing session(s) (min 4–5 hours) will be conducted prior to commencement of overseas experience.*

### Content

MWL204 Global Business Experience is an experiential learning unit. It will involve between 10–24 days of overseas experience plus approximately 20 hours for individual reflection and associated assessment tasks. This unit will provide an authentic learning and professional experience which should increase student awareness and understanding of the skills and tasks required as a global business graduate. Students will critically reflect on their involvement in the international experience, their graduate attributes and employability competencies through a continuous assessment process.

### Assessment

Assessment – Learning Portfolio – 100%.

Students must abide by the Deakin Student Code of Conduct.

## MWL301 – Team Internship

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wayne Read*

*Trimester 2 Unit Chair: Wayne Read*

*Trimester 3 Unit Chair: Marion Steel*

*Prerequisite: Completion of 8 credit points (including RPL) prior to starting the placement.*

*Corequisite: Nil*

*Incompatible with: MIS392*

*In-person attendance requirements: This unit is an experiential learning unit which will involve approximately 100 hours of team placement plus 20 hours for individual reflection and associated assessment tasks. This unit requires no formal class attendance though some programs may conduct a compulsory briefing/orientation session (4 hours).*

### Content

This unit aims to provide students with an opportunity, as part of their course, to take part in a team-based placement within, or for, an organisation as a means to develop and evaluate competency in teamwork tasks.

*Note: This unit requires students to complete an online application form and submit a current resume and signed course map. For more information and to complete the application process go to: WIL PROGRAMS. Students will be required to attend a compulsory briefing/orientation. Placements can be completed in Australia or overseas.*

*Please note: Self-sourced team internships are not available. Only Faculty-approved experiences will be eligible for this unit.*

### Assessment

Assessment – Learning Portfolio – 100%.

## MWL303 – Business Internship

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wayne Read*

*Trimester 2 Unit Chair: Wayne Read*

*Trimester 3 Unit Chair: Marion Steel*

*Prerequisite: Completion of 12 credit points (including RPL) prior to starting placement.*

*Corequisite: Nil*

*Incompatible with: MIS390, MMI301*

*In-person attendance requirements: This unit requires no formal attendance; however, it will involve a minimum of 100 hours supervised contact.*

### Content

This unit aims to provide students with an opportunity to undertake an internship, with an approved organisation, as a means to develop the student's knowledge, generic skills and graduate attributes that enhance future employment.

*Note: Deakin coordinates a range of experiences that can count for credit under this unit. Students can also source their own placements. More information can be found on Deakin's website.*

Students cannot enrol in the unit or commence a placement without written approval. Placements can be completed in Australia or overseas.

### Assessment

Assessment – Learning Portfolio – 100%.

## MWL311 – Industry Based Learning (3mth)

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Wayne Read*

*Trimester 2 Unit Chair: Wayne Read*

*Trimester 3 Unit Chair: Marion Steel*

*Prerequisite: Completion of 16 credit points (including RPL) prior to starting placement*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This unit requires no formal attendance; however, it will involve a minimum of 3 months supervised contact.*

### Content

The unit aims to provide students with an opportunity, as part of their course, to take part in a three month paid full-time work placement within an organisation as a means to develop student's knowledge, generic skills and graduate attributes that enhance future employment.

*Note: This unit requires students to complete an online application form and submit a current resume and signed course map. More information can be found on Deakin's website.*

Placements can be completed in Australia or overseas. Students cannot enrol in the unit or commence a placement without written approval.

### Assessment

Assessment – Learning Portfolio – 100%.

## MWL312 – Industry Based Learning (6mth)

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Wayne Read*

*Trimester 2 Unit Chair: Wayne Read*

*Trimester 3 Unit Chair: Marion Steel*

*Prerequisite: Completion of 16 credit points (including RPL) prior to starting placement*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This unit requires no formal attendance; however, it will involve a minimum of 6 months supervised contact.*

### Content

The unit aims to provide students with an opportunity as part of their course to take part in a six-month paid full-time work placement within an organisation as a means to develop student's knowledge, generic skills and graduate attributes that enhance future employment.

*Note: This unit requires students to complete an online application form and submit a current resume and signed course map. More information can be found on Deakin's website.*

Placements can be completed in Australia or overseas. Students cannot enrol in the unit or commence a placement without written approval.

### Assessment

Assessment – Learning Portfolio – 100%.



## MWL701 – Business Internship Experience

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sue Davey*

*Trimester 2 Unit Chair: Mokhtarul Wadud*

*Trimester 3 Unit Chair: Harsh Suri*

*Prerequisite: Completion of 6 post graduate units before commencing the placement*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: Students are required to attend on-campus from 9am-5pm one day per week, with some field work (off-campus) also required.*

### Content

This innovative program is a business internship simulation (not an external internship) developed by industry professionals and delivered entirely at the Burwood campus. It provides a simulated business experience working within a team on a real-life industry project, through to presentation of project outcomes to a management board.

You will work in a team to engage with a real company to develop a solution for a business problem they have identified within their business. You will receive academic supervision assisting you to successfully develop and present your project and/or proposal to the company.

*Note: For further information and how to apply: Business Internship Experience*

### Assessment

Assessment – Learning Portfolio – 100%.

## MWL702 – Business Practicum

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sue Davey*

*Trimester 2 Unit Chair: Mokhtarul Wadud*

*Trimester 3 Unit Chair: Harsh Suri*

*Prerequisite: Completion of 6 post graduate units before commencing the placement*

*Corequisite: Nil*

*Incompatible with: MPI700*

*In-person attendance requirements: This unit requires no formal class attendance; however it will involve a minimum of 100 hours supervised contact.*

### Content

This unit aims to provide students with an opportunity to undertake an internship, of graduate-level work, with an approved organisation, as a means to develop the student's knowledge, generic skills and graduate attributes that enhance future employment.

*Note: Deakin coordinates a range of experiences that can count for credit under this unit. Students can also source their own placements. More information can be found on Deakin's website.*

### Assessment

Assessment – Learning Portfolio – 100%.

## MWL703 – Team Internship

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Olynyk*

*Trimester 2 Unit Chair: Mokhtarul Wadud*

*Trimester 3 Unit Chair: Harsh Suri*

*Prerequisite: Completion of 6 post graduate units before commencing the placement*

*Corequisite: Nil*

*Incompatible with: Nil*

*In-person attendance requirements: This unit is an experiential learning unit which will involve approximately 100 hours of teamwork plus 20 hours for individual reflection and associated assessment tasks. This unit requires no formal class attendance though some programs may conduct a compulsory briefing/orientation session (4 hours).*

## Content

The unit aims to provide students with an opportunity to undertake a team-based placement within, or for, an organisation as a means to develop and evaluate competency in teamwork tasks as well as student's knowledge, generic skills and graduate attributes that enhance future employment.

*Note: This unit requires students to complete an online application form and submit a current resume and signed course map. For more information and to complete the application process go to: WIL PROGRAMS. Students will be required to attend a compulsory briefing/orientation. Placements can be completed in Australia or overseas.*

*Please note: Self-sourced team internships are not available. Only Faculty-approved experiences will be eligible for this unit.*

## Assessment

Assessment – Learning Portfolio – 100%.

# MWL704 – Work Based Learning

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sue Davey*

*Trimester 2 Unit Chair: Mokhtarul Wadud*

*Trimester 3 Unit Chair: Harsh Suri*

*Prerequisite: Completion of at least 4 postgraduate units. A student must also have been working with their current organisation for more than six months.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: This unit requires no formal class attendance; however it will involve a minimum fortnightly contact with teaching staff.*

*Scheduled learning activities – cloud (online): This unit requires no formal class attendance; however it will involve a minimum fortnightly contact with teaching staff.*

*In-person attendance requirements: This unit requires no formal class attendance; however it will involve a minimum fortnightly contact with teaching staff.*

## Content

This unit aims to provide students in regular employment with an opportunity to develop and demonstrate the application of knowledge acquired in their degree by undertaking a project located at their existing workplace.

*Note: For further information and how to apply: Work Based Learning*

## Assessment

Assessment – Learning Portfolio – 100%.

# SEB101 – Engineering Physics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Long*

*Trimester 3 Unit Chair: Julius Orwa*

*Prerequisite: Middle-level VCE Mathematics*

*Corequisite: Nil*

*Incompatible with: SEP101*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour seminar per week, 5 x 3 hour practical per trimester. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester intensive week.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 hours of class per week (recordings provided), 1 x 1.5 hour online seminar per week and 1 x 9 hour practical per trimester, 8 hours of at home practicals per trimester. Students are required to attend and participate in project-based activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

## 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. Also introduced are electrical concepts of charge, field, and voltage. Other topics to be covered are vectors, statics, centre of mass and centroids.

## Assessment

- Examination 50%
- 5 x laboratory reports 30%
- 3 x online multiple choice quizzes (6%, 7%, 7%) 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the laboratory reports and a mark of at least 40% on the examination.

## Prescribed texts

Halliday et al, 2018, Fundamentals of Physics Extended + Wileyplus Registration, 11th Ed (or 10th Ed), John Wiley and Sons, New York, USA

# SEB121 – Engineering Practice

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in Bachelor of Engineering and associated combined degrees.*

*Unit chair: Simon Cavenett*

*Prerequisite: Nil*

*Corequisite: SEE010*

*Incompatible with: MMM132*

## 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; digital literacy and 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 competency in team-based problem solving and engineering design.

## 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 40% in the examination and a mark of at least 40% in the summative assignment 3 (design project video).

# SEB223 – The Professional Environment for Engineers and Scientists

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Simon Cavenett*

*Prerequisite: SEB121 or (MMM132 for Commerce/Engineering and combined courses students only)*

*Corequisite: Must be enrolled in S460.1, S461.1, S462.1, S463.1*

*Incompatible with: Nil*

## Content

The focus is on the significant human-related forces and factors typically present in an engineer's professional environment and typically requiring direct and effective leadership and management competencies to be possessed by the professional engineer. In this unit we further develop your knowledge and skills, systems theory and abilities to apply a systematic approach to the human-related demands of contemporary engineering practice specifically the management of organisations, the management of human resources, and the management of work health and safety.

## Assessment

- Business proposal (group) 20%
- Business pitch presentation (group) 10%
- Practical 10%
- Case study 20%
- Examination 40%

To be eligible to obtain a pass in this unit students must achieve a mark of at least 40% in the examination and achieve a mark of at least 40% for the practical.

## SEB324 – Project Management

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Simon Cavenett*

*Prerequisite: For single degree students: SEB223 and must have completed 15 credit points from S% coded units. For Engineering combined degree students: SEB223 and must have passed 8 credit points from S% coded units.*

*Corequisite: Only available to students enrolled in Bachelor of Engineering and associated combined degrees.*

*Incompatible with: SEB322*

### 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 principals 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

- Project charter (group) 10%
- Project deliverable (group) 30%
- Project debrief report 10%
- Project methods 30%
- Project case study 20%

To be eligible to obtain a pass in this unit students must achieve a mark of at least 40% for the project deliverable (requires campus attendance and participation in group presentations of their project deliverable at the Geelong Waurin Ponds campus during the intensive week) and students must achieve a mark of at least 40% for the case study.

## SEB711 – Managing and Developing Innovation

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Moshe Goldberg*

*Trimester 3 Unit Chair: Moshe Goldberg*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week throughout the trimester.*

*Scheduled learning activities – cloud (online): Online and collaborative learning activities including 1 x 2 hour class per week (recordings provided) throughout the trimester.*

### Content

This unit covers fundamentals common and necessary to successful enterprise-based innovation development. We will learn the theories of creativity and idea generation, examine the role of technology in goal-setting and strategy development of an organisation, how to create innovative ideas for marketing new products and how to successfully manage enterprise based innovation. With a special focus on learning the tools for implementing your innovative ideas. 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. We will also look at the way innovation development impact the business.

### Assessment

- Analytical report 25%
- Technical report 25%
- Oral presentation 25%
- Final report 25%

## SEB723 – Engineering Project Management

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Mayuri Wijayasundara*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week and 2 x 2 hour seminars per week throughout the trimester.*

### Content

The unit covers the general theories and principals involved in project management as well as specific commonly used methods and tools used by professional project managers such as Gantt Charts, Net Present Value (NPV) analysis of project options, and Microsoft® Project software. The unit also covers the ten knowledge areas of project management in Project Scope Management, Project Time Management, Project Cost Management, Project Quality Management, Project Human Resources Management, Project Communications Management, Project Stakeholder Management, Project Risk Management, Project Procurement Management, and Project Integration Management.

### Assessment

- Interim report 25%
- Oral presentation 25%
- Project management plan 50%

## SEB724 – Engineering Leadership

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Farid Christo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week and 1 x 2 hour workshop per week throughout the trimester.*

### Content

The unit covers effective methodologies to devise real solutions for challenges faced by today's engineering managers and leaders. It also covers processes, operations and understanding company infrastructure and developing flexibility for change. The unit will involve engaging in a real engineering environment and acquiring the skills and knowledge for a successful technical leader.

### Assessment

- Interim report 25%
- Oral presentation (students work in teams) 25%
- Engineering project leadership plan 50%

## SEB725 – Engineering Entrepreneurship

*Enrolment modes:*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hamid Abdi*

*Trimester 3 Unit Chair: Hamid Abdi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 class per week and 1 x 2 hour workshop per week throughout the trimester.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 hour of class per week (recordings provided) and 1 x 2 hour online seminar per week.*

### Content

This unit of study aims to introduce graduate engineering students from all disciplines to the concepts and practices of entrepreneurial thinking and to learn about the new ventures in engineering industries as well as to examine the nature of entrepreneurial behaviour and its role in both small and large organisations. The unit will introduce concepts and practices of entrepreneurship and will offer the foundation by providing knowledge and skills relevant to the creation and leadership of entrepreneurial ventures. Engaging in this unit, students will learn various processes by which successful new ventures are created by developing their own enterprise proposal within small groups.



Student will be able gain knowledge on how to launch, lead and manage a viable business starting with concept validation to commercialisation and successful business formation, how to manage intellectual property and how to manage enterprise-based product and service development.

### Assessment

- Research paper 30%
- A report on managing intellectual property 30%
- Business plan presentation and report (group) 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 50% in the business plan presentation and report (group).

## SED102 – Engineering Graphics and CAD

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*  
*previously coded as: SED101*  
*EFTSL value: 0.125*  
*Unit chair: Paul Collins*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: SRC221*

### Content

Topics in this unit include engineering design, digital information exchanging formats, introduction to rapid prototyping, 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 an introduction to Geometric Dimensioning and Tolerancing for technical drawings.

### Assessment

Four individual assignments (25% each) 100%.

## SED202 – Mechanical Design and CAM

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*  
*EFTSL value: 0.125*  
*Unit chair: Michael Pereira*

*Prerequisite: SED102*  
*Corequisite: SEE010 or SEJ010*  
*Incompatible with: SRC221*

### Content

The unit covers the following areas: seminar safety aspects, basic fitting and machining operations, CNC operations, introduction to metal and plastic fabrication; an overview of bearings and the selection and specification of rolling element bearings; cams and cam profile design; spur gear geometry; CAM packages; and Product Development. The student will understand the product development process and how concept development and rapid prototyping fit into this schedule. The student will demonstrate theory and practice of mechanical design on base mechanical components.

### Assessment

- Individual CAD assessment 20%
- Individual CAM assessment 15%
- Team Assembly and Operation assessment 20%
- Team Summary Report 25%
- Individual theory assignment (online quiz) 20%

## SED302 – Computer Aided Engineering

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*  
*EFTSL value: 0.125*  
*Unit chair: Mariana Paulino*

*Prerequisite: SED102 and SEM223*  
*Corequisite: Nil*  
*Incompatible with: Nil*

## 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

- Assignment 1 (technical report) 25%
- Assignment 2 (technical report) 25%
- ePortfolio 10%
- CAE group design project (technical report 30%, oral presentation 10%) 40%

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in both assignments.

You will put theory into practice through an intensive industry based project which all assessment will link. The ultimate goal of this class is to work as a team to develop a product for a client. This unit will follow the entire design and product development process, from concept generation, customer validation and development of prototypes for testing.

## Assessment

- Progressive product development report 70% (progressive submission 30%, final submission 40%)
- Team oral presentation 20%
- Team self and peer review 10%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a combined mark of at least 50% on the report submission.

## SED304 – Product Development

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SED402*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kaja Antleij*

*Prerequisite: One unit from SEJ101 or SED102 and completion of 14 credit points of 5% coded units*

*Corequisite: Nil*

*Incompatible with: SEM721*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 2 x 2 hour seminar (studio) per week. Students must attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Weekly team meetings for at least 1 hour per week, 1 x 1 hour class and 1 x 1 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Waurn Ponds Campus on the scheduled day during the trimester intensive week.*

## Content

In this unit we shall explore Design Methodologies and Product Development; you will be exposed to several theories on design and product development, practices as well as hear from industry experts.

## SED402 – Advanced Design Methodologies

*Enrolment modes: Not available from 2017 (replaced by SED304)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Paul Collins*

*Prerequisite: SED302*

*Corequisite: Nil*

*Incompatible with: Nil*

## 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 (group – 30%, individual 30%) 60%
- Project 40%

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the group assignment.

## SEE010 – Safety Induction Program

*Enrolment modes: Not available from 2017  
(replaced by SEJ010)*

*Credit point(s): 0  
EFTSL value: 0.000  
Unit chair: Matthew Joordens*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

### 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%).

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 50%
- Practical reports 25%
- Online test and problem-solving assignment (12.5% each) 25%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% in the unit, at least 40% in the examination, and a minimum of 40% on the practical reports.

## SEE202 – Digital Electronics

*Enrolment modes: Not available from 2017  
(replaced by SEE216)*

*Credit point(s): 1  
Previously coded as: SEE302  
EFTSL value: 0.125  
Unit chair: Mehdi Seyedmahmoudian*

*Prerequisite: SEE103  
Corequisite: SEE010  
Incompatible with: Nil*

### 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

- Assignment work 20%
- Practical reports 20%
- Examination 60%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 50% in the practical reports.

## SEE103 – Electrical Systems

*Enrolment modes: Not available from 2017*

*Credit point(s): 1  
Previously coded as: SEE200  
EFTSL value: 0.125  
Unit chair: Julius Orwa (Trimester 2), Matthew Joordens (Trimester 3)*

*Prerequisite: Nil  
Corequisite: SEE010  
Incompatible with: SEJ102 and SEJ103*

### 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.

## SEE205 – Analogue Electronics

*Enrolment modes: Not available from 2017  
(replaced by SEE216)*

*Credit point(s): 1*

*Previously coded as: SEE305*

*EFTSL value: 0.125*

*Unit chair: Hieu Trinh*

*Prerequisite: SEE103*

*Corequisite: SEE010*

*Incompatible with: Nil*

### 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%
- Assignment work 30%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 50% on the laboratory exercises.

*Scheduled learning activities – cloud (online):  
Independent and collaborative learning activities including 2 x 1 hours of classes per week (recordings provided), 1 x 1 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

### Content

The unit focuses on the concepts of measurement processes and instrumentation systems and considers the experimental errors in physical measurement methods. It provides a description of general measurement systems, characteristics of measuring instruments, classification of sensing devices, transducers and bridge circuits, measurement of key physical parameters of engineering significance such as temperature, pressure, flow, and strain, classification of measurement noises and noise reduction techniques, data analysis and supervisory control and data acquisition concepts. The requirements for design and interfacing of common measurement devices are examined in theory, and also in practice through laboratory sessions.

### Assessment

- Examination 50%
- Engineering problem solving task (2 x 10%) 20%
- Practical exercises 30%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 50% in the practical exercises.

## SEE206 – Measurement and Instrumentation

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Asma Aziz*

*Prerequisite: SEE103 or SEJ102*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 1 hour seminar per week, 4 x 3 hour practicals per trimester. Students are required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

## SEE207 – Power Engineering Design

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Apel Mahmud*

*Prerequisite: SEE103 and SIT194*

*Corequisite: Nil*

*Incompatible with: SEE210*

### 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, auto-transformers, three-phase transformer connections. Electrical generation, distribution and transmission system. 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. The students will also be involved in a project on power generation design.

## Assessment

- Engineering problem solving task 20%
- Laboratory report 20%
- Group project report 20%
- Final examination 40%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 50% in the laboratory report.

## SEE208 – Modern Power Generation Systems Design

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Shama Islam*

*Prerequisite: Must have completed 6 credit points of study*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

This unit introduces students to a range of modern power generation systems with the main focus on different types of renewable energy sources. Student will gain practical experience about the characteristics of various renewable energy systems. Student will also be able to design a modern power system by using various types of renewable energy sources covered in this unit.

## Assessment

- Individual problem solving tasks (2 x 10%) 20%
- Laboratory report (students work in groups) 30%
- Examination 50%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 50% in the laboratory report.

## SEE210 – Power Engineering Design

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Apel Mahmud*

*Prerequisite: SEB101 and SIT194 and one unit from SEJ102 or SEE103*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEE207*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 2 x 2 hour seminars per week, 1 x 2 hour studio per week and participate in project-based activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hours of class per week (recordings provided), 2 x 2 hour online seminars per week, 8 hours of self-directed online studios per trimester. Students must attend and participate in project-based activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

## Content

SEE210 is a project/design-based unit. Students have the opportunity to engage in a Power Engineering Design Project. Students will investigate from power sources, transformers, transmission and distribution through to the final consumer.

Students are required to work in a team of 3–5 students facilitated by an academic staff member. Students will be learning in teams and will be assessed both individually and as a team.

## Assessment

- Project design plan (group) 15%
- Design problem solving tasks (2 x 15% each) 30%
- Project validation presentation 30%
- Final report (group) 25%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a minimum of 50% in the project validation presentation assessment task.



## SEE213 – Distributed Generation System Design

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Sajeeb Saha*

*Prerequisite: SIT194 and one unit from SEJ102 or SEE103*

*Corequisite: STP010 and one of SEE010 or SEJ010*

*Incompatible with: SEE208*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 2 x 2 hour seminar per week, 1 x 2 hour studio per week. Students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hours of class per week (recordings provided), 2 x 1 hours of online seminars per week (recordings provided) and 2 x 1 hour blackboard sessions per week. Students are required to attend and participate in project oriented design-based learning activities at the Geelong Waurin Ponds Campus at scheduled sessions during the trimester intensive week.*

### Content

SEE213 is a project-oriented design-based learning (PODBL) unit. Students will be engaged with the design of a distributed generation system. During this design process, students will investigate different types of distributed energy sources such as wind, solar photovoltaic, etc. along with energy storage system and associated loads. Students are required to work and learn in a team environment. Students will be assessed via both individual and team tasks.

### Assessment

- Project design plan (group) 15%
- Design problem solving tasks (2 x 15% each) 30%
- Project validation 30%
- Final report (group) 25%

### Hurdle requirement

To be eligible for a pass in this unit, student must achieve a minimum of 50% on the project validation assessment task.

## SEE216 – Analogue and Digital Systems

*Enrolment modes:*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Soheil Arastehfar*

*Trimester 3 Unit Chair: Ronny Kutadinata*

*Prerequisite: SEJ102 or SEE103*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEE202 or SEE205*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week, 4 x 3 hour practical per trimester. Students are required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 2 hours of class per week (recordings provided), 1 x 1 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

### Content

This is a knowledge and skill-based unit focusing on analogue and digital systems. The unit is a core unit within the Bachelor of Mechatronics Engineering (Honours) (S463) and Bachelor of Electrical and Electronics Engineering (Honours) (S461) course. The first part of the unit covers 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. The second part of the unit covers the operation and applications of amplifiers and related devices. It will cover small-signal amplifiers based on bipolar-junction transistors. The unit will also discuss practical op amps and applications.

### Assessment

- Problem solving tasks 30%
- Laboratory report 20%
- Examination 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 50% on the laboratory reports.

## SEE307 – Systems and Signals

Enrolment modes: Trimester 1: Waurn Ponds (Geelong), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 1 Unit Chair: Suiyang Khoo

Prerequisite: SIT172 and one of SIT294 or SEP291

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 1 hour seminar per week.

Scheduled learning activities – cloud (online):  
Independent and collaborative learning activities including 2 x 1 hour of classes per week (recordings provided), 1 x 1 hour online project meeting per week.

### Content

The aim of this subject is to provide students with an introduction to electrical signals, systems and signal processing. 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 and digital filters and the use of MATLAB and its toolboxes in analysis and design of continuous systems.

### Assessment

- 2 x problem solving exercises (25% each) 50%
- Examination 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 40% on the examination.

### Prescribed texts

Phillips et al, 2014, Signals, Systems and Transforms Global Edition, 5th Ed, Pearson Education, USA

## SEE308 – Electrical Machines and Drives

Enrolment modes: Trimester 2: Waurn Ponds (Geelong), Cloud (online)

Credit point(s): 1

EFTSL value: 0.125

Trimester 2 Unit Chair: Ameen Gargoom

Prerequisite: SEE207 or SEE210

Corequisite: Nil

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week, 1 x 2 hours practical and project work per week. Students are required to attend and participate in project and laboratory-based activities for this unit at scheduled sessions on multiple days during the trimester.

Scheduled learning activities – cloud (online):  
Independent and collaborative learning activities including 1 x 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week. Students are required to attend and participate in project and laboratory-based activities at the Geelong Waurn Ponds Campus on the scheduled day during the trimester intensive week.

### Content

This unit aims to provide students with principles of magnetic circuits, single phase and three phase transformers, real and reactive power, characteristics of electrical machines and drives (generator and motors) and power electronics fundamentals which are all used for many industrial applications such as utility power system, wind power generation, electric vehicle applications, power plants, and many industrial processes. This unit will also introduce variable speed motor drives and associated power electronic converters.

### Assessment

- Examination 50%
- Individual laboratory reports (5 x 5% each) (students work in teams) 25%
- Group project report 25%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the final examination and a mark of at least 50% in laboratory reports.

## SEE309 – Power Systems Protection and Relaying

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Mohammad Arif*

*Prerequisite: SEE208*

*Corequisite: Nil*

*Incompatible with: SEE333*

### Content

This unit covers the design and operation of electrical energy protection systems for the generation, transmission and distribution systems of electrical energy. It covers principles and types of protection systems; application of protection to generators, motors, transmission lines, transformers, busbars, and distribution; lightning impact on transmission and distribution networks; electrical studies for design of protection systems; and power system communications for protection application.

### Assessment

- Topic tests (1 x 10%, 1 x 20%) 30%
- Laboratory reports (5 x 6%) 30%
- Examination 40%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 40% in the laboratory report.

*Scheduled learning activities – cloud (online):*

*Independent and collaborative learning activities including 2 x 1 hours of class per week (recordings provided), 1 x 1 hour online seminar per week. Students may be required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

### Content

The unit provides an understanding 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 TCP/IP network model with an emphasis on layers, 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

- Quizzes (2 x 10% each) 20%
- Laboratory report 20%
- Examination 60%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

### Prescribed texts

Stallings, 2013, Data and Computer Communications, 10th Ed, Pearson Education, Harlow, United Kingdom

## SEE312 – Data Communication

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Pubudu Pathirana*

*Prerequisite: SEE216 or SEE202*

*Corequisite: Nil*

*Incompatible with: SIT202*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 1 hour seminar per week, 3 x 1 hour practicals per trimester. Students may be required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

## SEE320 – Microcontroller System Design

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Benjamin Champion*

*Prerequisite: SEE215 or SER202*

*Corequisite: Nil*

*Incompatible with: SEE316 and SER300*

## 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 ATmega2560 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

- Assignment 1 (progress written report) 20%
- Assignment 2 (project demonstration) 50%
- Assignment 3 (final written report) 30%

To be eligible to obtain a pass in this unit students must achieve at least 50% in the project demonstration and construction (this includes an oral component that must be passed).

## SEE321 – Electro-Mechanical Systems

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SEE322, SEM331, SEM432*

*EFTSL value: 0.125*

*Unit chair: Asma Aziz*

*Prerequisite: SEE103 or SEJ103 and one unit from SEP101 or SEB101*

*Corequisite: Nil*

*Incompatible with: SER301*

## Content

Topics to be addressed in this unit will include: circuit theory, operational amplifiers for analogue signal processing; 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

- Written assignment 15%
- Written report 10%
- Written assignment 15%
- Examination 60%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

## Prescribed texts

Bolton, 2015, Mechatronics, 6th Ed, Pearson Education, Harlow, United Kingdom

## SEE326 – Artificial Intelligence for Autonomous Systems

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Matthew Joordens*

*Prerequisite: SIT172*

*Corequisite: Nil*

*Incompatible with: SEE435*

*Scheduled learning activities – campus: 3 hours of class/seminar per week (weeks 1–5) and 1 x 3 hour practical per week (weeks 6–11).*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including pre-recorded videos and sample code.*

## 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, reactive and dynamic, goal based, fuzzy logic, rule-base, probability, behaviour and finite state machine techniques. It then looks at the practical application of AI.

## Assessment

- Progress report 20%
- Project 50%
- Final report 30%

## SEE332 – Transmission and Distribution System Design

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Enamul Haque*

*Prerequisite: SEP291 and one unit from SEE210 or SEE207*

*Corequisite: Nil*

*Incompatible with: SEE405*

*Scheduled learning activities – campus: 2 x 2 hours seminars per week, 1 x 2 hour studio per week. Students are required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 2 hour online seminar per week, 8 hours of self-directed online studios per trimester. In addition, recorded materials will be made available throughout the trimester. Students are required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the particular scheduled days during the intensive Week.*

### Content

This is a project oriented designed based learning (PODBL) unit, which aims to provide students the opportunity to gain a solid understanding of the operating principles and design of power transmission and distribution systems. Students will engage in a Transmission and Distribution System Design Project. They will explore transmission and distribution line parameters, line modelling and performances, transmission line compensation techniques and HVDC system. Students will also develop skills in computer modelling and practical implementation of their design to analyse the system performances.

### Assessment

- Project plan and progress report (team) 15%
- Project validation demonstration 25%
- Problem solving skill and knowledge tests (2 x 15% each) 30%
- Team final report (75% group, 25% individual) 30%

### Hurdle requirement

To be eligible to pass this unit students must achieve a mark of at least 40% in the project validation task.

## SEE333 – Power System Protection Design and Safety

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Mohammad Taufiqul Arif*

*Prerequisite: SEE210 and SEP291*

*Corequisite: Nil*

*Incompatible with: SEE309*

*Scheduled learning activities – campus: 2 x 1 hour classes, 1 x 2 hour seminars, 1 x 3 hour studio per week. Students are required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes (pre-recorded) and 2 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the particular scheduled days during the intensive week.*

### Content

This is a project oriented design based learning (PODBL) unit. Students are required to work and learn in a team and will be assessed both individually as well as a team.

Students have the opportunity to engage in a Power System Protection Design Project to ensure safety in a power network. Students will investigate faults in power system networks particularly in the areas of generation, transmission, transformers and loads. Students then explore various protection schemes for each network area to design a safe power network. The learning in this unit will require the prior knowledge gained from SEE210 (Power Engineering Design).

### Assessment

- Project plan (team) 10%
- Project design (team) 15%
- Project validation (team) 20%
- Problem solving and knowledge tests (2 x 15% each) 30%
- Final report (individual) 25%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 40% in the combined problem solving and knowledge tests and 50% in practical project validation (team).



## SEE344 – Control Systems

*Enrolment modes:*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hieu Trinh*

*Trimester 3 Unit Chair: Asma Aziz*

*Prerequisite: SEP291 or SIT294*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hours of class per week (recordings provided), 1 x 1 hour online seminar per week.*

### Content

The theory and application of control engineering 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

- Assignment 1 (problem based assignment) 10%
- Assignment 2 (problem based assignment) 15%
- Assignment 3 (problem based assignment) 15%
- Examination 60%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

### Prescribed texts

R.C. Dorf and R.H. Bishop, 2010, Modern Control Systems, (12th edition), OR 2017, Modern Control Systems Global Edition (13th edition), McGraw Hill

## SEE405 – Smart Generation and Transmission

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Sajeeb Saha*

*Prerequisite: SEE207*

*Corequisite: Nil*

*Incompatible with: SEE332*

### Content

Unit SEE405 aims to provide adequate knowledge for understanding the operation principles and characteristics of different power generation technologies and power transmission systems. Students will also be introduced to HVDC (high voltage DC) transmission system and smart grid technologies.

### Assessment

- Final examination 50%
- Laboratory reports 25%
- Project report 25%

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the final examination and a mark of at least 40% in the laboratory reports.

## SEE406 – Power System Analysis

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ameen Gargoom*

*Prerequisite: One unit from SEE207, SEE210 or SEE332.*

*For students enrolled in S752: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 2 hours practical and project work per week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 1 hour class per week (recordings provided), Cloud (online) students can attend weekly blackboard sessions for tutorial and project work.*

## Content

This unit covers electrical power system modelling, symmetrical components, load flow analysis using various types of load flow methods, balanced and unbalanced fault calculations, power system stability and control.

## Assessment

- Assignment 1 (individual) – problem solving task 30%
- Assignment 2 (individual) – project report 30%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

## Prescribed texts

Glover and Overbye, 2016, Power System Analysis and Design, SI Edition (6th edition), Cengage Learning US

## SEE407 – SCADA and PLC

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shama Islam*

*Prerequisite: SEE344 and SEE312. For students enrolled in S752: Nil*

*Corequisite: Nil*

*Incompatible with: SEE412*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 6 x 3 hour laboratory activities and 6 x 1 hour seminars throughout the trimester. Students are required to attend and participate in laboratory activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 1 hour of class per week (recordings provided), 1 x 1 hour online seminar per week. The learning resources for the practicals will be available online via DeakinSync. Students are required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the particular scheduled day during the trimester intensive week.*

## Content

This unit provides a theoretical background of Supervisory Control and Data Acquisition (SCADA) and programmable logic controller (PLC). Students will

have the opportunity to use SCADA and PLC for the automation and control of industrial systems through practical experiences.

## Assessment

- Individual problem solving tasks (2 x 10% each) 20%
- Laboratory reports 30%
- Final examination 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the laboratory reports and a mark of at least 50% in the examination.

## SEE409 – Energy Efficiency and Demand Management

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Shama Naz Islam (Trimester 1),*

*Apel Mahmud (Trimester 3)*

*Prerequisite: Must have passed 12 credit points of SE-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

SEE409 provides students with the opportunities to design and build a sustainable energy system through energy efficiency and demand management activities. The activities related to energy efficiency and demand management will involve energy audit, energy conservation, building energy efficiency and load demand analysis. From these activities, students will be required to provide justified recommendations for the stakeholders. Students will engage with industry standard tools and reporting methods to communicate recommended improvements in terms of energy efficiency and demand management for residential, commercial and industrial applications.

## Assessment

- Problem solving tests (2 x 20% each) 40%
- Practical reports (5 x 6% each) 30%
- Project report 30%

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the practical reports and a mark of at least 50% in the project report.

## SEE410 – High Voltage Engineering

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Asma Aziz*

*Prerequisite: Two units from SEE332 and SEE333 OR two units from SEE207 and SEE309*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit introduces concepts of high voltage phenomena in the context of design and testing of electrical power plant. It presents electrical insulation properties and characteristics, insulator selection, insulation co-ordination in electric energy networks, sources of overvoltage, lightning impact on transmission and distribution networks, surge propagation theory, circuit interruption theory and circuit breaker operation. It also offers asset management solutions for modern transmission and distribution electricity networks.

### Assessment

- Topic tests (3 x 10% each) 30%
- Laboratory reports 30%
- Examination 40%

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the laboratory report and a mark of at least 40% in the final examination.

## SEE412 – Industrial Data Communication

*Enrolment modes: Not available from 2018 (replaced by SEE407)*

*EFTSL value: 0.125*

*Unit chair: Shama Islam*

*Prerequisite: SEE312 or SIT202*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit aims to provide students with adequate technical knowledge about industrial data communication and design technologies used for industrial networks, automotive industries and

smart grids. Different industrial data communication technologies such as industrial programmable device network, standard industrial protocols, fieldbus, profibus, communication security mechanisms and SCADA will be covered in this unit.

### Assessment

- Topic tests (2 x 10% each) 20%
- Project work (laboratory activity 10%, project design and report 20%) 30%
- Examination 50%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and 40% in the project work (including laboratory activities).

## SEE700 – Safety Induction Program

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Matthew Joordens*

*Trimester 2 Unit Chair: Matthew Joordens*

*Trimester 3 Unit Chair: Matthew Joordens*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): This unit is completely run in Cloud campus mode. There is no compulsory campus attendance requirement.*

### Content

This zero credit point unit is a program of safety information for postgraduate students involved in mechanical, electronics and electrical and renewable energy 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%).

## SEE701 – Control Systems Engineering

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Assumed Knowledge: Knowledge of basic control principles*

*Trimester 1 Unit Chair: Hieu Trinh*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 1 hour seminar per week.*

### 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%
- Problem based assignment 20%
- Problem based assignment 20%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

## SEE705 – Energy Efficiency and Demand Management

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shama Islam*

*Trimester 3 Unit Chair: Apel Mahmud*

*Prerequisite: For S460, S461, S462, S463, S465 students: completion of 22 credits points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour project work per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour class per week (recordings provided), 1 x 1 hour online seminar per week*

### Content

Unit SEE705 provides students with an overview of energy efficiency and demand side management systems and the strategies to develop sustainable energy systems. Students will be required to complete energy efficiency calculations, analyse data, and apply their understanding of demand management to make recommendations to stakeholders. Students will engage with industry standard tools and reporting methods to communicate recommended improvements in terms of energy efficiency and demand management for residential, commercial and industrial building applications.

### Assessment

- Topic tests (2 x 25%) 50%
- ePortfolio (includes project work) 50%

## SEE710 – Instrumentation and Process Control

*Enrolment modes:*

*Trimester 2: Waurn Ponds (Geelong)*

*Trimester 3: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Asma Aziz*

*Trimester 3 Unit Chair: Sui Yang Khoo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class/seminars per week*

### 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

- Problem solving exercises (2 x 25% each) 50%
- Group research project 50%

## SEE711 – Sensor Networks

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Soheil Arastehfar*

*Prerequisite: For S463 students: SEE312 and completion of 22 credits points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 4 x 3 hour practicals per trimester.*

### 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

- Laboratory report 20%
- Laboratory assessment (which includes an oral presentation) 20%
- Examination 60%

## SEE712 – Embedded Systems

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Abbas Kouzani*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Weeks 1–5: 2 x 2 hour class per week, 1 x 1 hour seminar per week. Weeks 6–11: 1 x 1 hour seminar per week, 1 x 2 hour practical per week.*

### Content

This unit introduces students to the principles and practices of embedded systems design and development using advanced programmable controller devices, peripherals and programming tools. Topics include embedded design approaches, programmable controller devices, design tools, programming language, system realisation, and test.

### Assessment

- Problem solving task 20%
- Project 50%
- Oral presentation 10%
- Report 20%



## SEE716 – Electrical Systems Protection

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mohammad Taufiqul Arif*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical activities per week. Students are required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

### Content

This unit covers the design and operation of electrical systems protection schemes for the generation, transmission and distribution systems of electrical energy. It covers advanced principles and types of protection systems, application of protection to generators, motors, transformers, and electrical system communications for protection application.

### Assessment

- Topic tests (3 x 10% each) 30%
- Laboratory reports (students will work in groups) (5 x 6% each) 30%
- Portfolio 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a minimum of 50% in the laboratory reports.

## SEE717 – Smart Grid Systems

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sajeeb Saha*

*Prerequisite: For S461 students: completion of 22 credits points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class and 1 x 2 hour seminar per week.*

### Content

This unit covers advanced methods for smart grid systems. It includes the generation of electrical energy from conventional sources, renewable resources, and looks at how these operate off-grid as well as on-grid.

### Assessment

- Topic tests (3 x 10% each) 30%
- Laboratory demonstrations (demonstration 10%, report 20%) 30%
- ePortfolio (group) 40%

## SEE718 – Renewable Energy Systems

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Enamul Haque*

*Prerequisite: For S461 students: completion of 22 credits points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hours Laboratory work or project work per week.*

### Content

The aim of this unit is to provide students with sufficient knowledge about renewable energy technologies such as wind, solar, hydro, tidal, geo-thermal and biomass. Wind and photovoltaic energy systems will be covered in detail. Students will be introduced with distributed generation, micro grid system and energy storage system. Power electronic converters and controllers for wind and photovoltaic power generation systems will be covered in this unit. Students will be able to practice their design skills in renewable energy systems thorough modelling and implementation.

### Assessment

- Topic tests (2 x 20% each) 40%
- 6 x laboratory reports (includes pre-laboratory quizzes) (6 x 5% each) 30%
- Project report 30%

## SEJ010 – Introduction to Safety and Project Oriented Learning

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Matthew Joordens*

*Trimester 2 Unit Chair: Matthew Joordens*

*Trimester 3 Unit Chair: Matthew Joordens*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in S460, S461, S462, S463 or S464, S465*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. 1 compulsory 50 minute online introduction to project oriented design based learning and safety conducted at the beginning of the trimester. No compulsory campus attendance requirement.*

### Content

This zero credit point unit will provide students entering into an undergraduate Engineering program with an introduction to the premise of the project oriented design based learning (PODBL) pedagogy and how it is incorporated within the undergraduate Engineering programs. It will introduce students to the 7 step design process. It will also give an introduction to information literacy as used in PODB.

This unit also includes 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

This unit is assessed on a pass/fail basis. Multiple-choice on-line test (50 minutes) 100% (minimum pass rate of 70%). Multiple attempts of the on-line assessment are permitted.

## SEJ101 – Design Fundamentals

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Paul Collins*

*Prerequisite: Nil*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEB121 and SED102*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week, 2 x 2 hour studio per week, 10 x 20 min case study videos to be viewed via online resources. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester relevant to your campus.*

*Scheduled learning activities – cloud (online):*

*Independent and collaborative learning activities including 1 x 1 hour class per week (recordings provided), 3 x 1.5 hour seminar sessions delivered via DeakinSync, recorded classes and case study videos. Students are required to attend and participate in project oriented design-based learning activities at the Geelong Waurin Ponds Campus at scheduled sessions during the trimester intensive week.*

### Content

SEJ101 focuses on the principles and practice of design. Design is an essential characteristic of professional practice and requires unique knowledge, skills and attitudes common to a number of disciplines. In this unit, students will explore the process of design ideation, definition, prototyping and testing by working on authentic real world problems. The unit will allow students the opportunity to examine humanitarian problems in disadvantaged communities. Learning and assessment activities in this unit will require students to use creative processes to conceive, test and reflect on ideas. Students will be encouraged to view design problem from holistic and atomistic perspectives, paying attention to detail, and showing empathy for biases, values and needs of clients and users. Students will investigate design thinking and strategies, and modelling techniques to generate, evaluate and specify products in order to develop solutions to identified problems.

## Assessment

- Humanitarian design project (group) 20%
- Oral presentation (individual) 10%
- Design portfolio (individual) 50%
- Case study report (individual) 20%

## Hurdle requirement

To be eligible for a pass in this unit, students must achieve a minimum of 50% on the portfolio and group report.

# SEJ102 – Electrical Systems Engineering Project

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Andrew Price*

*Prerequisite: Nil*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEE103 and SEM111*

*Scheduled learning activities – campus: Weeks 1 – 5: 2 x 2 hour class per week, 1 x 2 hour studio session per week, 1 x 1 hour seminar per week, and 2 hours of weekly digital laboratory experiences undertaken via Cloud Deakin with accompanying optional allocated laboratory time.*

*Weeks 6–11: 2 x 2 hour seminar per week, 1 x 2 hour studio session per week. Campus students are required to participate in project-based activities at the Geelong Waurm Ponds Campus during the trimester intensive week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including Classes, Seminars, and Studio sessions via DeakinSync. The optional allocated laboratory time accompanying the digital laboratory experiences is available throughout the trimester or the intensive week. Cloud students are required to participate in project-based activities at the Geelong Waurm Ponds Campus during the trimester intensive week.*

## Content

This is a project and design-based unit which introduces students to the fundamentals of electrical systems, covering three main topics; electricity basics including capacitance, resistance, inductance and EMF; electric circuits; and semi-conductor devices. The unit will also introduce students to elements of professional practice including OHS, professional ethics and sustainability in the context of engineering projects. Students will work in groups, using their knowledge gained through classes, studios and practical experiences, the concepts covered in the seminar sessions, as well as knowledge gained from self-directed learning to complete their design of an electrical systems project meeting specified requirements. Students will communicate the considerations taken in their design in a variety of forms including written assessments tasks and a group presentation.

## Assessment

- Online tests 20%
- Group design proposal 25%
- Group presentation 10%
- Individual portfolio 45%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must receive at least 40% in the group presentation, at least 50% in the individual portfolio and an overall mark of at least 50%.

## Prescribed texts

Floyd & Buchla, 2013, Electronics Fundamentals: Circuits Devices & Applications, 8PNIE, Pearson Education

# SEJ103 – Materials Engineering Project

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Estela Oliari Garcez*

*Prerequisite: VCE Mathematical Methods 3 and 4 or equivalent*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEE103 and SEM111*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week, 1 x 2 hour studio (structured) per week, 1 x 2 hour studio (facilitated/unstructured) per week. Campus students are required to attend and participate in project-based activities at the Geelong Waurin Ponds Campus during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 2 hour class per week (recordings provided), 1 x 2 hour studio per week (structured, information provided and online seminars provided), 1 x 2 hour practical (relevant recording will be provided in weeks 2, 3, 4 and 5), 1 x 2 hour online studio per week (unstructured, project oriented sessions will be held in week 2–7 and 9–10). Students are required to attend and participate in project-based activities at the Geelong Waurin Ponds Campus during the trimester intensive week.*

## Content

This unit introduces students to the main classes of materials that are typically used in structural applications. Initially, emphasis will be given on appropriate understanding of mechanical properties of various types of materials through combinations of theoretical, practical and case study analysis of engineering applications. Students will learn the significance of the basic mechanical properties that play key roles in engineering design. Students will also learn the basic principles for determining various types of stresses, and the relevant engineering design principles to tackle those stresses using an appropriate combination of material and geometric properties of a structural element. Students are expected to learn how basic engineering principles can be applied to achieve the best possible outcome from a material by combining an appropriate structural shape for a given set of stresses.

## Assessment

- Quiz 30% (during intensive week – students are required to achieve a mark of at least 80% in Part A)
- Problem task 20%
- Analysis task (group) 20%
- Design report and presentation 30%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% and a mark of at least 50% in the design report and presentation.

## Prescribed texts

Hibbeler, 2017, *Mechanics of Materials in SI Units*, 10th edition, Pearson Education

# SEJ201 – Structural Design

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*Previously coded as: SEM201*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Mariana Paulino Santos*

*Prerequisite: Must have passed SIT199 and must have passed 1 unit in (SEP101 or SEB101) and must have passed 2 credit points in (SEJ103, SEE103, SEM111)*

*Corequisite: STP010*

*Incompatible with: SEM222, SEM223 and SEM201*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour seminar per week, 2 x 2 hours studio per week, 2 x 2 hour practicals per trimester. All students are required to attend and participate in project oriented design-based activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour class per week (recordings provided), 2 x 1 hour online seminar/studio per week, 2 x 2 hour practicals per trimester. Students are required to attend and participate in project oriented design-based activities at the Geelong Waurin Ponds Campus at scheduled sessions during the trimester intensive week.*

## Content

SEJ201 introduces and explores the fundamental concepts of mechanics of structures most relevant to Civil and Mechanical Engineering students. This unit builds on concepts introduced in Engineering Fundamentals and Materials in first year and prepares students to continue their studies into Advanced Stress and Structural Analysis. The unit will address concepts and skills in loading and force systems, section properties, shear force and bending moments, basic structural analysis and member selection with skills applied in a real world structural design project context.

## Assessment

- Quizzes/tests (individual), 20%
- Project design brief (group) 20%
- Response to constraint (individual) 20%
- Final project report (individual) 40%

## Hurdle requirement

To be eligible for a pass in this unit, students must achieve a minimum of 50% averaged over all quizzes and a minimum of 50% on the response to constraint and the final project report.

## Prescribed texts

Hibbeler, 2014, Statics & Mechanics of Materials: Si Edition, 4th edition, Pearson Education

## SEJ344 – Technology Project

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Paul Collins*

*Prerequisite: Must have completed 12 credit points of study in S% units*

*Corequisite: Nil*

*Incompatible with: Nil*

### 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 product, sports and medical 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.

## SEJ440 – Engineering Project

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Norton*

*Trimester 2 Unit Chair: Paul Collins*

*Trimester 3 Unit Chair: Tim Hilditch*

*Prerequisite: One of SEJ343, SEB322 or SEB324 plus the completion of 19 credit points of S% coded units.*

*Corequisite: Must be enrolled in S460, S461, S462, S463*  
*Incompatible with: SEJ443 and SEJ441*

*Scheduled learning activities – campus: Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Other learning experiences are via CloudDeakin. Students will attend the oral presentation for this unit on a single scheduled day during the trimester intensive week.*

*Scheduled learning activities – cloud (online): Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Other learning experiences are via CloudDeakin. Students will attend the oral presentation for this unit on a single scheduled day during the trimester intensive week.*

### Content

In this unit students will develop a detailed proposal for an engineering research project. The unit uses the concept of research methodologies as a vehicle for student self-directed learning and prepares them for tackling an extended engineering project from conception through to realisation. Students will work with an academic supervisor to formulate a proposal that clearly defines the objectives, scope and justification for the project and incorporates consideration of any key stakeholder requirements, as well as safety, risk and ethical factors. The proposal will allow students an opportunity to obtain advanced theoretical and technical knowledge in their project area during the development of the methodology that will be used to conduct the project in the subsequent unit (SEJ442 or SEJ446).

*Note: Enrolment into this unit is subject to Unit Chair approval.*

### Assessment

- Initial proposal 20%
- Final project proposal 60%
- Oral presentation 20%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the final project proposal report and a mark of at least 50% in the presentation.



## SEJ441 – Engineering Project A

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Waurin Ponds (Geelong), Cloud (online)\**

*Credit point(s): 2*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Norton*

*Trimester 2 Unit Chair: Paul Collins*

*Trimester 3 Unit Chair: Tim Hilditch*

*Prerequisite: Completion of both third year two-credit point PODBL units within S460, S461, S462, S463, S465 or SEB324 plus the completion of 19 credit points of 5% coded units.*

*Corequisite: Must be enrolled in S460, S461, S462, S463, S465*

*Incompatible with: SEJ443 and SEJ440*

*Scheduled learning activities – campus: Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Other learning experiences are via CloudDeakin. Students will attend the oral presentation for this unit on a single scheduled day during the trimester intensive week.*

*Scheduled learning activities – cloud (online): Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Other learning experiences are via CloudDeakin. Students will attend the oral presentation for this unit on a single scheduled day during the trimester intensive week.*

### Content

In this unit, students will develop a detailed proposal and undertake preliminary or proof-of concept tasks for an engineering research project. The unit uses the concept of research methodologies as a vehicle for student self-directed learning and prepares them for tackling an extended engineering project from conception through to realisation. Students will work with an academic supervisor to formulate a proposal that clearly defines the scope, objectives, justification and methodology for the project and incorporates consideration of any key stakeholder requirements, as well as safety, risk and ethical factors. The proposal will allow students an opportunity to obtain advanced theoretical and technical knowledge in their project area during the development of the methodology. Students will also design and conduct initial project work to demonstrate that the methodology or initial concepts are viable and that project objectives can be met. The project proposal and preliminary project work undertaken in this unit will be continued and completed in SEJ446.

*Note: \* Enrolment in trimester 3 is subject to Unit Chair approval.*

### Assessment

- Initial proposal 20%
- Final project proposal and progress report 60%
- Presentation 20%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the final project proposal and progress report.

## SEJ442 – Engineering Project 2

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Paul Collins*

*Cohort rule: Available to students enrolled in D373*

*Bachelor of Engineering/Bachelor of Commerce only.*

*Prerequisite: SEJ441*

*Corequisite: Nil*

*Incompatible with: SEJ443*

*Scheduled learning activities – campus: Students are required to attend a two-week residential.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are required to attend a two-week residential.*

### 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

- Project management 20%
- Final project report – thesis 50%
- Project exhibition 30%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in each of the three unit learning outcomes (ULOs).

## SEJ446 – Engineering Project B

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Waurin Ponds (Geelong), Cloud (online)\**

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Michael Norton*

*Trimester 2 Unit Chair: Paul Collins*

*Trimester 3 Unit Chair: Tim Hilditch*

*Prerequisite: SEJ441 or SEJ440*

*Corequisite: Must be enrolled in S460, S461, S462, S463, S465*

*Incompatible with: SEJ442*

*Scheduled learning activities – campus: Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Attendance to complete project work will be dependent on the nature of the project. Students will attend the project exhibition for this unit on a single scheduled day at the end of trimester.*

*Scheduled learning activities – cloud (online): Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Attendance to complete project work will be dependent on the nature of the project. Students will attend the project exhibition for this unit on a single scheduled day at the end of trimester.*

### Content

This unit is a capstone project for students immediately prior to them leaving for their chosen career. Students will undertake project work proposed in SEJ440 or SEJ441, and then critically analyse and evaluate the results prior to communicating the project outcomes. It encompasses a number of technical engineering skills and an understanding of professional context in their discipline gained during the degree, and thus is a reflection of what they can anticipate when entering employment as a graduate engineer. Projects will have a research element to them in the justification of the approach and critical evaluation of results, 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.

*Note: \* Enrolment in trimester 3 is subject to Unit Chair approval.*

### Assessment

- Project completion and management 30%
- Project exhibition 30%
- Final project thesis 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must demonstrate a satisfactory performance (a mark of at least 50%) in each of the four unit learning outcomes (ULOs).

## SEJ451 – Materials Performance and Durability

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SEM329, SEM401*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mike Tan*

*Prerequisite: One unit from SEM216, SEM212, SEV300, SEE332 or SER300*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week. Students may be required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the particular scheduled day during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 2 hour class per week (recordings provided), 1 x 1 hour online seminar per week. Students may be required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the particular scheduled day during the trimester intensive week.*

### Content

Building on fundamental knowledge acquired during previous years in various engineering fields including mechanical, civil, electrical and mechatronics, students will learn and apply materials performance and durability knowledge to solve real-life industry issues on the reliability, durability, sustainability and maintenance of engineering materials and infrastructure. Project-oriented learning methods will be used in the teaching and learning of the unit.

## Assessment

- Three assessments (consisting of a quiz and a written report on a selected engineering issue 20% each) 60%
- Group design project 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50% in the group design project.

# SEL703 – Internship – Engineering

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bidur Kafle*

*Trimester 2 Unit Chair: Bidur Kafle*

*Trimester 3 Unit Chair: Bidur Kafle*

*Prerequisite: Student must have passed SEB711, SEB725, SET721 and SEN700. A WAM of 70 is also required to apply.*

*Corequisite: STP710 and must be enrolled in S751*

*Master of Engineering (Professional)*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Placement: Students will be required to complete a minimum of 120 hours (maximum 160 hours) within a relevant, course-related organisation.*

## Content

This unit enables students to complete a placement of 120–160 hours (typically as a 4–6 week unpaid placement or as a 12 week unpaid placement) in an Engineering-related position. Students will be required to undertake advanced level course-relevant work so as to gain experience as a specialised Engineer and to apply discipline-specific expert level professional skills and knowledge. In order to enrol in this unit, student needs to go through the selection process which involve high academic records and a face-to-face interview.

*Note: Delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

## Assessment

Each student will be assigned an academic supervisor and an industry supervisor during the placement period, both of whom will contribute to the learning and assessment of the unit. Continuous performance management and the submission of an Internship/ Placement portfolio at the conclusion of the placement form the key elements of the assessment for the unit. The portfolio comprises: professional communication documents (10%), problem-solving and discipline specific evidence of placement goals and outcomes (25%), reflections (45%), and a mid and end-of-placement assessment by the industry supervisor (10% each) (20%).

# SEM111 – Engineering Materials 1

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Junior Nomani*

*Prerequisite: VCE Mathematical Methods 3 and 4 or equivalent*

*Corequisite: SEE010*

*Incompatible with: SEI102 and SEI103*

## Content

This unit covers the main classes of materials, their basic structure and the way in which the structure determines their mechanical and functional properties. Case-studies will be used to highlight the basis for selecting a material and how the structure can be manipulated to improve performance in specific applications. The unit will also introduce students to research processes through independent learning activities associated with engineering materials.

## Assessment

- Design-based assignment 25%
- Literature research assignment 25%
- Examination 50%

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination and a mark of at least 40% in the literature research assignment.

## SEM200 – Machine Design

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Michael Pereira*

*Prerequisite: SIT172 plus one unit from SEB101 or SEP101; 2 credit points from SEB121, SED102, SEJ101 and 2 credit points from SEE103, SEJ103, SEM111 OR 2 credit points from SEE103, SEJ102, SEM111*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: For S463 Incompatible with SEB223 and SEM223. For S462 Incompatible with SEB223 and SED202*

*Scheduled learning activities – campus: 3 x 1 hour classes per week (weeks 1–6), 1 x 1 hour class (weeks 8–11), 1 x 2 hour seminar per week, 2 x 2 hour studio per week. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 3 x 1 hour classes per week (weeks 1–6, recordings provided), 1 x 1 hour class (weeks 8–11, recordings provided), 1 x 2 hour seminar per week (recordings provided), 1 x 2 hour online studio per week. Students are required to attend and participate in project oriented design-based learning activities at the Geelong Waurin Ponds Campus at scheduled sessions during the trimester intensive week.*

### Content

SEM200 is a project and design based unit that will allow students to continue to develop technical and professional practice skills relevant to machine design. Students will build on fundamental knowledge previously acquired in engineering design, engineering fundamentals, project management and professional communication. The main project for this unit will be centred on the design of a mechanical-based machine that must perform a defined set of tasks with a defined set of criteria/rules. Students will be required to develop and apply knowledge in the following five main technical areas: product development and machine design; machine elements; electronic control and programming basics; engineering drawings and tolerancing; and prototyping and rapid manufacturing.

The project will aim to reflect a real-world engineering project environment, and therefore students will also be required to demonstrate and develop skills relating to professional communication, teamwork, ethics, standards, OHS and management. Students will communicate their design process, considerations and trade-offs and outcomes in a variety of forms, including written assessments tasks, group presentations and physical and virtual prototypes.

### Assessment

- Team project plan 10%
- Individual online tests (2 x 5% each) 10%
- Team project gateway presentation 10%
- Individual project gateway report 15%
- Team product demonstration/showcase 20%
- Individual final project portfolio 35%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a minimum of 50% in each of the team project gateway presentation and individual project gateway report assessment tasks.

## SEM202 – Thermodynamics

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SEM314*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Subrat Das*

*Prerequisite: SIT199 and SIT194; and one unit from SEB101 or SEP101*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour classes per week, 1 x 1 hour class per week, 1 x 1 hour seminar per week, 1 x 5 hour practical class per trimester. All students are required to attend and participate in practical activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 3 hours of classes per week (recordings provided), 1 x 1 hour online seminar per week and 1 x 5 hour practical sessions per trimester. Students must attend and participate in practical activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

## Content

This unit introduces fundamental concepts, laws and definitions relevant to thermodynamics. Case studies will be used to demonstrate how to apply equations and tools commonly used in this field to practical problems, such as engines and steam power plants. Students will learn experimental techniques to determine important thermodynamic measurements and reinforce fundamental concepts.

## Assessment

- Examination 60%
- Two problem-based assignment (10% each) 20%
- Practical work and report 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 40% in the practical work and report.

## Prescribed texts

Cengel & Boles, 2010, Thermodynamics: An Engineering Approach (Si Units), 7th edition, McGraw Hill

# SEM212 – Materials 2

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Junior Nomani*

*Prerequisite: SEM111 and SIT194*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: Nil*

## Content

This unit will cover how materials fail and how we can select materials to avoid failure through an understanding of component geometry, loading conditions and the material properties. The unit will address important mechanical failure types including yielding, creep, wear, corrosion, fatigue and fracture, as well as the important equations that describe their behaviour and the way micro-structures can be manipulated to improve performance in these instances.

## Assessment

- Examination 50%
- Assignment 1 (Portfolio) 30%
- Assignment 2 (literature research) 20%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

# SEM216 – Stress and Failure Analysis

*Enrolment modes: Trimester 2: Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Akif Kaynak*

*Prerequisite: One unit from SEM111 or SEJ103; plus one unit from SEB101 or SEP101*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEM222*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour seminar per week, 2 x 3 hour practicals per trimester. All students are required to attend and participate in practical activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 3 x 1 hours of class per week (recordings provided), 1 x 1 hour online seminar per week and 2 x 3 hour practical sessions per trimester. Students are required to attend and participate in project-based activities at the Geelong Waurm Ponds Campus on the scheduled day during the trimester intensive week*

## Content

This unit will include detailed analysis of various loading conditions in members including axial, multi-axial, pure bending, bending of composite beams, elasto-plastic bending, elastic and elastoplastic torsion, stress concentrations, transverse shear stresses in beams, shear flow and combined loadings and appropriate selection of materials to avoid failure through understanding of loading conditions and material properties. The unit will also address failure types including yielding, creep, fatigue, corrosion and structure-property relationships.

## Assessment

- Online quizzes (2 x 10% each) 20%
- Practical report (2 x 10% each) 20%
- Examination 60%



## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 50% in the practical report.

## Prescribed texts

Hibbeler, 2017, *Mechanics of Materials in SI Units*, 10th edition (or 8th edn or higher), Pearson Education

# SEM218 – Fluid Mechanics

*Enrolment modes:*

*Trimester 1: Waurrn Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Subrat Das*

*Trimester 3 Unit Chair: Sara Vahaji*

*Prerequisite: SIT194 and one unit from SEP101 or SEB101*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour seminar per week, 1 x 5 hour practical class per trimester. All students are required to attend and participate in practical activities for this unit at scheduled sessions during the trimester intensive week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 3 x 1 hours of class per week (recordings provided), 1 x 1 hour online seminar per week and 1 x 5 hour practical class per trimester. Students are required to attend and participate in practical activities at the Geelong Waurrn Ponds Campus on the scheduled day during the trimester intensive week.*

## Content

This unit provides an introduction to fluid mechanics, the study of the behaviour and motion of fluids, both liquid and gases. It covers concept of ideal and real fluids, basic equations of fluid statics, hydrostatic forces, buoyancy and surface tension and relative equilibrium. Application of fluid mechanics range from studying laminar and turbulent flows, drag and lift, pressure losses in various fluid handling systems. The unit deals with the physics of fluid flow (the underlying principles and theory) as well as the engineering aspects (application to everyday problems).

## Assessment

- Examination 60%
- Two problem solving tasks (10% each) 20%
- Laboratory work 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 40% in the laboratory work.

## Prescribed texts

Cengel & Cimbala, 2013, *Fluid Mechanics: Fundamentals & Applications*, 4th Ed (or 3rd Ed), McGraw Hill

# SEM223 – Engineering Mechanics

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*Previously coded as: SEM224*

*EFTSL value: 0.125*

*Unit chair: Akif Kaynak*

*Prerequisite: One of SIT199, SIT194 or SIT190 and one unit from SEP101 or SEB101*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEM201, SEJ201*

## 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%
- 2 x online quizzes 20%
- Two laboratory reports (10% each) 20%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 40% in the two laboratory reports.

## SEM300 – Thermo-Fluid System Design

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*Previously coded as: SEM405*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Jorg Schluter*

*Prerequisite: Five units from SEM200, SEJ201, SEM201, SEM218, SEP291, SEM202 or Four units from SEM218, SEB223, SEM202, SEP291*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Weeks 1–5: 3 hours of classes per week (2 hours online, 1 hour face-to-face), 1 x 2 hour seminar per week (1 hour seminar, 1 hour online seminar), 1 x 1 hour studio per week.*

*Weeks 7–11: 2 x 1 hour structured studios and 4 hours of unstructured studios per week. All students are required to attend and participate in project based activities for this unit at scheduled sessions during the trimester including intensive week.*

*Scheduled learning activities – cloud (online): Weeks 1–5: 3 hours of classes per week (2 hours online, 1 hour online consultation), 1 x 2 hour seminar per week (1 hour online seminar, 1 hour online consultation), 1 x 1 hour online studio per week.*

*Weeks 7–11: 1 x 1 hour online structured studio and 4 hours of unstructured project work per week. Students are required to attend and participate in project based activities at the Geelong Waurin Ponds Campus on the particular scheduled days during the intensive week.*

### Content

In this unit students will be introduced to heat transfer principles such as conduction, convection and radiation. Understanding of these principles will be utilised in conjunction with previously acquired fundamental knowledge of thermodynamics and fluid mechanics in undertaking a thermo-fluid system design project. The unit revolves around a group-based project to determine the appropriate approach to design problem, the type of solution (analytical, numerical), selection of material, sizing of thermal system and optimisation of heat transfer rates.

### Assessment

- Project 1 (team) 20%
- Project 2 (30% group component, 30% individual component) 60%
- Quizzes (2 x 10% each) 20%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% overall and a mark of at least 50% for the total of the individual components of this unit.

### Prescribed texts

Cengel, 2014, Heat & Mass Transfer (Si Units), 5th Ed, McGraw Hill, Singapore

## SEM301 – Industrial Control

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Michael Norton*

*Prerequisite: SEM200, SEJ201, SEP291 or SEP291, SEB223, SIT172*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Weeks 1–6: 3 x 1 hour classes per week, 3 x 1 hour seminars per week. Weeks 7–11: 6 hour studio per week. Students are required to attend and participate in project oriented activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 3 x 1 hours of class per week (weeks 1–6 recordings provided), 1 x 1 hour online seminar per week. Students are required to attend and participate in project oriented activities at the Geelong Waurin Ponds Campus on the particular scheduled day during the trimester intensive week.*

### Content

This is a project/design based unit which aims to integrate the knowledge gained in mechanical systems control within the Bachelor of Engineering (Mechanical) course. The unit will also expose students to control concepts and technologies used in industry, including Programmable Logic Controllers, sensor/actuator systems, process (continuous) and sequential (discrete) control.

The unit revolves around a group-based project where students will be given a problem that has a specific industrial control context. Each problem will have unique components that will ensure each group provides a specific solution. They must identify a controllable medium, understand the sensor

requirements and constraints in relation to the actuator system, propose a suitable control model, simulate and demonstrate the solution(s). The aim will be to develop an automated solution that will require a complex (multi) sensor/actuator approach with high-level control model support, backed up by an industrial PLC system. Emphasis will be on developing an approach from the problem definition phase all the way through to a demonstrated solution.

### Assessment

- Design brief and project review (team) 10%
- Online tests (individual) 20%
- Project portfolio (team) 20%
- Project demonstration/showcase (team) 10%
- Final report (individual) 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 40% in project portfolio (team) and a mark of at least 50% in the final report (individual).

## SEM302 – Advanced Stress Analysis

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SEM422*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mathew Joosten*

*Prerequisite: SEJ201, SEM216, SEP291 or one unit from SEM222, SEM322*

*Corequisite: Nil*

*Incompatible with: SEM318*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hours of class per week (recordings provided), 1 x 1 hour online seminar per week*

### Content

In this unit students will extend their knowledge of basic stress analysis concepts introduced in second year units to more complex situations. Several new concepts/approaches will be introduced including energy methods, stress transformation and failure analysis. Students will learn how to apply these analytical approaches to real-life/industry-based problems,

including examples where they are required to apply engineering judgement to simplify the analysis and understand the limitations of the analytical tools. By the end of this unit students will be able to confidently design engineering structures using classical analytical techniques.

### Assessment

- Problem solving tasks (3 x 15% each) 45%
- Examination 55%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 40% in the examination.

### Prescribed texts

Hibbeler, 2017, Mechanics of Materials in SI Units, 10th edition (or 9th edn), Pearson Education

## SEM313 – Manufacturing

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nolene Byrne*

*Prerequisite: SEM216 or SEM212*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour studio per week. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester intensive week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hours of class per week (recordings provided), 1 x 2 hour online seminar per week. Students are required to attend and participate in project-based activities at the Waurn Ponds (Geelong) campus on the scheduled day during the trimester intensive week.*

### Content

This unit will take a practical approach to understanding the role of the manufacturing process in controlling the quality and cost of a component. The impact of processing variables such as pressure, time and temperature in attaining specified property and quality requirements during the manufacture of commonly used materials will be examined.

## Assessment

- Studios 40%
- Case study 20%
- Project report 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit, all students must achieve a minimum of 50% on the combined case study and project report mark.

# SEM327 – Dynamics of Machines

*Enrolment modes:*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SEM318*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ali Zolfagharian*

*Trimester 3 Unit Chair: Ali Zare*

*Prerequisite: SEM200 or SEM223*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 1 hour seminar per week, 2 x 3 hour practicals per trimester (CAD lab). Students are required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hours of class per week (recordings provided), 1 x 1 hour online seminar per week and 2 x 3 hour practicals per trimester. Students are required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the particular scheduled day during the trimester intensive week.*

## 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

- Calculation based assessment (2 x 30%) 60%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of at least 40% in the examination.

## Prescribed texts

Norton, 2011, Design of Machinery with Student Resource DVD, 5th edition, McGraw Hill.

# SEM329 – Materials Selection and Performance

*Enrolment modes: Not available from 2017 (replaced by SEJ451)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Mike Yongjun Tan*

*Prerequisite: SEM212 and SEM223*

*Corequisite: Nil*

*Incompatible with: SEM413*

## Content

Topics to be addressed in this unit include:

- Materials selection and its impacts on the environment: Material related eco-issues, materials embodied energy and carbon footprint, life-cycle assessment and the environment and eco-informed material choice.
- Environmental effects on materials performance and selection: Corrosion and materials degradation, stress corrosion cracking, corrosion fatigue and corrosive wear, corrosion control techniques, failure analysis, prevention and control.
- Case studies and projects using materials performance index and materials selection tools.

## Assessment

Three assessments (consisting of written reports and quizzes) 60% (20% each), group design project (consisting of literature study, engineering design, and other required project work components) 40%.

To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50% in the design project (consisting of literature study, engineering design, and other required project work components).

## SEM400 – Computational Fluid Dynamics

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jorg Schluter*

*Prerequisite: SEM218, SEP291 and one unit from SEM202, SEM314. For students enrolled in S752: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Week 1–7: 2 x 1 hour class per week (face-to-face/online), 1 x 2 hour seminar per week, Week 8–11: 2 x 2 hour seminar per week (CAD lab)*

*Scheduled learning activities – cloud (online): Week 1–7: 2 x 1 hour class per week (online), 1 x 1 hour seminar per week (online), Week 8–11: 1 x 1 hour seminar per week (online).*

### Content

There has been considerable growth in the development and application of computational fluid dynamics (CFD) and has become a standard tool in many process industries. This course aims to introduce the basics of computational fluid dynamics (CFD), the importance of flow phenomena and various numerical tools and how CFD can be applied for solving multi-physics problems. It covers a broad range of field from aerodynamics, magnetohydrodynamics, multiphase flows and haemodynamics and fluid-structure interaction. This unit will cover several topics of numerical modelling as applied to CFD simulations, particularly in cross-disciplinary environment. The unit will utilise and build upon the knowledge you have gained in your previous studies on fluid mechanics, heat-transfer, material behaviour, and solid modelling (CAD). The topic will cover different partial differential equations (NS equations), wall effects, modelling of two phase flow (simple cases), interface tracking methods and fluid-structure interaction. The main objective is to develop a skill how to combine different physics in their modelling approach.

### Assessment

- Project 1 20%
- Project 2 60%
- Quiz (2 x 10% each) 20%

## SEM401 – Materials Performance and Durability

*Enrolment modes: Not available from 2018 (replaced by SEJ451)*

*Credit point(s): 1*

*Previously coded as: SEM329*

*EFTSL value: 0.125*

*Unit chair: Mike Tan*

*Prerequisite: SEM216 or SEM212*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

Building on fundamental knowledge acquired during previous years, such as engineering materials, stress and materials, structure design and manufacturing, students will learn and apply materials performance and durability knowledge to solve real-life industry issues on the reliability, durability, sustainability and maintenance of engineering materials and infrastructure. Project-oriented learning methods will be used in the teaching and learning of the unit.

### Assessment

- Three assessments (consisting of a quiz and a written report on a selected engineering issue 20% each) 60%
- Group design project (consisting of literature study, engineering design, and other required project work components investigating a major industry issue) 40%

To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50% in the design project (consisting of literature study, engineering design, and other required project work components).

## SEM402 – Advanced Manufacturing

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Michael Norton*

*Prerequisite: SEM313*

*Corequisite: Nil*

*Incompatible with: Nil*



## Content

This unit delivers to the student the modern trends, advanced manufacturing technologies and built upon well-established engineering theories and principles which are generally complex and academically challenging. The content covers application issues; theoretical underpinning; mathematical modelling of the processes; environmental, sustainability and economic factors and is delivered, where appropriate, through real world case studies and research experience.

## Assessment

- Technical research paper 25%
- Feasibility case study 25%
- Oral presentation 15%
- Report 35%

## SEM405 – Heat Transfer

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Subrat Das*

*Prerequisite: SEM218 and one unit from SEM314 or SEM202*

*Corequisite: Nil*

*Incompatible with: SEM414 and SEM300*

## Content

Building on fundamental knowledge previously acquired during thermodynamics and fluid mechanics in heat transfer mechanisms including conduction, convection and radiation. Students will use knowledge gained to apply theoretical and numerical approaches to solve real-life heat transfer problems. Students will use experimental methods to reinforce fundamental concepts and to validate analytical solutions to case-studies.

## Assessment

- Examination 60%
- Online Logbook 40%

## Prescribed texts

Cengel, 2014, Heat & Mass Transfer ( Si Units ), 5th Ed, McGraw Hill, Singapore

## SEM406 – Advanced Modelling and Simulation

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bernard Rolfe*

*Prerequisite: SEM327 and one unit from SEM302, SEM422 or SED302*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour seminar per week (CAD lab), 2 x 3 hour practicals per trimester.*

*Scheduled learning activities – cloud (online):*

*Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided), 1 x 2 hour online seminar per week 2 x 3 hour practicals per trimester (recordings, information and/or data provided to allow students to conduct practical activities away from the campus).*

## Content

This unit will study advanced aspects of modelling and simulation related to mechanical engineering. The unit will utilise and build upon the knowledge you have gained in your previous studies on material behaviour, dynamics, solid mechanics, and computer aided engineering (CAE). The main topics covered are: modelling of mechanical multi-body dynamic (MBD) systems, and finite element analysis (FEA). Via a project-based approach, you will develop fundamental understanding of these two key simulation areas, as well as the ability to use this knowledge for the analysis of real world problems. In the practical classes, students will also use experimental methods to provide context to and validation of the numerical analyses conducted during this unit. The mix of theoretical, numerical and experimental work will provide a good base for future career development in the advanced CAE area.

## Assessment

- Finite Element Analysis (FEA) project report 30%
- Multi-Body Dynamic (MDB) project report 30%
- MBD and FEA project report (consisting of team project report 25%, individual project report 15%) 40%

## SEM422 – Advanced Stress Analysis

*Enrolment modes: Not available from 2017 (replaced by SEM302)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Jeong Yoon*

*Prerequisite: SEM222 or SEM322*

*Corequisite: Nil*

*Incompatible with: SEM318*

### Content

In this unit students will extend their knowledge of basic stress analysis concepts introduced in second year units to more complex situations. Several new concepts/approaches will be introduced including energy methods, stress transformation and failure analysis. Students will learn how to apply these analytical approaches to real-life/industry-based problems, including examples where they are required to apply engineering judgement to simplify the analysis and understand the limitations of the analytical tools. By the end of this course students will be able to confidently design engineering structures using classical analytical techniques.

### Assessment

- 2 x written reports (30% each) 60%
- Examination 40%.

To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50% and a minimum of 40% in the examination.

## SEM433 – Mechatronic Design

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Benjamin Champion*

*Prerequisite: SEE321 and one unit from SEE316 or SEE320*

*Corequisite: Must be enrolled in S460, S461, S462, S463*

*Incompatible with: SEM332*

### 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

- Two reports (20%, 30%) 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 – Product Development Technologies

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ali Zare*

*Prerequisite: For S462 students: completion of 22 credits points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week*

### Content

The aim of this unit is to provide insight into the development of complex, multi-faceted products. Students will be taken through the complete product development cycle and will be afforded the opportunity to design, construct and test a product of their own creation. Lecture topics in this unit include: the product development process, engineering design, digital manufacturing, experimental design, measurement technology, product verification and data analysis.

### Assessment

- Report 30%
- 3 x in-class quizzes (multiple choice and short answers – 10% each) 30%
- Group report and presentation 40%

## SEM712 – CAE and Finite Element Analysis

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mathew Joosten*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week*

### Content

The aim of the unit is to provide students with the necessary skills to perform structural analysis using the Finite Element Method (FEM). The unit will cover the underlying theory of the FEM and cover truss, beam, plane stress, shell and solid elements as well as various boundary conditions for common designs. An introduction to the software package Abaqus is given as well as the pre-processor Abaqus/CAE.

In this unit we will focus on applying the Finite Element theory to solve practical engineering problems. FEM builds upon your knowledge of statics, solid mechanics and strength of materials and allows you to investigate complex problems that may be difficult to solve using analytical approaches. An emphasis will be placed on understanding the limitations of your chosen modelling approach and validating your model to understand the accuracy of your chosen modelling approach.

### Assessment

- Individual report on the response of a simple structure 15%
- Group assessment involving stress and vibration analysis of a 3D structure 25%
- In-class test 1 10%
- In-class test 2 10%
- Final examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit student must achieve an overall mark of at least 40% in the final examination.

## SEM721 – Product Development

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kaja Antleij*

*Trimester 3 Unit Chair: Clara Usma-Mansfield*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SED304*

*Scheduled learning activities – campus: 1 x 1 hour class per week (week 1–4), 1 x 2 hour seminar per week, 1 x 2 hour studio per week.*

### Content

In this unit we shall explore Design Methodologies and Product Development; you will be exposed to several theories on design and product development, practices as well as hear from industry experts. You will put theory into practice through an intensive industry based project, which all assessment will link. The ultimate goal of this class is to develop a product for a client. This unit will follow the entire design and product development process, from concept generation, customer validation and development of prototypes for testing.

### Assessment

- Progressive product development report 70% (30% progressive submission, 40% final submission)
- Team oral presentation 20%
- Team self and peer review 10%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a combined mark of at least 50% on the report submission.

## SEM722 – Advanced Manufacturing Technology

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Matt Jennings*

*Prerequisite: For S462 students: SEM313 and completion of 22 credits points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour of class per week, 3 x 3 hour practicals per trimester.*

### Content

This unit delivers to the student the modern and emerging trends of advanced manufacturing. Built upon well-established engineering theories and principles which are generally complex and academically challenging, this unit will investigate areas such as subtractive and additive manufacturing technology. The content covers application issues; theoretical underpinning; environmental, sustainability and economic factors and is delivered, where appropriate, through case studies and research experiences.

### Assessment

- Technical report 25%
- Case study report 25%
- Major assignment (technical report 35%, oral presentation 15%) (Students work in teams) 50%

## SEM723 – Additive Manufacturing Processes and Applications

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wei Xu*

*Prerequisite: Prerequisite for students enrolled in S462: Completion of 22 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour studio per week.*

### Content

This unit will provide an understanding of Additive Manufacturing (AM, also referred to as 3D Printing) and its applications. There are several sub-classifications of AM and multiple sectors that lead to a wide range of applications and subsequent considerations. These areas will be explored in detail along with an analysis of how AM integrates with other technologies to provide a wide range of product development solutions.

### Assessment

- Technology report 15%
- Design proposal 35%
- Team report 30%
- Oral presentation 20%

## SEM724 – Design for Additive Manufacturing

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jennifer Loy*

*Prerequisite: Prerequisite for students enrolled in S462: Completion of 22 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour studio per week.*

### Content

This unit explores how products can be designed to exploit the key features of Additive Manufacturing (AM). The layer-based manufacturing approach used in AM makes it possible to create products that are somewhat independent of their geometric complexity. It is therefore possible to create parts that have internal, bespoke, mathematically defined and topology optimised features without concern over the difficulties of manufacture. Furthermore, it is possible to build parts with multiple material functionality that can exhibit different mechanical, thermal, electrical or other properties but built in a single stage. This unit will consider some of the techniques that can be applied to exploit these features as well as some of the outcomes that can be achieved using design for AM.

### Assessment

- Case study report 25%
- Design report 35%
- Project demonstration and oral defence 40%

## SEM725 – Materials for Additive Manufacturing

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wei Xu*

*Prerequisite: Prerequisite for students enrolled in S462:*

*Completion of 22 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour studios per week.*

### Content

Materials for Additive Manufacturing will introduce the student to the unique process-structure-property relationships displayed by additive manufactured (AM) metal alloys, polymers/composites and bio-materials. This unit will explain material selection principles applied to current materials for 3D printing and understand the motivations for the latest in alloy/material development for additive manufacturing. In the context of additive manufacturing, in-depth material science concepts will be covered and key advanced material testing and characterisation tools will be introduced.

### Assessment

- Written report and presentation (report 30%, presentation 10%) 40%
- Written report and presentation (report 30%, presentation 10%) 40%
- Research report on emerging materials 20%

## SEN700 – Research Methodology

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tim Bodisco*

*Trimester 3 Unit Chair: Svetlana Stevanovic*

*Prerequisite: Nil; For students enrolled in S460, S461,*

*S462, S463: Completion of 22 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

### Content

This unit provides students with a structured program to develop skills required to scope, plan, implement and evaluate an engineering research project. Students will be required to engage actively in planned learning activities, including (but not limited to): literature review techniques, methodological approaches to collect data, and evaluation, analysis and communication of research findings.

### Assessment

- Annotated bibliography 15%
- Literature review 25%
- Statistical data collection and interpretation 20%
- Research proposal (includes report and presentation) (group) 40%

## SEN719 – Project Initiation

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong)*

*Trimester 2: Waurin Ponds (Geelong)*

*Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Sara Vahaji*

*Trimester 2 Unit Chair: Siva Krishnan*

*Trimester 3 Unit Chair: Siva Krishnan*

*Prerequisite: SEN700*

*Corequisite: SEE700, STP710 and must be enrolled in one of the following specialisations: Mechanical Engineering Design (SP-S000049), Mechatronics and Control Engineering (SP-S000051), Electrical and Renewable Energy Engineering (SP-S000076), Additive Manufacturing (SP-S000085), Civil Engineering (SP-S000086)*

*Incompatible with: SEN730 and SEN731*

*Scheduled learning activities – campus: 1 x 1 hour class per week.*

### Content

SEN719 enables students to develop a detailed plan and proposal for an engineering project. Teams of students will work with their academic supervisor/industry supervisor to formulate a project proposal that clearly defines the objectives, scope and justification for the project and incorporates consideration of any key stakeholder requirements, as well as safety, risk and ethical factors.



This project requires research investigation involving critical review and interpretation of literature on a selected topic, a proof of concept or preliminary results and provides an opportunity for the practical application and integration of the professional skills studied in other units of the Master degree. A University-allocated supervisor prior to commencement of work must formally approve research project proposals. The project proposal developed during SEN719, will be implemented in the subsequent unit SEN720 Project Implementation and Evaluation.

## Assessment

- Literature review and project proposal (individual and team components) (10% team proposal, 10% literature review) 20%
- Report – project proposal and proof of concepts (individual and team components) (30% individual report, 30% team report) 60%
- Oral presentation and defence (individual and team components) (10% team presentation, 10% individual oral defence) 20%

## SEN720 – Project Implementation and Evaluation

*Enrolment modes:*

*Trimester 1: Waurm Ponds (Geelong)*

*Trimester 2: Waurm Ponds (Geelong)*

*Trimester 3: Waurm Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Sara Vahaji*

*Trimester 2 Unit Chair: Siva Krishnan*

*Trimester 3 Unit Chair: Siva Krishnan*

*Prerequisite: SEN719*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week.*

## Content

SEN720 Project Implementation and Evaluation enables students to implement and evaluate their planned project proposal from the previous unit SEN719. Students will work closely with their academic/industry supervisors to implement the project plan as detailed in their proposal.

The project implementation and evaluation will provide students an opportunity to integrate engineering professional skills. The outcomes of their project will be disseminated to their peers, project supervisor and other external stakeholders via project report, project posters and an oral presentation.

## Assessment

- Project progress report (2 x 10%) 20%
- Final project report (individual and team components) (30% individual report, 20% team report) 50%
- Project exhibition and oral presentation (team) 30%

## SEN725 – Urban Stormwater Management

*Enrolment modes: Trimester 2: Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Abdol Ghafouri Rouzbehani (Mohjo)*

*Prerequisite: Nil*

*For S460 students: completion of 22 credits points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 1 hour seminar per week.*

## Content

This unit provides students with an overview of urban storm water management. Both quantity and quality aspects will be covered. The Unit comprises theoretical coverage of the rainfall-runoff and water quality transformation concepts in the context of an urban environment and modelling applications. Students will be taught the mathematical formulations for overland and channel flow, hydrological concepts to derive runoff and the application of these concepts in modelling. Empirical formulations for modelling the water quality transformation process will be introduced and adopted for the modelling of water quality in urban runoff with emphasis on conservative transport. Students will be required to demonstrate their understanding through tests and project work.

## Assessment

- Test 20%
- Preliminary project report and oral defence (15% and 15%) 30%
- Project report 50%

## SEN727 – Advanced Geomechanics

*Offering information: Offered from 2020 (subject to approval)*

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bre-Anne Sainsbury*

*Prerequisite: Nil. For S460 students: SEV362 Geotechnical Engineering and completion of 22 credits points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

### Content

This unit extends existing knowledge of geomechanics particularly in relation to the systematic design of excavations in rock. It explores the variability of rock masses and provides techniques engineers can use to develop and manage safe and efficient excavation designs.

### Assessment

- Simulation Report 15%
- Laboratory interpretation report 15%
- Design report 35%
- Design presentation and defence 35%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% in the presentation.

## SEN728 – Transportation Infrastructure Systems

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ashim Debnath*

*Prerequisite: Nil. For S460 students: SEV402 and completion of 22 credits points. For S752 students: SEV402*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

### Content

Designing and managing transportation infrastructure systems form a major part of civil engineering profession. To equip students with an advanced knowledge in and understanding of design and management of complex transportation infrastructure systems, this unit covers an overview of transportation systems and transportation modes, air and rail transportation, public transportation systems, intelligent transportation systems, urban transportation planning, transport demand management, models of traffic flow and car following theory, and transportation safety analysis techniques. Advanced knowledge and skills achieved in this unit are essential for transportation professionals for highly skilled works and/or further learning. Students work on problems and projects so that they are experienced to the real world of transport engineers.

### Assessment

- Problem solving task 1 (air and public transportation – individual) 30%
- Project (Travel demand management and traffic flow modelling – team) 40%
- Problem solving task 2 (transport safety and intelligent transport systems – individual) 30%

## SEN730 – Engineering Management Case Study

*Enrolment modes:*

*Trimester 1: Waurn Ponds (Geelong)*

*Trimester 2: Waurn Ponds (Geelong)*

*Trimester 3: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Siva Krishnan*

*Trimester 2 Unit Chair: Kris Law*

*Trimester 3 Unit Chair: Mayuri Wijayasundara*

*Cohort rule: Must be enrolled in unit set SP-S000077*

*Engineering Management.*

*Prerequisite: SEN700*

*Corequisite: SEE700, STP710, SEB723, SEB724*

*Incompatible with: SEN719, SEN720*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour studio per week.*

### Content

Engineering management case study is a preparatory unit for the final capstone project unit that Master of Engineering (Professional) – Engineering Management students will do in order to effectively complete their degree.

Students will be taken through topics such as business case analysis, project scoping cost benefit analysis and economic theory. Students will be placed into teams with designated roles and will apply the topics learnt to a case study.

### Assessment

- Literature review and case study analysis (individual and team components) 20%
- Final case study report 60%
- Oral presentation and defence (individual and team components) 20%

## SEN731 – Engineering Management Project

*Enrolment modes:*

*Trimester 2: Waurm Ponds (Geelong)*

*Trimester 3: Waurm Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Kris Law*

*Trimester 3 Unit Chair: Mayuri Wijayasundara*

*Prerequisite: SEN700, SEN730*

*Corequisite: Must be enrolled in unit set SP-S000077*

*Engineering Management.*

*Incompatible with: SEN719, SEN720*

*Scheduled learning activities – campus: Weekly meetings with supervisory team.*

### Content

This unit enables students to implement knowledge and experience gained in the previous unit SEN730 Engineering Management Case Study. Teams will work closely with their academic/industry supervisors to implement an engineering project management solution to a real-world engineering business requiring strategic and change management direction. The outcomes of their project will be disseminated to their peers, project supervisor and other external stakeholders via Project Progress and Final Reports, Project Posters and an Oral Presentation.

*Note: From 2020 this unit will be offered Trimester 1, 2 and 3 at the Geelong Waurm Ponds Campus.*

### Assessment

- Project progress report 20%
- Final project report (individual and team components) 50%
- Project exhibition and oral presentation (team) 30%

## SEN769 – Advanced Structural Design

*Offering information: Offered from 2020 (subject to approval)*

*Enrolment modes: Trimester 1: Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kazem Ghabraie*

*Prerequisite: Nil. For S460 students: SEV300 and SEV320 and SEV323 and completion of 22 credit points.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour studio per week.*

### Content

This unit addresses advanced topics in structural design of concrete, steel, or composite structures according to the Australian design codes. It examines various design parameters and construction materials to ensure their efficient use in structural applications. Relevant design rules/codes will be thoroughly covered to make students aware of the ongoing changes as new technologies emerge. Theories will be covered with a focus on practical applications. Fundamental concepts of design procedures will be introduced through design seminar and projects.

### Assessment

- Concept report (team) 20%
- Draft design report and oral defence 40%
- Final design report 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the oral defence and a mark of at least 40% in the final design report.

## SEP122 – Physics for the Life Sciences

*Enrolment modes: not available from 2017 (replaced by SLE123 Physics for the Life Sciences)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Chris Lim*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

## 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%

## SEP291 – Engineering Modelling

*Enrolment modes:*

*Trimester 1: Waurm Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Van Thanh Huynh*

*Trimester 3 Unit Chair: Van Thanh Huynh*

*Prerequisite: SIT194*

*Corequisite: Nil*

*Incompatible with: SIT294*

*Scheduled learning activities – campus: Students are required to engage in 2 x 1 hour classes per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided), 1 x 1 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Waurm Ponds Campus on the particular scheduled day during the trimester intensive week.*

## Content

This unit provides a fundamental understanding in the use of mathematical concepts in the design and analysis of engineering systems.

## Assessment

- 2 x problem solving exercises (25% each) 50%
- Quizzes (5 x 2% each) 10%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

## Prescribed texts

Glyn James, 2015, Modern Engineering Mathematics, 5th Ed, Pearson Education, Harlow, United Kingdom

## SEP490 – Engineering Work Experience

*Offering information: From 2018, SEP490 has been replaced by SEP499 Professional Engineering Practice (1 credit point).*

*Enrolment modes:*

*Trimester 1: Waurm Ponds (Geelong), Cloud (online)*

*Trimester 2: Waurm Ponds (Geelong), Cloud (online)*

*Trimester 3: Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Mahbube Subhani*

*Trimester 2 Unit Chair: Mahbube Subhani*

*Trimester 3 Unit Chair: Mahbube Subhani*

*Prerequisite: Nil*

*Corequisite: Only available to students enrolled in Bachelor of Engineering and associated combined degrees.*

*Incompatible with: SEP499*

*Scheduled learning activities – campus: As organised with the Unit Chair. No compulsory campus attendance requirement.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. As organised with the Unit Chair. No compulsory campus attendance requirement.*

## Content

Before students are eligible to graduate from the undergraduate Engineering courses, they must undertake a minimum cumulative total of at least 60 working days of suitable practical experience during their course 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 typically enrol in this unit in the trimester during which, or immediately after, the minimum cumulative total of working days of work experience is achieved. The objective of the work experience requirement is so that students learn about real situations in engineering practice from their personal experience of participation and observation in an engineering workplace, develop or enhance a direct understanding of how organisations operate, and enhance their understanding of the engineering profession prior to graduate professional practice.

*Note: Delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

## Assessment

Two assessment tasks (Occupational Health and Safety (OHS) questionnaire 50%, engineering work experience report 50%).

# SEP499 – Professional Engineering Practice

*Enrolment modes:*

*Trimester 1: Placement*

*Trimester 2: Placement*

*Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Morton*

*Trimester 2 Unit Chair: David Morton*

*Trimester 3 Unit Chair: David Morton*

*Prerequisite: STP010 and completion of at least 12 credit points (including RPL) of study in the currently enrolled undergraduate engineering course. For students enrolled in S752: STP710 and completion of at least 8 credit points.*

*Corequisite: Nil*

*Incompatible with: SEP490*

*Scheduled learning activities – campus: Professional engineering practice experience undertaken as a vocational placement or employment placement with a host organisation. Students to achieve a cumulative total of 60 working days minimum (nominally 12 fulltime working weeks) by a placement (or multiple placements) proposed, approved, and undertaken while enrolled in this unit.*

## Content

This unit enables students studying an undergraduate accredited engineering course to engage in work integrated learning through professional engineering practice experience totalling 60 working days (450 hours) with a suitable organisation (or organisations). Placements must be approved by the Unit Chair before commencement and must be for a minimum of 20 working days. Thus the course requirement of 60 working days can be completed in up to three separately approved professional engineering practice placements.

This practice-based experience for students is intended to enable the development and advancement of knowledge and skills typically sought from graduate professional engineers (as defined by the Australian engineering profession). All associated learning and assessment activities for this unit are cloud-based (online).

*Note: This unit requires students to complete and submit documentation for placement approval. For more information and to complete the application process: please refer to the Professional Engineering practice or email [eng-professionalpractice@deakin.edu.au](mailto:eng-professionalpractice@deakin.edu.au)*

Students cannot enrol in the unit or commence a placement without written approval. Placements can be completed in Australia or overseas.

Delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.

## Assessment

- Journal diary portfolio 50%
- Final report 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must fulfil the 60 days (450 hours) of work placement and must achieve a mark of at least 50% on the journal diary portfolio and a mark of at least 50% on the final report.



## SEP701 – Introduction to Engineering Professional Practice

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tim Bodisco*

*Trimester 2 Unit Chair: Tim Bodisco*

*Trimester 3 Unit Chair: Tim Bodisco*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in S788, S688*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online):*

*Students are required to engage in online learning for approximately 3 hours per week over 11 weeks. Additionally, there will be 1 x 1 hour scheduled online seminar per fortnight to provide students feedback and support for their learning.*

### Content

Not only are employers seeking engineering graduates with good technical knowledge, they are also demanding that they have well-developed professional skills. Even though you may have been working in the industry for a number of years, professional skills are a living skill, requiring ongoing improvement. SEP701 is designed for students who have experience working in industry for some time but need further development in evidencing professional skills. Students will identify professional skills that they have developed through their work activities in the field of Engineering and explore what constitutes evidence and how to document evidence for credentialing purposes.

### Assessment

- Reflective report 40%
- Career professional development report 45%
- Online discussion and quizzes 15%

## SEP702 – Mastery of Engineering

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Tim Bodisco*

*Trimester 2 Unit Chair: Tim Bodisco*

*Trimester 3 Unit Chair: Tim Bodisco*

*Prerequisite: SEP701 Introduction to Engineering Professional Practice, plus satisfactory achievement of at least 6 credentials.*

*Corequisite: Must be enrolled in S788*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online seminar per fortnight to provide students feedback and support for their learning.*

### Content

In SEP702, students will be required to utilise their knowledge and experience from the workplace to contribute to and advance trends and practices in their field of engineering. This unit is designed for the student to demonstrate mastery through the design and development of an industry standard training program or by theorising practice through a publication as described in the pathways below.

#### Teaching Path (i.e. industry training)

Students will demonstrate mastery by developing a training program for an engineering organisation. This will require scholarly work describing the content of the training activity and effectively communicating knowledge and skills to other individuals.

#### Publication Path

Student will be required to write a paper ready for publication in a journal in the engineering discipline.

In order to judge the holistic vision of the student, there will be a requirement for a presentation to an assessment panel.

## Assessment

### Teaching path

- Needs analysis report 5%
- Learning contract 15%
- Poster presentation 20%
- Training and assessment material 40%
- Showcase portfolio 20%

### Publication path

- Needs analysis report 5%
- Learning contract 15%
- Poster presentation 20%
- Professional paper (for journal) 40%
- Research portfolio 20%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% of the available marks in the training and assessment material task (for teaching path) or the professional paper (for publication path).

*Scheduled learning activities – cloud (online):*

*Independent and collaborative learning activities including for weeks 1–5: 2 x 2 hour classes per week (recordings provided), 1 x 1 hour online seminar per week, for weeks 6–11: 1 x 1 hour online seminars per week. Students are required to attend and participate in project-based activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

## 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 Arduino 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.

## Student equipment purchases

Learning experiences and assessment activities in this unit require that students have access to specific computing mechatronics components/equipment, such as an Arduino Mega 2560 microcontroller and other components that vary from year to year. The expected cost of this equipment for this unit is approximately \$100. This component will also be usable in subsequent units.

## Assessment

- Design brief 20%
- Mechatronics skills practical assessment (4 x 5% each) 20%
- Project demonstration 40%
- Final report 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the demonstration (this includes an oral component that must be passed)

# SER201 – Embedded System Design

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Benjamin Champion*

*Prerequisite: One unit in SIT172 and one unit from SEP101, SEB101 and two credit points from SEJ101, SEB121 or SED102 and two credit points from SEJ102, SEE103 or SEM111*

*Corequisite: STP010 and one unit from SEE010 or SEJ010*  
*Incompatible with: SEE320*

*Scheduled learning activities – campus: For weeks 1–5 students are required to engage in 2 x 2 hour class per week, 1 x 3 hour studio per week and 1 x 1 hour seminar per week. For weeks 6–11 students are required to engage in 2 x 3 hour studio per week. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester.*

## SER202 – Programming for Embedded Systems

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Abbas Kouzani*

*Prerequisite: SIT172 and one unit from SEE103 or SEJ102*

*Corequisite: SEE010 or SEJ010 and must be enrolled in S461 Bachelor of Electrical and Electronics Engineering (Honours) or S463 Bachelor of Mechatronics Engineering (Honours)*

*Incompatible with: SEE215*

*Scheduled learning activities – campus: For weeks 1–5 students are required to engage in 1x3 hour class and 1 x 3 hour seminar per week. For weeks 6–11 students are required to engage in 1 x 3 hour of practical and 1 x 3 hour of self-directed practical per week. Students must attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including for weeks 1–5, 1 x 3 hour class per week (recordings provided), and for weeks 1–11: 1 x 1 hour online seminar per week. Students are required to attend and participate in project-based activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

### Content

This unit introduces the basic concepts involved in the operation of microcontrollers and microcontroller-based systems. Some examples of microcontrollers are listed. One specific microcontroller is introduced and studied in detail in respect to both hardware system design and software programming aspects. Basic inputs and outputs, serial communications, interrupts, timers/counters and other peripherals as well as their programming are discussed. Also, covered are some simple applications.

### Student equipment purchases

Learning experiences and assessment activities in this unit require that students have access to specific computing mechatronics components/equipment, such as an Arduino Mega 2560 microcontroller and other components that vary from year to year. The expected cost of this equipment for this unit is approximately \$100. These components will also be usable in subsequent units.

### Assessment

- Problem solving task 20%
- Practical 60%
- Report 20%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% and a mark of at least 40% in the practical.

## SER300 – Mechatronic Design

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Benjamin Champion*

*Prerequisite: SER201*

*Corequisite: Nil*

*Incompatible with: SEE320 and SEM433*

*Scheduled learning activities – campus: For weeks 1–5 students are required to engage in 1 x 2 hour class per week, 1 x 1 hour seminar per week, 1 x 3 hour studio per week. For weeks 6–11 students are required to engage in 6 hours of studio per week. Students are required to attend and participate in project-based activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including prerecorded videos. Students are required to attend and participate in project-based activities for this unit at scheduled sessions on multiple days during the trimester.*

### Content

The aim of this unit is to study the design and management of a mechatronic project. The unit develops the skills to apply mechanical and electronic knowledge to build a managed mechatronic project. The project will be an autonomous robotic build which will include the electronic control of a mechanical system. Engineering consideration of managed projects is included.

### Assessment

- Design brief 15%
- Progress presentation 10%
- Showcase 50%
- Final report 25%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 50% in the showcase (this includes an oral component that must be passed) and 40% in the progress presentation.

# SER301 – Electromechanical Systems Design

*Enrolment modes: Trimester 2: Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Pubudu Pathirana*

*Prerequisite: SER201 and SEE206, two credit points from SEM200, SEB223 or SEM223, plus one unit from SER202 or SEE215 plus one unit from SEE202 or SEE216*

*Corequisite: Nil*

*Incompatible with: SEE321*

*Scheduled learning activities – campus: For weeks 1–5: 3 x 1 hour classes per week, 1 x 3 hour seminar per week. For weeks 7–11: 2 x 3 hours studio per week. Students are required to attend and participate in project-based activities for this unit at scheduled sessions and on multiple days during intensive week during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including for weeks 1–5, 3 x 1 hour classes per week (recordings provided), 1 x 3 hour online seminar per week (recordings provided) for weeks 7–11: 1 x 1 hour online seminar per week. Students are required to attend and participate in project-based activities at the Geelong Waurm Ponds Campus on the scheduled days during the trimester intensive week.*

## Content

This is a project oriented design based learning (PODBL) unit, which aims to integrate the knowledge gained in the electrical, electronic, microprocessor, mechanical and mechatronics units of the Bachelor of Mechatronics Engineering (Honours) course. The unit will provide in-depth experience in sensing, signal processing and electromechanical concepts and associated technologies used for industry focussed Raspberry Pi environments. Kinematic sensors are used to explain data acquisition and filtering concepts. Different control principals are covered in a practical sense by implementing the design concepts in the Raspberry Pi environment. Mechanical actuation and output control concepts will be addressed through considering motor control.

The unit revolves around projects where students will be given a problem emerging from an application context. The generic problem will have unique components that will ensure each activity provides a solution. The aim will be to develop an automated solution that will require the implementation of complex sensing, control and actuator paradigms in the industry standard MATLAB environment deployed to a microcontroller-based platform. Emphasis will be placed on developing an approach or solution beginning from the problem definition phase and continuing through to a demonstrable prototype. The unit will cover elements of professional practice relating to budgeting and cost management, and communication of technically challenging complex concepts. In particular, tighter emphasis will be placed on implementing complex techniques on associated hardware and software.

## Assessment

- Design proposal (team) 25%
- Project review presentation (team) 10%
- Online tests (2 x 10%) 20%
- Individual portfolio 45%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must receive at least 40% in the team-based assessment as well as 50% in the individual portfolio.

# SER400 – Virtual and Augmented Interfaces

*Enrolment modes: Trimester 2: Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrew Price*

*Prerequisite: Students undertaking a Bachelor Degree in the School of Engineering – SIT172 and a minimum of 16 credit points. Students undertaking a Bachelor Degree in the School of IT – a minimum of 12 SIT Course Grouped Units. Students undertaking a different course of study – a minimum of 24 credit points. For students enrolled in S752: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour of class per week, 1 x 1 hour of seminar per week, and 2 hours of practical per week. Students are required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online):  
Independent and collaborative learning activities including 1 x 1 hour classes per week (recordings provided), 1 x 1 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Warrn Ponds Campus on the particular scheduled day during the trimester intensive week.*

## Content

The unit introduces students to the principles and applications of virtual and augmented interfaces, as well as how to critically review the technology and propose new solutions. The unit will begin by introducing the principles of Human Computer Interaction (HCI) and relevant modern technologies. The unit will then consider case studies of recent technological advances in virtual and augmented interfaces, and students will be required to critically review the introduction of these technologies. Finally students will work in teams to propose a solution to an existing problem and present their proposed solution in the form of a mock-up or prototype using an appropriate technological platform.

## Assessment

- Literature review 20%
- Team demonstration 50%
- Report 30%

## SET401 – Advanced Topics in Engineering 1

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Moshe Goldberg*

*Prerequisite: SEB322 or SEB324*

*Corequisite: Nil*

*Incompatible with: Nil*

## 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.

*Note: Highly recommended elective for Engineering students.*

## Assessment

- Project research report 20%
- Project presentation 20%
- Project demonstration 30%
- Project final report 30%

## SET402 – Advanced Topics in Engineering 2

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Moshe Goldberg*

*Prerequisite: SEB322 or SEB324*

*Corequisite: Nil*

*Incompatible with: Nil*

## 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.

*Note: Highly recommended elective for Engineering students.*

## Assessment

- Project research report 20%
- Project presentation 20%
- Project demonstration 30%
- Project final report 30%



## SET404 – Engineering Design: International Study Tour

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Lloyd Chua*

*Prerequisite: Completion of at least 20 credit points of study*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Study Tour: A pre-departure program, followed by 2 weeks international study tour.*

### Content

SET404 allows students to engage in a structured program of study, usually involving short project work overseas at an organisation or institution pre-arranged by Deakin's School of Engineering. In this unit, students will gain discipline specific technical expertise and will be challenged to develop personal qualities and attitudes that enhance their international outlook and global competence. Detailed information about the study tour will be provided to students via the unit CloudDeakin site as well as the pre-departure seminar, which students undertaking the study tour must attend.

*Note: Entry into this unit is via application and interview. Students are required to fund their own travel and accommodation costs and activities undertaken in this unit.*

### Assessment

- Project review report 40%
- Oral presentation 20%
- Project report 40%

## SET721 – Engineering Sustainability

*Enrolment modes:*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Moshe Goldberg*

*Trimester 3 Unit Chair: Julius Orwa*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 2 hour class per week (recordings provided).*

### Content

Sustainable engineering is a rapidly growing multidisciplinary branch of engineering that promotes a need for understanding trends, future perspectives, limits, boundaries, risks, resilience and long-term future thinking. Using holistic and multi-disciplinary approaches, students will evaluate infrastructure, and develop an integrated knowledge of key aspects of infrastructure systems including water, energy, transportation and communication which deliver sustainable outcomes. They will be able to critically analyse the sustainability of current and future manufacturing processes and materials resources and devise, implement and manage solutions involved with the natural and built environment.

### Assessment

- Group report 30%
- Problem solving task 30%
- Written report 40%

## SEV101 – Global Environmental Systems

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Svetlana Stevanovic*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1x 1 hour seminar per week. Additionally students can choose to attend a 1 x 1 hour online workshop or 1 x 1 hour campus studio each week. These workshops/studios provide students with feedback and support their learning. All students are required to attend and participate in team based learning activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes (recordings provided), 1 x 1 hour online seminar and 1 x 1 hour online workshop each week. These workshops/studios provide students with feedback and support their learning. All students are required to attend and participate in team based learning activities for this unit at scheduled sessions during the trimester.*

### Content

This unit has been developed to give students broad understanding of global environmental issues such as climate change, ozone depletion, population stress, ocean pollution and loss of biodiversity from a systems perspective and how they may influence the natural and human environment. Students will be asked to consider the impacts of these global issues at local, regional and global levels and understand how environmental engineering plays a role in delivering solutions for a sustainable future. Students will work individually and in teams to identify, understand and analyse local contexts of complex global issues and identify the risks and future implications of those issues. At the completion of the unit students will be able to assess and critique current solutions and directions from an environmental engineering perspective and recognise the complexity of the problem.

### Assessment

- Initial report 30%
- Team-based assessment 20%
- Final report 50%

### Hurdle requirement

To be eligible to obtain a pass this unit, a student must achieve a mark of at least 40% on the initial report and a mark of at least 50% on the final report.

## SEV200 – Geotechnical Investigation and Design

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Kazem Ghabraie*

*Prerequisite: Must have passed SIT199 and must have passed one unit in SEP101 or SEB101 and must have passed two credit points in SEJ101, SEB121 or SED102 and must have passed two credit points in SEJ103, SEE103 or SEM111*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEV252*

*Scheduled learning activities – campus: 8 hours per week of class, seminar and laboratory project work per trimester. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester intensive week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided), 1 x 2 hour online seminar per week. Students are required to attend and participate in project-based activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

### Content

Engineering geology and soil mechanics are essential for locating, designing, constructing and managing any civil engineering infrastructures. To equip you with a valuable knowledge in and understanding of engineering geology and soil mechanics, this project-based unit covers topics on engineering geology, geotechnical site investigation, soil classification, compaction and consolidation, seepage, stress distribution and settlement, and an introduction to foundation design. The unit integrates the theory, site studies, and laboratory investigations utilising a basic design framework that allows team synthesis of data to formulate a professional level design folio.

## Assessment

- Quizzes (4 x 5% each) 20%
- Geotechnical engineering report (students work in teams) 35%
- Design project 45%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the geotechnical engineering report and a mark of at least 40% in the design project.

# SEV201 – Environmental Health Engineering

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.25*

*Trimester 2 Unit Chair: Ellen Moon*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour seminar per week. Additionally students can choose to attend 2 x 1 hour online workshops or 1 x 2 hour campus studios per week. These workshops/studios provide students feedback and support their learning. All students are required to attend and participate in practical learning activities in addition to the town hall meeting for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes (recordings provided), 2 x 1 hour online workshops per week. Online learning for approximately 4 hours a week over 11 weeks. These workshops/studios provide students feedback and support for their learning. All students must attend and participate in practical learning activities in addition to the town hall meeting for this unit at scheduled sessions during the trimester intensive week.*

## Content

This unit has been developed to familiarise students with the intersection between the environment and human health through engineering projects represented in three scenarios: humanitarian improvement, addressing contamination and energy production. While the technical content will reflect on foundations of these issues, significant emphasis will be placed on the approach to finding a solution and its communication rather than the solution itself.

## Assessment

- Humanitarian engineering report 35%
- Group town hall meeting 20%
- Community engagement poster (group) 15%
- Report on suitable energy sources 30%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% on the group town hall meeting.

# SEV210 – Construction Engineering

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Susanga Costa*

*Prerequisite: Nil*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEV217*

*Scheduled learning activities – campus: 2 x 1 hours of class per week, 1 x 2 hour seminar per week, 1 x 2 hour practical per trimester. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided), 1 x 2 hour online seminar per week. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester intensive week.*

## Content

This unit aims to provide students with the understanding of construction engineering within the broader project discipline of project management as applicable to the civil engineering profession. Students will be able to apply basic construction engineering management principles including site preparation and construction work planning, quantity and cost estimation, project scheduling and site management as practicing engineering professionals. An introduction will be provided to the use of Building Information Models (BIMs) to generate constructability reports, coordinate, plan, schedule and provide estimates. Students will also be required to develop a portfolio showing how they developed their outcomes.

## Assessment

- Project management overview (group) 20%
- Site evaluation, survey and work plan (group) 25%
- Quantity and cost estimation report 25%
- Construction tender document and journal portfolio 30%

## Hurdle requirement

To be eligible to obtain a pass this unit, students must achieve a mark of at least 50% on the construction tender document and journal portfolio and a mark of at least 50% on the quantity and cost estimations report.

- 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 road drainage design.

## Assessment

- Examination 60%
- Written report 15%
- Written report 25%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

## SEV215 – Water Systems

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Abdol Ghafouri Rouzbehani*

*Prerequisite: Nil (students are expected to have knowledge of basic concepts and related definitions in mechanics of fluids)*

*Corequisite: SEE010 and SEJ010*

*Incompatible with: Nil*

## 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;

## SEV217 – Engineering Geology and Surveying

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Kali Prasad Nepal*

*Prerequisite: SEP101 or SEB101*

*Corequisite: SEE010 or SEJ010*

*Incompatible with: SEV210*

## Content

Engineering geology and surveying knowledge is essential for locating, designing, constructing and managing any civil engineering infrastructures. To equip you with a valuable knowledge in and understanding of engineering geology and surveying, this unit covers basic surveying principles of linear and angular measurements, civil engineering applications of surveying: control surveys, topographical maps and roadway curves, minerals and rock forming processes, geological structures and soil profile development, engineering properties of rocks and subsurface exploration and site selection.

## Assessment

- Practical work report – surveying (team) 20%
- Problem solving task- engineering geology 20%
- Examination 60%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 40% in the practical work report- surveying.

## SEV219 – Environmental Analysis

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SBC219*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nick Milne*

*Prerequisite: SLE133*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour seminar per week and 3 x 3 hour student-led laboratories per trimester. All students must attend and participate in practical activities for this unit during the trimester.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin which includes a 1 x 1 hour online seminar per week. All students must attend and participate in practical activities for this unit at scheduled sessions during the trimester intensive week.*

## Content

This unit extends and reinforces the basic concepts of chemistry and microbiology relevant to environmental processes and analysis. In particular it focuses on important aspects of soil chemistry, including groundwater, atmospheric chemistry and environmental microbiology. Students will be introduced to the basic chemical principles and processes in these environments with a specific focus towards qualitative and quantitative assessment methods. The unit includes a discussion of modern instrumental methods of analysis used in environmental assessment including techniques such as chromatography, atomic spectroscopy and mass spectrometry so that an informed choice of analysis techniques can be made to monitor soil and air samples.

Students will also be expected to understand the requirements for sustained, accurate analysis associated with monitoring, sampling, sample preservation and preparation, and calibration of instruments that is particularly relevant to environmental assessment programs.

## Assessment

Learning portfolio 100%

## SEV252 – Geo Mechanics 1

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: An-Jui Li*

*Prerequisite: SEP101 or SEB101*

*Corequisite: Nil*

*Incompatible with: SEV200 and SEV352*

## Content

During their study in SEV252, students will take a design-based approach that develops their understanding of soil physical properties, soil mechanical properties and geotechnical engineering associated with residential applications. Students will work according to Australian Standards to produce industry specific documentation and develop laboratory skills associated with soil testing.

## Assessment

- Group project brief 25%
- Teamwork (process) 5%
- Analytical report 30%
- Project final report 40%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% and a minimum of 40% on the analytical report.



## SEV254 – Road and Pavement Engineering

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bidur Kafle*

*Prerequisite: SEB101*

*Corequisite: SEE010 or SEJ010 and must be enrolled in S460*

*Incompatible with: SEV354*

*Scheduled learning activities – campus: 1 x 2 hour classes per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided), 1 x 2 hour online seminar per week.*

### Content

Roads are a major component of civil engineering infrastructure systems. A significant proportion of civil engineering professionals are employed in designing and maintaining roads and pavements. To equip students with a valuable knowledge in and understanding of road and pavement engineering, this unit covers the overview of transportation infrastructure systems, road design principles and processes, design of roadside drainage systems and design of heavily-trafficked flexible and rigid road pavements so that advanced knowledge and skills for road and pavement engineering professionals or highly skilled work and/or further learning are achieved. Students will work on projects using relevant software so that they will be experienced to the real world of road and pavement engineers.

### Assessment

- Project – road and drainage design 25%
- Project – pavement design (team) 25%
- Examination 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a minimum of 40% on the final examination.

## SEV300 – Reinforced Concrete Design

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Riyadh Al-Ameri*

*Prerequisite: SEM222 and SEM223 or one unit from SEM201 or SEJ201*

*Corequisite: Nil*

*Incompatible with: SEV353 and SEV454*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week, 2 x 2 hour studio per week. 3 x 3 hour concrete lab sessions per trimester. Students are required to attend and participate in project oriented design-based activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 2 hour classes per week (recordings provided), 1 x 1 hour online studio and 1 x 1 hour online seminar per week. Students are required to attend and participate in project oriented design-based activities at the Geelong Waurin Ponds Campus at scheduled sessions during the trimester intensive week.*

### Content

This unit introduces the material properties and fundamental concepts for design procedures of concrete structures and the behaviour during service life according to the design codes. This includes introduction to the basic material properties and concrete mix design, structural design philosophies, flexural design of simply supported and continuous beams using Australian Design Code AS-3600, design of beams for shear, serviceability requirements, steel bond and development length, design of one way slabs, design of two way slabs, design of reinforced concrete columns, shear walls, and footings. Fundamental concepts of design procedures will be introduced through design studios and projects.

### Assessment

- Concept design report (team) 20%
- Tests (individual) (2 x 10%) 20%
- Final design report (individual) 40%
- Concrete lab report (team) 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a mark of 50% in the concrete lab report (team), and a mark of 50% in the final design report (individual).

## Prescribed texts

Al-Ameri, 2017, Properties and Design of Concrete Structures (Custom Edition), eBook only, Pearson Education

# SEV301 – Water Engineering Design

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Wendy Timms*

*Prerequisite: SEM218*

*Corequisite: Nil*

*Incompatible with: SEV328*

*Scheduled learning activities – campus: 2 x 1 hours of class per week, 1 x 2 hour seminar per week, 2 x 2 hours per week of studio, and 2 x 3 hours of laboratory tasks during trimester. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided), 2 x 1 hours of online seminars/workshops per week. All students are required to attend and participate in project-based activities for this unit at scheduled sessions during the trimester intensive week.*

## Content

Water Engineering Design introduces and explores the fundamental concepts behind water and wastewater processes, from collection through treatment to distribution and disposal. This project-based unit will build student's knowledge in the fields of fluid flow through open and closed systems and physical, chemical and biological processes to improve water quality to ensure its safe use or disposal. Students will be expected to develop an understanding of the regulatory environment for water and wastewater engineering and familiarise themselves with the various guidelines and Standards. The Unit will apply this knowledge and understanding to the design of real water systems within a new development.

## Assessment

- Group report – response to expression of interest 10%
- Group report – response to request for full proposal 30%
- Report – design of a water network 20%
- Report – design review of a water plant 20%
- Online quizzes (2 x 10% each) 20%

## Hurdle requirement

To be eligible to obtain a pass this unit students must achieve a mark of at least 50% on each of the online quizzes.

## Prescribed texts

Davis, M. L., 2010, Water And Wastewater Engineering – Design Principles And Practice, 1st Ed, McGraw Hill, New York, USA

Shammas & Wang, 2010, Water Supply And Wastewater Removal: Fair Geyer & Okans Water And Wastewater Removal, 3rd Ed, John Wiley & Sons, Chichester, United Kingdom

# SEV311 – Air and Noise Pollution and Control

*Offering information: Offered from 2021 (Subject to approval)*

*Enrolment modes: Not offered in 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Lloyd Chua*

*Prerequisite: SEV219*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

In the past two decades, many countries around the globe have witnessed a growing need to restore environmental quality and protect the environment from the degrading effects of air, noise, solid waste and water pollution. In this unit, students will learn how different cutting-edge engineering processes and systems can be used to solve air and noise pollution problems. This unit is part of a series of environmental pollution control and management units in the environmental engineering course. This unit will allow students to develop knowledge of environmental analysis processes along with technical and economic evaluations.

Students will be expected to develop engineering solutions using fundamental principles of chemistry, physics and mathematics. Knowledge of best available technologies for air and noise pollution control including, design methods, installation and operation of various control processes, process equipment and systems are relevant and directly applicable for practice as an environmental engineer.

### Assessment

- Survey report 25%
- Mitigation system design proposal 35%
- Pollution transport and dispersion modelling 40%

## SEV320 – Theory of Structures

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Bidur Kafle*

*Prerequisite: One unit from SEM201, SEJ201, SEM222, SEM322 or SEM216*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 4 hours of seminar per week (week 1–4), 1 x 2 hour seminar per week (week 5–11), 2 x 1 hour practicals per trimester. All students are required to attend and participate in practical activities for this unit at scheduled sessions during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided) and 1 x 2 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

### Content

This unit focuses on the fundamental analysis concepts and techniques required by engineers to study the behaviour of common structures. The unit will cover modelling and calculation methods necessary to describe and quantify member forces, deflections and reactions. The unit will address stability and determinacy and include analysis techniques for determinate and indeterminate structures such as beams, frames, trusses.

The unit will also focus on the construction of influence line for beam, truss and floor girder systems and analyse the effect of moving loads including concentrated loads, distributed loads and series of concentrated loads. Emphasis is placed on developing the student's ability to model and analyse a structure using prescribed methods and to experience a range of realistic applications for structural analysis which reflect those encountered in professional practice.

### Assessment

- Examination 50%
- Problem solving tasks (2 x 20% each) 40%
- Practical report 10%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination and a mark of at least 40% in the practical report.

### Prescribed texts

Hibbeler, 2016, Structural Analysis In SI Units, 9th Ed, Pearson Education, Harlow, United Kingdom

## SEV322 – Hydrology and Hydraulics

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Abdol Ghafouri Rouzbehani*

*Trimester 3 Unit Chair: James Gong*

*Prerequisite: SEM218*

*Corequisite: Nil*

*Incompatible with: SEV222*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour seminar per week, 2 x 2 hour practicals per trimester. All students are required to attend and participate in practical activities for this unit at scheduled sessions during the trimester intensive week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided) and 1 x 2 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Waurin Ponds Campus on the scheduled day during the trimester intensive week.*

## Content

This unit will describe hydrological processes that are involved in earth's natural water cycle and the influence of those processes on catchments and engineering structures. It also will describe the hydraulic behaviours observed in open channel flows. Further, the unit will help to identify, define and use hydrological processes in practical situations such as catchment water balance, flood routing as well as hydraulic properties of flow in open channels when designing canals, sluice gates, energy dissipating structures etc. Classification of open channel flow surface profiles as well as measurements in a laboratory-scale flume will be carried out. Thus, this unit will provide knowledge to apply hydrology and hydraulic principles to real world engineering such as storm water management, water sensitive urban design, designing of irrigation channels etc.

## Assessment

- Examination 50%
- Problem solving tasks (2 x 15% each) 30%
- Laboratory reports (2 x 10% each, students work in groups) 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 50% in the laboratory reports.

## Prescribed texts

Ladson, 2008, Hydrology: An Australian Introduction, 1st Ed, Oxford Uni Press Australia and New Zealand

# SEV323 – Steel and Timber Structures

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mahbube Subhani*

*Prerequisite: One unit from SEM222, SEM201, SEJ201 or SEM216*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided) and 1 x 1 hour online seminar per week.*

## Content

This unit introduces the fundamental concepts for design procedures of steel and timber structures and their behaviour during service life and according to the valid design codes. This will enable students to understand various design philosophies, to apply the knowledge to design structural members, including tension and compression members, beams and connections design for both timber and steel structures. Design of beam-columns and frames will also be covered for steel structures.

## Assessment

- Examination 50%
- One design task on steel structure 30%
- One design task on timber structures 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the final examination.

## Prescribed texts

Gorenc, 2013, Steel Designers Handbook, 8th edition, Uni NSW Press

# SEV328 – Water and Wastewater Treatment

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Abdol Ghafouri Rouzbehani*

*Prerequisite: SEV215*

*Corequisite: Nil*

*Incompatible with: SEV301*

## 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 40%
- Problem solving tasks (2 x 20% each) 40%
- Laboratory reports (students work in groups) (2 x 10% each) 20%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 40% on each of the laboratory reports.

### Prescribed texts

Davis, 2010, Water and Wastewater Engineering – Design Principles and Practice, 1st edition, McGraw Hill

## SEV331 – Waste Management Systems

*Offering information: Offered from 2020  
(Subject to approval)*

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.25*

*Trimester 2 Unit Chair: Nick Milne*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SLE320*

*Scheduled learning activities – campus: 2 x 1 hour online workshop and 1 x 2 hour on-campus studios. All students are required to attend and participate in project based activities for this unit at scheduled sessions during the trimester.*

### Content

This unit has been designed to help students understand and investigate systems for the management of municipal and industrial solid waste, hazardous waste and consider industrial liquid waste management. It is part of a series of units looking at pollution and waste management within the environmental engineering program. Students will work through the evolution of waste management through an industry-based project that will allow students to develop a waste management plan and provide and evaluate the designs for a solid waste management system, such as a landfill or composting system. Through this process of design, implementation and evaluation of systems and procedures, students will learn the practice of resource and waste management in modern society.

### Assessment

- Waste classification survey 15%
- Preliminary design report 20%
- Solid waste design report (team) 40%
- Management plan webinar (team) 25%

## SEV353 – Reinforced Concrete Structures

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Riyadh Al-Ameri*

*Prerequisite: One unit from SEM222 or SEM216*

*Corequisite: Nil*

*Incompatible with: SEV300*

### 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 and development length, design of one-way slabs, design of two way slabs.



## Assessment

- One design project (6% group and 24% individual) 30%
- One laboratory report 20%
- Final examination 50%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination and a mark of at least 40% in the laboratory report.

## Prescribed texts

Al-Ameri, 2017, Properties and Design of Concrete Structures (Custom Edition), eBook only, Pearson Education

# SEV354 – Transportation Engineering

*Offering information: Not offered from 2019*

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Kali Prasad Nepal*

*Prerequisite: SEV217 or SEV210*

*Corequisite: Must be enrolled in S460.1 or S367*

*Incompatible with: SEV254*

## Content

A significant proportion of civil engineering professionals are employed in designing, analysing, operating and maintaining transportation systems. To equip students with a valuable knowledge in and understanding of transportation engineering, this unit covers the overview of transportation systems, road design principles and processes, design of roadside drainage systems, traffic system components and characteristics, analysis of roadway flows and queuing systems and importance of public and non-motorised transport.

## Assessment

- Design report 20%
- Problem solving task 20%
- Examination 60%

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 40% in the examination.

# SEV362 – Geotechnical Engineering

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kazem Ghabraie*

*Prerequisite: Must have passed one unit in SEV200, SEV252 or SEV352*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided), 1 x 1 hour online seminar per week.*

## Content

In nearly all civil engineering projects, engineers need to analyse the behaviour of the ground and prevent failure in soils. This unit builds on the basic knowledge of soil mechanics obtained in previous units and expands it by introducing topics related to shear strength of soils which are essential in understanding failure in soils. Applications of the covered soil mechanics theories will be studied in analysis and design of retaining structures, slopes, and shallow and deep foundations.

## Assessment

- Problem solving task 15%
- Design report 35%
- Examination 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination and a mark of at least 40% in the design report.

## SEV402 – Traffic and Transport Engineering

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ashim Debnath*

*Prerequisite: One unit in SEV254 or SEV354. For students enrolled in S752: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 1 x 2 hour class per week (recordings provided), 1 x 2 hour online seminar per week.*

### Content

Traffic and transportation engineering professionals work to solve complex and stochastic issues (safety, ubiquity, mobility, accessibility, economy and sustainability) and problems (crashes, delays, lack of sufficient funding and pollution) facing major cities and nations due to significant increase in motorised and non-motorised travel modes of transport. To equip students with a valuable knowledge in an understanding of traffic and transport engineering systems, this unit covers the overview of traffic and transport systems, major components of road traffic systems, transport modes, transport economics, urban transport planning, traffic flow theory and characteristics, analysis and design of roadway intersections, traffic studies, road safety, non-motorised and public transport systems, and Local area traffic management. Advanced knowledge and skills achieved in this unit are essential for traffic and transportation engineering professionals for highly skilled works and/or further learning. Students work on problems and projects so that they are experienced to the real world of traffic and transport engineers.

### Assessment

- Project (economic evaluation of transportation project – team) 25%
- Problem solving exercise (traffic engineering problems – individual) 25%
- Examination 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a minimum of 40% in the examination.

## SEV414 – Transportation Infrastructure

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Bidur Kafle*

*Prerequisite: SEV354*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

A significant proportion of civil engineering professionals are employed in designing, analysing, operating and maintaining transportation infrastructure. To equip students with a valuable knowledge in and understanding of transportation infrastructure, this unit covers the components of transportation infrastructure, flexible and rigid pavement design principles and processes, pavement management system, operational analysis and design of roadway intersections, traffic studies and road safety.

### Assessment

- Individual design project 60%
- Group design project 40%

## SEV415 – Infrastructure Engineering

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Carol Boyle*

*Prerequisite: Must have passed at least 22 credit points from S460, S461, S462, S463, S465. For students enrolled in S752: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour seminar per week. Students are required to attend and participate in practical activities for this unit at scheduled sessions on multiple days during the trimester.*

*Scheduled learning activities – cloud (online): Independent and collaborative learning activities including 2 x 1 hour classes per week (recordings provided), 1 x 1 hour online seminar per week. Students are required to attend and participate in practical activities at the Geelong Warrn Ponds Campus on the particular scheduled day during the trimester intensive week.*

## Content

This capstone unit will enable students to work in teams to design a complex infrastructure engineering project. Project management, stakeholder engagement, complex decision making and sustainability, environmental, social and life-cycle costs of integrated infrastructure design will be covered and incorporated into a real world engineering infrastructure development project.

## Assessment

- Project pitch and brief (team) 10%
- Design presentation and brief (team) 25%
- Final project design and document (team) 40%
- Professional engineering diary portfolio 25%

## Hurdle requirement

To be eligible for a pass in this unit, students must achieve a mark of at least 50% in the final project design and document (team) and a mark of at least 50% in the professional engineering diary portfolio.

# SEV454 – Advanced Structural Design

*Offering information: 2019 is the final offering of this unit*

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Riyadh Al-Ameri*

*Prerequisite: SEV353*

*Corequisite: Nil*

*Incompatible with: SEV300*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per week.*

## Content

The unit will address advanced topics in structural design of concrete structures including the design of reinforced concrete columns, shear walls, and footings. Fundamental concepts for design procedures will be introduced through design seminar and projects.

## Assessment

- Concept design report 1 (group) 10%
- Final design report 1 (individual) 40%
- Concept design report 2 (group) 10%
- Final design report 2 (individual) 40%

## Prescribed texts

Loo & Chowdhury, 2013, Reinforced & Prestressed Concrete, 3rd Ed (or 2nd Ed), Cambridge Uni Press, United Kingdom.

# SEV455 – Water System Design

*Offering information: 2019 is the final offering of this unit*

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nick Milne*

*Prerequisite: SEV328 and one unit in SEV222 or SEV322*

*Corequisite: Nil*

*Incompatible with: SEV301*

*Scheduled learning activities – cloud (online): Online independent and collaborative learning activities including 1 x 2 hour class per week (recordings provided), 1 x 1 hour online seminar per week.*

## Content

This unit will cover the design aspects of a water and waste water treatment plants, as well as water distribution and wastewater collection systems. Thus, this unit will provide knowledge to understand the design and skills to manage most of the water operations in an urban or peri-urban context.

## Assessment

- Preliminary design plan (group response to expression of interest) 10%
- Treatment plant design proposal (group) 30%
- Evaluation of a water system report 30%
- Water supply and wastewater reticulation modelling in integrated urban water design report 30%

## SHD201 – Creating Sustainable Futures

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sue Noy*

*Prerequisite: Must have completed 6 credit point units at Level 1 or higher*

*Corequisite: Nil*

*Incompatible with: SHD301*

*Scheduled learning activities – campus: 3 hours per week of seminars, 1 hour class per week.*

### Content

Students will work in a multidisciplinary team to draw on their respective fields of knowledge and background to address current and future sustainability problems as they impact on human, natural and built environments. The issues addressed include climate change, consumerism, clean energy and models for current and future sustainability.

The unit entails activity based learning, opportunities for creative expression and employment preparation relevant to the student's area of study.

### Assessment

- Individual report (minimum 1500 words) 30%
- Individual journal (minimum 2500 words) 35%
- Group oral presentation 35%

## SHD301 – Creating Sustainable Futures

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sue Noy*

*Prerequisite: Must have completed 6 credit point units at Level 2 or higher*

*Corequisite: Nil*

*Incompatible with: SHD201*

*Scheduled learning activities – campus: 3 hours per week of seminars, 1 hour class per week.*

### Content

Students will work in a multidisciplinary team to draw on their respective fields of knowledge and background to address current and future sustainability problems as they impact on human, natural and built environments. The issues addressed include climate change, consumerism, clean energy and models for current and future sustainability.

The unit entails activity based learning, opportunities for creative expression and employment preparation relevant to the student's area of study.

### Assessment

- Individual report (minimum 1500 words) 30%
- Individual journal (minimum 2500 words) 35%
- Group oral presentation 35%

## SIT001 – Cyber Security Fundamentals

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Nick Patterson*

*Trimester 2 Unit Chair: Nick Patterson*

*Trimester 3 Unit Chair: Nick Patterson*

*Cohort rule: Available to students enrolled in S334 Bachelor of Cyber Security and D380 Bachelor of Criminology/Bachelor of Cyber Security.*

*Prerequisite: SIT182*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): No compulsory campus attendance requirement. Students can access material to prepare for the certification assessment via CloudDeakin.*

### Content

This unit enables students to prepare and sit the ISACA's® Cybersecurity Nexus™ (CSX) Cybersecurity Fundamentals certificate. This certificate covers introductory concepts that frame and define the standards, guidelines and practices of the industry.

### Assessment

Multiple-choice test 100% with minimum passing grades as outlined by ISACA.

## SIT002 – Computer Hacking Forensic Investigator

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 2 Unit Chair: Damien Hutchinson*

*Trimester 3 Unit Chair: Damien Hutchinson*

*Cohort rule: Available to students enrolled in S334 Bachelor of Cyber Security and D380 Bachelor of Criminology/Bachelor of Cyber Security.*

*Prerequisite: SIT282*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): No compulsory campus attendance requirement. Students can access material to prepare for the certification assessment via CloudDeakin.*

### Content

This unit enables students to prepare and sit the EC-Council Computer Hacking Forensic Investigation certificate (see <https://www.eccouncil.org/programs/computer-hacking-forensic-investigator-chfi/>). Computer hacking forensic investigation is the process of detecting hacking attacks and properly extracting evidence to report the crime and conduct audits to prevent future attacks.

### Assessment

Multiple-choice test 100% with minimum passing grades as outlined by the EC-Council.

## SIT003 – Certified Ethical Hacker

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Frank Jiang*

*Trimester 2 Unit Chair: Frank Jiang*

*Trimester 3 Unit Chair: Frank Jiang*

*Cohort rule: Available to students enrolled in S334 Bachelor of Cyber Security and D380 Bachelor of Criminology/Bachelor of Cyber Security.*

*Prerequisite: SIT382*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): No compulsory campus attendance requirement. Students can access materials to prepare for the certification assessment via CloudDeakin.*

### Content

This unit enables students to prepare and sit the EC-Council Certified Ethical Hacker certificate. A Certified Ethical Hacker is a skilled professional who understands and knows how to look for weaknesses and vulnerabilities in target systems and uses the same knowledge and tools as a malicious hacker, but in a lawful and legitimate manner to assess the security posture of a target system(s). The CEH credential certifies individuals in the specific network security discipline of Ethical Hacking from a vendor-neutral perspective.

### Assessment

Multiple-choice test 100% with minimum passing grades as outlined by the EC-Council.

## SIT004 – Certified Security Analyst

*Enrolment modes:*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 2 Unit Chair: Lei Pan*

*Trimester 3 Unit Chair: Lei Pan*

*Cohort rule: Available to students enrolled in S334 Bachelor of Cyber Security and D380 Bachelor of Criminology/Bachelor of Cyber Security.*

*Prerequisite: SIT379 and SIT003*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): No compulsory campus attendance requirement. Students can access materials to prepare for the certification assessment via CloudDeakin.*

### Content

This unit enables students to prepare and sit the EC-Council Certified Security Analyst certificate. It is a pentest program that takes the tools and techniques learned in the Certified Ethical Hacker course (CEH) and enhances your ability into full exploitation by teaching you how to apply the skills learned in the CEH



by utilizing EC-Council's published penetration testing methodology. It focuses on pentesting methodology with an emphasis on hands-on learning.

## Assessment

Multiple-choice test 100% with minimum passing grades as outlined by the EC-Council.

## SIT010 – Safety Induction Program

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Damien Hutchinson*

*Trimester 2 Unit Chair: Damien Hutchinson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are expected to complete a safety induction program module on CloudDeakin. No compulsory campus attendance requirement.*

*Scheduled learning activities – cloud (online): Students are expected to complete a safety induction program module on CloudDeakin. No compulsory campus attendance requirement.*

## 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.

*Note: A training video is available on CloudDeakin.*

## Assessment

Multiple-choice test 100%.

## Hurdle requirement

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.

## SIT101 – Fundamentals of Information Technology

*Enrolment modes: Not available from 2018*

*SIT101 Fundamentals of Information Technology and SIT104 Introduction to Web Development have been removed from offer and has been replaced by SIT124 Exploring I.T.*

*Students who have completed both SIT101 and SIT104 do not need to complete SIT124, although the unit will be available as an elective option.*

*Students who have only completed one of SIT101 or SIT104 should complete SIT124.*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Tianqing Zhu*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MIS101, SIT171 and SIT111*

## Content

SIT101 introduces students to key concepts in Information Technology. Students will explore computer hardware and software, communications and networks, system development, security, ethics and privacy, which are essential components of Information Technology Systems and Information Systems. While addressing the assessment requirements students develop knowledge of a number of software applications and tools including: word processing, spreadsheets, and electronic portfolios. In serving as a foundation within undergraduate IT degrees, this unit allows students to explore different career streams of IT Professionals, key skill sets and ethics in the world of business through the impact of information on industry and society.

## Assessment

- Practical assessment 20%
- Written presentation 15%
- Written report 15%
- Examination 50%

## SIT102 – Introduction to Programming

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andrew Cain*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

Computing systems enable innovation and dramatic change in the world and the way we live in it. The capability of these systems evolve through people designing and developing new and innovative software solutions. Whether you are driving this revolution, or benefiting from it, you need to learn how computers work, and how people create software to drive computing processes. In this unit you will learn the fundamentals of structured programming and explore the mechanics of how these programs operate within the computer. The foundational knowledge and skills that you build in this unit will underpin both further programming units and your understanding of broader computing and communication systems in Information Technology contexts.

### Assessment

Learning portfolio 100%.

## SIT103 – Data and Information Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Arash Shaghaghi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### 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, database backup and recovery, and security will be investigated.

### Assessment

- Examination 60%
- Survey report 20%
- Project documentation and data base 20%

### Prescribed texts

Coronel, 2018, Database Systems Design Implementation Management, 13th edition, Cengage Learning

## SIT104 – Introduction to Web Development

*Enrolment modes: Not available from 2018.*

*SIT101 Fundamentals of Information Technology and SIT104 Introduction to Web Development have been removed from offer and has been replaced by SIT124 Exploring I.T.*

*Students who have completed both SIT101 and SIT104 do not need to complete SIT124, although the unit will be available as an elective option.*

*Students who have only completed one of SIT101 or SIT104 should complete SIT124.*

*Credit point(s): 1  
EFTSL value: 0.125  
Unit chair: Shang Gao*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

### 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

- Website development project 20%
- Client-side validation project 15%
- Server-side development project 15%
- Examination 50%

To be eligible for a pass in this unit, all students must achieve a minimum of 50% on the examination.

## SIT105 – Thinking Technology and Design

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1  
EFTSL value: 0.125  
Trimester 1 Unit Chair: Nick Patterson*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In a world where technology is encompassing every part of our lives, the skill of thinking critically and solving problems can fall to the way side. Technology helps us to achieve a lot of things much more easily, which is great, but we need to control and shape it to fit our needs. If you do not exercise these skills, they will become fatigued and disappear but we need them to be paramount if we are to thrive in this technological world and design the next big thing. To be successful technologists, we need to be able to develop knowledge and confidence to think critically in order to analyse requirements of technological projects and synergise this with problem solving abilities to creatively respond to design challenges in order to get the best outcomes. The knowledge, understanding and skills you learn in this unit will aid in your ability to critically analyse information and design technologies with algorithms that will play a key role in enriching and transforming our society.

### Assessment

- Critical thinking task 15%
- Applied project 25%
- Online quiz 10%
- Examination 50%

## SIT106 – Fundamental Concepts of Mathematics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Simon James*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week.*

### 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;
- 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.

### Assessment

- Examination 50%
- Three assignments (20%, 15%, 15%) 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 50% in the examination.

## SIT107 – Software Engineering 1: Connecting the Cyber and Physical Worlds

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*Previously coded as: Must be enrolled in S464 Bachelor of Software Engineering (Honours)*

*EFTSL value: 0.25*

*Trimester 2 Unit Chair: Atul Sajjanhar*

*Prerequisite: Nil*

*Corequisite: SIT010*

*Incompatible with: SIT123*

*Scheduled learning activities – campus: 1 x 2 hour class, 1 x 3 hour studio, 1 x 2 hour scheduled online seminar per week.*

*Scheduled learning activities – cloud (online): 1 x 3 hour online studio, 1 x 2 hour scheduled online seminar per week.*

### Content

This is a project-oriented and design based learning unit in which students investigate the fundamentals of cyber-physical systems and their application to problems dependent on sensing the environment and the entities within it. The themes within this unit encompass: ubiquitous sensor technologies, data capture protocols, data analysis and visualisation processes and how these underpin decision making, both by machines and humans. Application contexts will include smart homes and built environments, as well as personal health and lifestyle monitoring. Students will complete a project applying principles covered within this unit.

### Student equipment purchases

Learning experiences and assessment activities in this unit require that students have access to specific computing equipment, such as single board computers, microcontrollers and sensors. The expected cost of this equipment for this unit is \$150. This equipment will also be usable in subsequent units.

### Assessment

Learning portfolio 100%.

## SIT110 – Creative Coding

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shiva Pokhrel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

### Content

This unit introduces students to fundamental coding and programming concepts by applying them to creative contexts.

Students will learn foundational coding processes and practises for a range of cases including digital and generative art, 3D virtual environments and interactive applications. Through a variety of projects, students will design and implement creative solutions to problem-solving challenges with a focus on learning through practical application. Students will produce a range of creative artefacts using modern technologies and gain the skills to plan, communicate and build innovative digital prototypes of their own design.

### Assessment

- Practical folio 30%
- Creative project proposal 30%
- Creative project 40%

## SIT111 – Algorithms and Computing Systems

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Seng Loke*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT101*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

Over the past 70 years computing systems and algorithms have revolutionised nearly every facet of modern life, from healthcare to education, manufacturing to transport, and entertainment to agriculture. Computing hardware and the algorithms encoded into software are thus vital to the continued growth of modern society, as are computer scientists – the professionals who design and develop algorithms and computational solutions to many of the world's problems. In this unit students will investigate some of the major computing system innovations over the past 70 years, to understand the role of computer scientists, computing hardware, algorithms and software as drivers of change and innovation. The unit will also look at recent developments and applications of computer science that are set to revolutionise our futures, such as digital currencies, intelligent machines, and the Internet of Things.

### Assessment

- Learning portfolio 30%
- Research report 20%
- Critical reflection and presentation 10%
- Examination 40%

## SIT112 – Data Science Concepts

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sergiy Shelyag*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT199*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

Data science is an emerging field and data scientists must be able to know how to make sense of data. In SIT112, students will develop knowledge of fundamentals in data science, in particular data manipulation and algorithms for analytics. The unit will also cover the practice of data science including ethical and responsible behaviour when crawling, cleaning, analysing, representing and repurposing the data.



Students will be able to obtain data, recognise data formats, summarise and visualise relationships in the data, perform exploratory data analysis tasks and build predictive models.

### Assessment

- Individual problem solving task 25%
- Group problem solving task 30%
- Data science project 25%
- 2 x quizzes (10% each) 20%

## SIT113 – Cloud Computing and Virtualisation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Robert Dew*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

Cloud computing represents a significant shift in the delivery of Information Technology to end users by introducing the ability to deliver infrastructure, platforms, and software via the network. This unit explores the technologies, models, benefits and risks of cloud computing and includes a study of virtualization as one of the key building blocks of most cloud computing solutions. Upon completion of the unit students will have a clear understanding of cloud computing, the types of problems solved by cloud computing, and the issues that must be considered when deploying cloud technologies in an organisation.

### Assessment

- Online quizzes 20%
- Written report 10%
- Problem solving task 10%
- Examination 60%

### Prescribed texts

Erl et al, 2013, Cloud Computing: Concepts Technology & Architecture, 1st Ed, Pearson Education

## SIT114 – Introduction to Artificial Intelligence

*Offering information: Offered from 2020  
(Subject to final approval)*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: TBA*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT112*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour workshop per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week*

### Content

This unit introduces you to the discipline of artificial intelligence (AI). You will explore diverse application domains where problems can benefit from AI solutions. You will develop conceptual understanding of major AI methods and know when and where to use them. In the practical components, you will implement simple AI algorithms.

### Assessment

Learning portfolio 100%.

### Prescribed texts

There are no prescribed textbooks for this unit.

## SIT120 – Introduction to Responsive Web Apps

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shiva Pokhrel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week, 1 x 1 hour scheduled online workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

In SIT120 students will develop foundational knowledge of and basic skills related to responsive web app design and development. Students will learn basic HTML, responsive CSS and JavaScript skills in order to build web apps both for desktop and mobile devices. Students will develop an understanding of how web design and web programming work together, as well as learn fundamentals of responsive web design, mobile UI design, licensing of media, mobile screen handling, touch events, and game concepts.

## Assessment

- Project analysis and design 30%
- Project implementation and presentation 40%
- Practical portfolio 30%

# SIT122 – Robotics Studio

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jan Carlo Barca*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour studio session per week.*

*Scheduled learning activities – cloud (online): 1 x 3 hour scheduled online studio session per week.*

## Content

This unit introduces the fundamental computational paradigms of robotic systems (sense-reason-act) in the context of a hands-on, studio based learning environment using the Nao robots. Students will learn and practice event-driven programming methods within Choregraphe, the visual programming environment for the Nao robot. Problems such as animating movement, responding to stimuli, and creating meaningful behaviours in constrained environmental contexts will form the basis of practical investigations of the robots capabilities and limitations, as well as the

design and development of programmatic solutions. Fundamental models of embodied and autonomous agents will be introduced through practical application of computing theory.

## Assessment

- Project and demonstration 40%
- Problem solving tasks 30%
- Report 30%

# SIT123 – Data Capture Technologies

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Feifei Chen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT107*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 3 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

This unit will introduce students to ubiquitous and readily accessible devices for data capture, such as the sensor suite on a mobile smartphone, and those commonly used in homes, vehicles and current examples of cyber-physical systems. Students will be introduced to data capture protocols and methodologies, as well as data presentation and visualisation methods. Through practical investigations and analysis, students will investigate issues of robustness, reliability and validity of data and the effects of these on conclusions drawn from data.

## Student equipment purchases

Learning experiences and assessment activities in this unit require that students have access to specific computing equipment, such as single board computers, microcontrollers and sensors. The expected cost of this equipment for this unit is \$150. This equipment will also be usable in subsequent units.

## Assessment

- Project and poster presentation 30%
- Practical tasks 30%
- Examination 40%

## SIT124 – Exploring I.T.

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elicia Lanham*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class each week and a 1 x 2 hour practical each week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

SIT124 is about exploring the current state of the IT Industry, enabling students to build an appreciation for the various IT employment opportunities. Case studies will explore current trends in technology from an emergent and disruptive perspective. Within SIT124 students will start to develop their professional identify and explore the requirements needed to gain employment within the field through case studies relevant industry employment information. Students will also explore and acquire skills in web design and development, in order to gain an understanding of the important role that the web plays in the delivery and storage of information within the IT industry.

### Assessment

- Professional preparation document 15%
- New technology website 15%
- Website development project (group) 20%
- Examination 50%

## SIT151 – Game Fundamentals

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alexander Baldwin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit is for students to study the concepts that define the design and development of games. Through the combination of practical application and theory, students will learn about designing games with a focus on engaging and refining their creative skills. Students will analyse existing games, learn about current processes of game design and development, and design a game implementation.

*Note: Students are expected to actively engage with SIT151 in CloudDeakin for a minimum of 1 hour per week.*

### Assessment

- Examination 40%
- Online quizzes 10%
- Written report 10%
- Game development and implementation 20%
- Research report 20%

## SIT153 – Introduction to Game Programming

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Alexander Baldwin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT251*

### Content

This unit introduces students to the development of games software using 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 learn to read, analyse, modify and develop code that produces components for interactive games using both procedural programming and object-oriented programming techniques. Additionally, students will apply software architectures and patterns to the design of computer games.

Topics covered in this unit include: the stack model, conceptual models of code execution, features of the C++ language, code analysis, program flow control, object-oriented design, game software architecture, robust programming practices. Upon completion of this unit students will be able to design, develop and analyse software applications written in C++ to implement simple computer games.

### Assessment

- Programming portfolio 40%
- Project 30%
- Examination 30%

## SIT161 – Principles of Interactive Media

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Elicia Lanham*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

Interactive media 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 media students with a theoretical and practical introduction to the field of interactive media. The unit will introduce the concepts of interactive and 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 interactive media which effectively combines the digital formats of the 5 multimedia assets: 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 interactive media.

### Assessment

- Written report 20%
- Multimedia asset portfolio 30%
- Design document 10%
- Examination 40%

## SIT162 – Introduction to Creative Technologies

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shaun Bangay*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour online class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

The focus of this unit is to introduce students to the emerging field of creative technology, enabling students to build product that solve pressing social, community and creative problems. Students will explore applications of creative technology, investigating products from fields such as; Interactive media, Games, Virtual Reality and Augmented Reality. Students will apply their explorations into creative technologies to develop and deliver a cohesive product that achieves given specifications, while taking into consideration audience, suitable technology and interactive design components.

SIT162 will introduce students to the field of creative technology and the employment pathways for this profession.

### Assessment

- Case study 20%
- Report, product development and presentation (group) 40%
- Digital folio 40%

## SIT172 – Programming for Engineers

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jason Wells*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### 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%

## SIT176 – Mathematical Visualisation and Reasoning

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Simon James*

*Unit chair: Simon James*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour practical session per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

Numeracy is a priority area in Primary Education. SIT176 is one of the mathematics discipline units of the Mathematics/Numeracy specialisation, with content relevant for teaching primary mathematics. The unit aims to add to the mathematics content covered in SIT106 to give students more mathematical proficiency and preparation for their future teaching. Specifically, the unit will help students develop knowledge in measurement (units, area and volume), geometry (location and networks), interpreting functions and graphs, statistics (data analysis), mathematical reasoning and coding/programming.

### Assessment

- Online skills quizzes 25%
- Problem solving 25%
- Coding project and presentation 20%
- Examination 30%



## SIT182 – Real World Practices for Cyber Security

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Damien Hutchinson*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In SIT182 students will learn the real world practices of cyber security by solving problems based on realistic case studies. Students will explore fundamental concepts of risks in managing communication networks and choose the appropriate means to manage these risks. The unit enables students to understand threats and vulnerabilities in the context of how systems can be compromised and how we can prevent harm to systems. There will be a practical focus on how we can detect and respond to cyber-attacks. The key to learning will be introducing students to practices through case studies.

### Assessment

- Problem solving task 20%
- Teamwork report 30%
- Examination 50%

### Prescribed texts

Ciampa, 2016, Security Awareness: Applying Practical Security In Your World, 5th Ed, Cengage Learning, Ohio USA.

## SIT183 – Application and Design of Virtual and Augmented Reality Systems

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Guy Wood-Bradley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

### Content

This unit explores the design principles used in creating effective virtual and augmented reality applications. Virtual reality (VR) and augmented reality (AR) systems along with their areas of application (e.g., interactive educational experience, serious games, and immersive environments) are presented and analysed to form a foundation of basic design principles. The unit also provides a way to understand the interactive and cognitive functions of VR and AR systems and how these functions influence the design of assets for VR/AR systems.

### Assessment

- Investigative report 20%
- Analysis and design project 30%
- VR/AR portfolio 20%
- Examination 30%

## SIT190 – Introductory Mathematical Methods

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Trimester 2: Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michelle Cyganowski*

*Trimester 2 Unit Chair: Asef Nazari*

*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.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

SIT190 aims to develop student understanding of 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 from a number of different disciplines for learning tertiary level mathematics. Students will explore the algebra of polynomials, exponentials, logarithms and trigonometric functions and learn rules for differentiating and integrating these functions. Applications studied include graph sketching, maximisation and minimisation problems, areas and kinematics.

## Assessment

- Examination 60%
- Three problem solving tasks (10%, 15%, 15%) 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 50% in the examination.

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

Data is everywhere in the world. Without knowing how to interpret or use information from the data it would be difficult to understand its meaning. Statistics is both a method and a tool for interpreting information, testing hypotheses and analysing the inferences people make about the real-world. SIT191 aims to aid students develop knowledge in using statistics to summarise, describe and interpret numerical and graphical data and perform statistical inferences. In this unit, students will develop knowledge of the fundamentals of probability for reasoning real-world situations. Students will be required to use statistical software and calculators to analyse data and interpret results for tests on population means and proportions, chi-square tests, correlation and linear regression, and one-way ANOVA.

## Assessment

- Examination 60%
- Three problem solving tasks (10% each) 30%
- Practical tasks 10%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 50% in the examination.

## Prescribed texts

De Veaux et al, 2015, Stats Data & Models Global Edition, 4th Ed, Pearson Education, Harlow, United Kingdom

# SIT191 – Introduction to Statistics and Data Analysis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michelle Cyganowski*

*Trimester 2 Unit Chair: Musa Mammadov*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

# SIT192 – Discrete Mathematics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Julien Ugon*

*Trimester 2 Unit Chair: Kerri Morgan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

This unit provides students with the foundations in a range of areas in discrete mathematics, which is the basis for mathematical reasoning in applied sciences. SIT192 is designed to prepare students from a number of different disciplines for further study in the areas of linear algebra, number theory, graph theory, symbolic logic, set theory and combinatorics. These areas of study are vital for studying cryptography, networks, computer programming and analysis of algorithms.

*Note: Assumed knowledge: Year 12 mathematics or equivalent. The unit SIT190 is recommended for students who did not complete VCE Mathematical Methods 3 and 4.*

## Assessment

- Weekly problem solving tasks 20% (2% x 10 weeks)
- Report and presentation part 1 and part 2 20% (10% each)
- Examination 60%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination.

## Prescribed texts

Oscar Levin, 2016, Discrete Mathematics: An Open Introduction, 2nd Edition, Createspace Independent Publishing Platform (freely available online)

# SIT194 – Introduction to Mathematical Modelling

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Tay*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SQP122 and SIT193*

*Scheduled learning activities – campus: 4 x 1 hour classes per week, 1 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## 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 approximations to solutions of equations and integrals and formulation of models to solve science and engineering problems.

*Note: Assumed knowledge: VCE Mathematical Methods 3 and 4 or equivalent, or SIT190 Introductory Mathematical Methods.*

## Assessment

- Examination 60%
- Problem solving tasks (2 x 10% each) 20%
- Problem solving tasks (presentation) (2 x 10% each) 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination.

# SIT199 – Applied Algebra and Statistics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Tay*

*Prerequisite: VCE Maths Methods 3 and 4 or equivalent highly recommended*

*Corequisite: Nil*

*Incompatible with: SIT112*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## 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, and engineering in particular.

## Assessment

- Examination 60%
- Four assignments (10% each) 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 45% in the examination.

# SIT202 – Networks and Communications

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jinho Choi*

*Prerequisite: Two SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Corequisite: Nil*

*Incompatible with: SEE312*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

Computer networks, and the applications they support, have caused many significant changes to society in recent years. Books, newspapers, music, and video are now all either delivered differently or are being replaced by new media. Communication services such as postal mail, telephony, and television, are now undergoing significant changes and improvements resulting from improved computer networks.

New applications are also being driven by computer networks, such as the Internet of Things and Cloud Computing. In SIT202, students will learn how computer networks are constructed, how they work, and how modern applications use the services provided by modern computer networks. The concept of protocol layering will be explored to learn how computer networks operate, using the OSI model and TCP/IP protocol suite as examples, including an examination of the functionality and protocols provided by the different layers of these systems. Through practical tasks students will learn how to construct and configure computer networks and how various network protocols act and react to establish a functioning computer network.

## Assessment

- Three problem solving reports (15%, 15%, 10%) 40%
- Examination 60%

## Prescribed texts

Behrouz A. Forouzan, 2012, Data Communications and Networking, 5th edition, McGraw Hill

# SIT203 – Web Programming

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Shang Gao*

*Prerequisite: SIT103 and SIT104*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

SIT203 extends database and information retrieval and web development skills acquired in the prerequisite units. In this unit, students will build sophisticated websites and portals for small to medium businesses. The unit introduces students to the concepts of database connectivity as the basis for generating dynamic content and web pages. Students will learn advanced client side and server side programming to implement dynamic and interactive websites as well as apply security measures to enhance the usability of websites.

## Assessment

- Static website development project 30%
- Dynamic website development project 50%
- Secured website development project 20%

## SIT204 – Mathematics and Physics for Games

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Thanh Nguyen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit focuses on the development of problem solving and critical thinking skills and understanding of mathematics and physics techniques used to model a range of processes and systems commonly found in computer games. Students are introduced to mathematical representations of common phenomena in virtual worlds, as well as the techniques to solve computational problems that arise in the design and development of games. The skills developed in this unit underpin studies in game AI, computer graphics and gameplay design, and facilitate a clear understanding of the software tools commonly used in game development, such as 3D modelling packages and game engines.

### Assessment

- Tests (4 x 10% class test) 40%
- Mathematical modelling and analysis task 20%
- Examination 40%

## SIT205 – Thinking Systems and Cognition Science

*Offering information: 2018 is the final offering of this unit*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Thanh Nguyen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit will introduce history, current issues and research finding of cognitive science disciplines, including AI, linguistics, psychology, and philosophy. Students will be guided to explore the interactions among these disciplines, which leads to an enhanced understanding of the processes of intelligent systems. These systems can quickly adapt to a user's query and changing environment, have the ability of analysing available data and conducting automatic reasoning for decision-making. Example systems, such as IBM Watson, will be introduced to show how such a system is built on computational models to respond to a query in natural human language in order to provide answers that can be understood by users for assisting decision-making.

### Assessment

- Report 20%
- Project 30%
- Examination 50%

## SIT206 – iOS Programming

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Mohamed Abdelrazek*

*Prerequisite: SIT102 or SIT153 and one other SIT coded unit*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

SIT206 provides a practical introduction to developing applications for iOS devices. Students will be introduced to the iOS development environment, the iOS platform's design and the workflow of developing iOS apps in this unit. They will explore key concepts behind iOS apps, frameworks for constructing an application, and tools for developing, testing, and publishing software for the platform. The students will learn the basic iOS programming skills using Swift and Xcode, implementation of iOS frameworks on the app development, and skills to develop effective solution for real-world app services. Students will also gain hands-on experience in debugging iOS apps and the process of getting an app certified for deployment on iOS devices.

### Assessment

- Two projects (30%, 50%) 80%
- Portfolio 20%



## SIT207 – Android Programming

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Henry Larkin*

*Prerequisite: SIT102 or SIT153 and one other*

*SIT coded unit*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

In SIT207 students will explore the concepts behind Android, the framework for constructing an application, and the tools for developing, testing, and publishing software for the platform. In this unit, students will practice how to program using the Java language, develop mobile applications for Android, debug program code and decipher its meaning, summarise and articulate mobile programming topics and present a mobile application solution.

### Assessment

- Two projects (30%, 50%) 80%
- Portfolio 20%

## SIT208 – Advanced Data Science

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Santu Rana*

*Prerequisite: One unit in SIT111, SIT112 or SIT191*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit builds on SIT112, and introduces advanced concepts in relation to data management, distributed computation and associated techniques and programming skills. In this unit students will explore advanced techniques for unsupervised and supervised machine learning applications in data science. Students will apply machine learning, exploratory and confirmatory statistical methods to probe the data and making relatively large-scale, data-driven inferential conclusions.

This unit will equip students with a broad knowledge in the techniques used within the field of data science and big data analytics, in particular the use of clustering, dimensionality reduction and classification techniques through advanced programming.

### Assessment

- Individual problem solving task 25%
- Group problem solving task 30%
- Data science project 25%
- Two quizzes (10% each) 20%

## SIT209 – Software Engineering 2: Developing Internet-Of-Things Applications

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.25*

*Trimester 2 Unit Chair: Kevin Lee*

*Prerequisite: SIT107*

*Corequisite: Must be enrolled in S464 Bachelor of Software Engineering (Honours)*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Week 1–5: 2 x 2 hour classes per week, 1 x 3 hour studio per week. Week 6–11: 2 x 2 hour seminar per week, 1 x 3 hour studio per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

With increase capability and affordance of web2.0, web applications have become the primary platform for development of new applications. Many desktop applications have been moved to the World Wide Web which provides better accessibility through web browsers, better cross platform support, and more streamlined application development process. In this problem-oriented and design based learning unit students will be introduced to tools and techniques for web application development, to achieve practical knowledge and hands on experience on real world web applications within the context of cyber physical systems. Students will develop web application that can connect to selected sensors and devices, read data from them, send commands to actuators, and demonstrate the collected data on a web application front end.

Working as individuals and in teams within a project-based environment, students will be introduced to various aspects of web development including front end and back end web development and will apply specific techniques and tools at various stages of the development of a fully functional web application.

## Assessment

Learning portfolio 100%.

## SIT210 – Embedded Systems Development

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Iman Avazpour*

*Prerequisite: SIT102 and one of SIT123 or SIT107*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

Embedded devices are an inseparable part of modern computing systems. They monitor and control dedicated functionality of the systems. Examples of these systems include Anti-lock Brake Systems (ABS) and Airbags in cars to various Internet-of-things as Smart Home applications. This unit will focus on device level programming on devices such as the Particle Photon, AARM Mbed and Raspberry Pi, covering topics such as hardware interfaces and serial communications (GPIO, I2C, UART, SPI), real-time systems development, Open Systems Interconnection Model (OSI). Students will build and prototype embedded devices and systems to capture data, sense the environment, and trigger actions using a range of hardware devices and for a variety of real-world projects.

## Assessment

Learning portfolio 100%.

## SIT215 – Artificial and Computational Intelligence

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Chandan Karmakar*

*Prerequisite: SIT102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 3 hour seminar per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

The development of intelligent systems has been a central quest of computer scientists for more than fifty years, with the objective of creating artificial systems that can solve problems traditionally achievable only by humans. This field is underpinned by a range of computational patterns and methods that cover problems such as searching, problem solving, reasoning, knowledge representation and learning. In this unit students will investigate, through a range of problem-based learning activities, a range of artificial and computational intelligence techniques that underpin modern, advanced intelligent systems such as autonomous vehicles, robotics, game-playing agents, and expert systems.

## Assessment

- Problem solving tasks (group) 40%
- Project 30%
- Examination 30%

## SIT216 – User Centred Design

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Guy Wood-Bradley*

*Prerequisite: Four SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Corequisite: Nil*

*Incompatible with: SIT365*

*Scheduled learning activities – campus: 1 x 2 hour class each week, 1 x 2 hour practical each week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

User-Centred Design (UCD) focuses on designing usable solutions and determining appropriate interactions between humans (users) and computational systems. It deals with the issues surrounding the design of interfaces to afford those interactions. Aspects of UCD also relate to the field of ‘Human Computer Interaction’ (HCI) which is more than just the “human” and the “computer”; it encompasses many facets including, interface and interaction design, affordance and usability, ergonomics and psychology. Specific attention to user needs and requirements through observation, analysis and investigation is essential for ensuring the resulting design of products, objects and systems are usable.

On completion of this unit, students will be able to critically analyse existing interfaces and use HCI and UCD principles to evaluate the systems they use. Consequently, a greater understanding of users in order to determine and analyse their interface needs is necessary. Lastly, being able to demonstrate applying HCI concepts to create, develop and enhance interactions and interfaces for clients and end-users which result in successful and engaging user experiences.

## Assessment

- Usability guidelines report 15%
- Usability evaluation report 15%
- Onterface design prototype (group) 30%
- Examination 40%

## SIT221 – Data Structures and Algorithms

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Richard Dazeley*

*Prerequisite: SIT131 or SIT232*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

SIT221 introduces students to in memory data modelling and computational trade-offs when developing software. Computing platforms from Internet-Of-Things (IoT) devices to supercomputers have limited or restricted resources available to software engineers in terms of memory, computational power, and energy consumption. Writing efficient and high-quality programs is the technical skill every technology company is after. This unit will extend student programming capabilities by exploring the application and implementation of different data structures and algorithms and considerations associated with appropriate selection of these tools to meet different system requirements.

## Assessment

Learning portfolio 100%.

## SIT222 – Operating Systems Concepts

*Offering information: 2018 is the final offering of this unit*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Xiao Liu*

*Prerequisite: Two SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Corequisite: Nil*

*Incompatible with: Nil*

## 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

- Two take home tests and ten quizzes 40%
- Examination 60%

## Prescribed texts

Tanenbaum, 2014, Modern Operating Systems, 4th Ed, Pearson Education, Harlow, United Kingdom

# SIT223 – Professional Practice in Information Technology

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Iman Avazpour*

*Trimester 2 Unit Chair: Chathu Ranaweera*

*Prerequisite: Must have completed a minimum of two SIT coded units*

*Corequisite: STP010*

*Incompatible with: SIT301 and MIS231*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are expected to participate in collaborative online seminars in CloudDeakin.*

## Content

Not only are employers seeking IT graduates with good technical knowledge, they are also demanding that they have well-developed professional skills. SIT223 exposes students to a range of such skills providing opportunities for developing and extending them in an IT context. The unit focuses on professionalism and critical thinking preparing students for work as IT professionals. Students will explore the impact of information technology in society, through the investigation of ethical and professional issues, and explore the modern IT workplace, including contracting, consulting, entrepreneurship, start-ups as well as the more traditional employee/employer relationship.

## Assessment

Learning portfolio 100%.

# SIT232 – Object-Oriented Development

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sergey Polyakovskiy*

*Prerequisite: One of SIT102, SIT153 or SIT172*

*Corequisite: Nil*

*Incompatible with: SIT131*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

SIT232 introduces students to object-oriented programming as the fundamental paradigm of modern programming languages and software development. Upon completion of the unit, the students will be ready to develop real-world software following the software design and structure best practices.

*Note: Students are expected to actively engage with training videos provided in CloudDeakin for a minimum of 1 hour per week.*

## Assessment

Learning portfolio 100%.

## Prescribed texts

Deitel & Deitel, 2017, Visual C# 2017 How To Program International Edition, 6th Ed, Pearson Education, Harlow, United Kingdom

## SIT253 – Audio and Visual Production

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Greg Bowtell*

*Prerequisite: Must have completed a minimum of two SIT coded units ((excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour online seminar, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per week.*

### Content

This unit aims to provide students with the ability to design and create audio and visual assets for creative productions such as video games and virtual reality. Students will design and build audio and visual elements appropriate to a given creative concept, and apply key concepts including; principles of good audio and visual asset design, representation, audio creation and manipulation, interactive audio, composition, lighting and colour, 3D modelling, and textures to the creation of assets. This hands-on unit will allow students to present their work in a professional portfolio and practice their oral presentation in front of an appropriate audience.

### Assessment

- Portfolio 60%
- Online test (multiple choice and short answer) 30%
- Oral presentation 10%

## SIT254 – Game Design

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sophie McKenzie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT152*

*Scheduled learning activities – campus: 1 x 1 hour online seminar per week, 1 x 2 hour workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online seminar per week.*

### Content

This unit aims to provide students an appreciation of what it means to be a games designer. Students will explore the process of games design and apply key concepts including gameplay mechanics, rule design, play mechanics, game balancing and play testing in implementing a game. Students will also learn how to document a game design, apply professional standards and deliver an industry quality pitch for their game. This is a very hands-on unit, where students will create and implement a games design and critique their peers' creations to determine how best to create a game experience for specific audiences. In the process of creating games students will be required to use a variety of software technologies including industry-standard games engines. While prior programming experience would be beneficial, it is not a prerequisite to study this unit.

### Assessment

- Game pitch 20%
- Group computer game prototype and design documentation 40%
- Examination 40%



## SIT255 – Game Development Patterns

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Thuong Hoang*

*Prerequisite: SIT153, SIT102 or 232. From 2020: SIT232*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour studio session per week.*

*Scheduled learning activities – cloud (online): 1 x 3 hour scheduled online studio session per week.*

### Content

This unit builds on the outcomes of previous programming and object-oriented development units, investigating software design patterns and professional programming techniques used to architect software for games and virtual environments. A specific focus of the unit is on the entity-based software systems commonly found in game engines, and the artificial intelligence techniques that support agent-based games. Through studies in this unit students will develop an understanding of modern game engine software, and an ability to develop, extend and modify such software to create complex game systems. Students will also gain valuable experience working with modern software development environments and tool sets used by professional software developers, in a collaborative, project-oriented and design-based learning context.

### Assessment

- Game development project (Stage 1 (group) – 30%, Stage 2 – 30%) 60%
- Learning portfolio 40%

## SIT264 – Authoring of Interactive Media

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SIT262, SIT363*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Somaiyeh MahmoudZadeh*

*Prerequisite: Two SIT-coded units or 2 ADD/ADT coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

The design and development of interactive media systems involves; complex system analysis and design, the application of project management principles, and the integration of diverse content through interactive media authoring. This unit focuses on the authoring stage of this process. The authoring stage is a vital part of the development of interactive media systems and involves bringing together the multimedia assets and interaction processes. The authoring process is supported by a wide variety of tools, ranging from simple presentation systems such as Microsoft PowerPoint, to more complex authoring systems such as Adobe Director. This unit will discuss the merits application of these different authoring tools, as well as identifying and discussing the different authoring processes which can also be applied. On completing this unit, students will be able to: analysis existing authored solutions and suggest revised outcomes, author multimedia content for digital delivery, and apply scripting languages where appropriate to extend the basic functionality of authoring programs.

### Assessment

- Skills portfolio 15%
- Design document and prototype 20%
- Group development project 25%
- Examination 40%

## SIT272 – Enterprise Network Construction

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Justin Rough*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT701*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

### Content

This unit introduces the concepts and technologies used in modern computer networks. Topics studied include number systems and the mathematics of networks, addressing and subnetting in IPv4 and IPv6 networks, VLANs, static and dynamic routing, private networks, and access control lists for providing basic firewall functionality. Students will learn how to construct such networks by undertaking a study of the Cisco Academy CCNA curriculum.

### Assessment

- Two multiple choice tests (15% each) 30%
- Two practical tests (35% each) 70%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must complete all CISCO unit requirements.

### Prescribed texts

Cisco Networking Academy, 2016, Introduction To Networks V6 Companion Guide, 1st Ed, Pearson Education, USA

Cisco Networking Academy, 2016, Routing And Switching Essentials V6 Companion Guide, 1st Ed, Pearson Education, USA

## SIT277 – Enterprise Network Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SIT377*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shang Gao*

*Prerequisite: SIT272*

*Corequisite: Nil*

*Incompatible with: SIT377 and SIT702*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour practical per week.*

### Content

This unit examines the management of modern computer networks and the application of WAN technologies for interconnecting networks. Topics studied include redundancy, aggregation, monitoring, security, and troubleshooting aspects for network management. Students will also learn how to interconnect networks using WAN technologies including point-to-point, frame relay, and broadband connections. Students will learn how to manage and interconnect such networks by undertaking a study of the Cisco Academy CCNA curriculum.

### Assessment

- Two supervised multiple choice tests (15% each) 30%
- Two practical tests (35% each) 70%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must complete all CISCO unit requirements.

### Prescribed texts

Cisco Networking Academy, 2017, Scaling Networks V6 Companion Guide, 1st edition, Pearson Education

Cisco Networking Academy, 2017, Connecting Networks V6 Companion Guide, 1st edition, Pearson Education

## SIT281 – Cryptography

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Leo Zhang*

*Prerequisite: SIT192*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In SIT281 students will learn the fundamental mechanisms of classic and modern cryptographic systems, which span from Caesar cipher of Roman times to Advanced Encryption Standard (AES) cipher invented in the early 21st century. Students will encrypt and decrypt messages by using modern symmetric encryption schemes including DES and AES, stream ciphers used in mobile phone networks and pay TVs, as well as the most well-known public key cipher RSA. The unit will also provide students the opportunity to explore the cryptographic applications.

### Assessment

- Problem solving task 30%
- Project 20%
- Examination 50%

### Prescribed texts

Trappe & Washington, 2005, Introduction to Cryptography with Coding Theory, 2nd edition, Pearson Education

## SIT282 – Computer Crime and Digital Forensics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Damien Hutchinson*

*Prerequisite: 2 level 1 SIT-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In SIT282 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 digital forensic techniques. Students will examine both criminal and terrorist activities, the nature of these activities and the people that initiate them. The unit enables students to develop knowledge of laws that have been recently enacted to counter computer crime and terrorism as well as the institutions responsible for implementing those laws. Students will investigate techniques such as acquisition, verification, extraction, reconstruction and reporting. The key focus of SIT282 is on introducing students to computer crime, forensic techniques, digital evidence and retrieval of information. In addition, students will explore ethical implications of crime and terrorism.

### Assessment

- Investigation report 20%
- Case investigation and recommendation report 20%
- Examination 60%

### Prescribed texts

Nelson et al, 2018, Guide to Computer Forensics and Investigations, 6th Ed, Course Technologies, USA.

## SIT283 – Development for Virtual Reality

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Thuong Hoang*

*Prerequisite: Nil*

*Corequisite: SIT183*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

### Content

This unit provides a comprehensive introduction to the development processes specific to the creation of effective virtual reality applications. Programming concepts and techniques appropriate to the creation of elements of virtual environments are taught using industry standard development facilities. Data types and manipulation patterns appropriate to the representation of virtual spaces allow students to solve typical problems including those related to responding to user actions, incorporating physical interactions between virtual objects and presenting the virtual world using computer graphics and other forms of output.

### Assessment

- VR problem solving 50%
- VR development challenge 25%
- Examination 25%

## SIT284 – Cyber Security Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jemal Abawajy*

*Prerequisite: SIT182*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit provides students with the foundations required to learn cyberspace safety and security, and security management at corporate level. In SIT284 students will learn how security assessment is methodologically and procedurally conducted with business operational constraints. Students will examine both business and security operations. The unit enables students to develop contingency planning, risk assessment, risk management and compliance standards for various businesses. The key focus of SIT284 is on introducing students to IT security policy development and human security management. Students will also explore legal and ethical issues in the context of security management and audit.

### Assessment

- Group planning report 30%
- Case investigation report 20%
- Examination 50%

### Prescribed texts

Whitman, © 2019, Management of Information Security, 6th edition, Cengage Learning

## SIT291 – Mathematical Methods for Information Modelling

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gleb Beliaikov*

*Prerequisite: SIT194*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

SIT291 focuses on the concepts of differentiation and integration for the multi variable functions. Students will learn various techniques for solving constrained and unconstrained multivariate optimization problems as well as second order ordinary differential equations. Students will explore the 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.

## Assessment

- 3 x problem solving tasks (10%, 15%, 15%) 40%
- Examination 60%

## Hurdle requirement

To be eligible to pass this unit, students must obtain at least 40% in the total mark allocated for the examination.

## Prescribed texts

Stewart, 2009, Multivariable Calculus: Concepts & Contexts, 4th Ed, Cengage Learning, USA.

# SIT292 – Linear Algebra for Data Analysis

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Guillermo Pineda-Villavicencio*

*Prerequisite: SIT192*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

Linear algebra is the foundation for many sophisticated mathematical and computational methods. In SIT292 students will learn the basics of linear algebra, and solve systems of linear equations. This unit extends students ability apply mathematical formulae and to operate with complex mathematical objects. SIT292 introduces students to vector spaces, matrix theory, systems of linear equations and methods for solving them, eigenvalues and eigenvectors, and their application to similarity of diagonal matrices. The techniques that students learn from this unit will enable them with the analysis of complex data and ensuring its reliability in studies of cryptography.

## Assessment

- Three problem solving tasks (10%, 15%, 15%) 40%
- Examination 60%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve 50% of the total marks allocated for examination.

# SIT302 – Project Delivery

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jan Carlo Barca*

*Trimester 2 Unit Chair: Greg Bowtell*

*Trimester 3 Unit Chair: Dhananjay Thiruvady*

*Prerequisite: SIT374 (students enrolled in D371 must complete MIS398)*

*Corequisite: Nil*

*Incompatible with: MIS399*

*Scheduled learning activities – campus: 1 x 2 hour workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 2 hour scheduled online workshop per week.*

## Content

SIT302 is the second of two capstone units within undergraduate IT programs at Deakin University. In this unit, students will extend their experiences of IT projects by executing a real-world industry project and synthesise knowledge and technical skills and other professional skills acquired during their course. Students will apply agile project management methods to iteratively design and build unique IT product, service or solution in a highly flexible and interactive manner. Knowledge of agile is particularly useful, as this project management methodology is widely used in engineering, information technology and other business areas. Together the capstone units will guide students to effectively communicate most important project factors to stakeholders, equip students to keep focussed on the goal of landing their project smoothly, enabling them to manage IT projects within define scope, schedule and budget.

*Note: Students are expected to undertake SIT374 and SIT302 in consecutive trimesters. Students should seek advice from the unit chair if they are unable to complete SIT374 and SIT302 consecutively.*

## Assessment

- Group project report 10%
- Project demonstration and presentation 30%
- Project showcase 40%
- Professional portfolio 20%



## SIT305 – Android and iOS Mobile Programming

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Henry Larkin*

*Prerequisite: SIT206 and SIT207. From 2020: SIT232 and SIT221*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 hour practicals per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

The aim of this unit is to provide students with code-sharing, organisation and teamwork skills to develop complex and attractive mobile applications in teams in the platform of their choice (iOS or Android). The major focus will be on building professional mobile apps by collaborating with one other student to create larger projects than would be possible alone. In this unit, students will practice how to work with code collaboration systems, work in teams to create mobile application solutions, program using advanced mobile app development skills, publish apps to app stores, how to pitch app ideas to interested parties, and present a mobile application solution. There will also be a very strong focus on independent learning.

### Assessment

- Professional plan and presentation 30%
- Group project and presentation 50%
- Report 20%

## SIT306 – IT Placement

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Elicia Lanham*

*Trimester 2 Unit Chair: Mengmeng Ge*

*Trimester 3 Unit Chair: Sophie Mckenzie*

*Prerequisite: STP010, SIT223 and must have passed at least seven SIT-coded units*

*Corequisite: Nil*

*Incompatible with: STP351*

*Scheduled learning activities – campus: Internship: Minimum of 100 hours in industry. Students are required to attend a compulsory pre-internship workshop on-campus in the week prior to the start of trimester.*

*Scheduled learning activities – cloud (online): Internship: Minimum of 100 hours in industry. Cloud (online) students are required to attend a compulsory online pre-internship workshop before placement start date.*

### Content

Integrating study and work experience in a systematic way is essential for forging close links between the university education process and the workplace. In SIT306 students will have the opportunity to gain professional work experience with an approved host organisation for a minimum of 100 hours. The exact nature, activities and emphasis in each internship/ placement will vary according to the context, resources and expertise of staff as well as the experience, qualities and aspirations of the student. However, this systematic opportunity will provide students with experiences with which they can learn about and with an organisation, critically reflect on their Course and Graduate Learning Outcomes, and discipline-specific and generic competencies in the context of work. There are many benefits to students and employers from undertaking relevant work placements/internships during study. The key benefit is that it prepares students for work. Learning and assessment activities in this unit will help students develop an appreciation for work-life and make decisions about personal and professional development.

Most importantly, it will provide students relevant evidence when applying for future work. In preparation for the internship, students will attend a pre-internship workshop that aims to: ensure they are work-ready (what to expect, managing risks etc.); use reflective practice on the job; navigate the assessment requirements; and finalise assessments 1 and 2, Me in a Minute and Learning Contract.

*Note: Please note: Enrolments after the dates below is subject to Unit Chair approval.*

- *Trimester 1 2019: Friday 15 February 2019*
- *Trimester 2 2019: Friday 21 June 2019*
- *Trimester 3 2019: Friday 25 October 2019*

*Note also that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

## Assessment

- 'Me in a minute' transcript 5%
- Formal learning contract 25%
- Performance evaluation 20%
- Professional portfolio 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must demonstrate that they are working to the satisfaction of the host organisation (including skill competency levels, professional code of conduct and project output requirements) at both the mid and end of placement phases.

# SIT307 – Data Mining and Machine Learning

*Offering information: Offered in Trimester 1 from 2020*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SIT372*

*EFTSL value: 0.125*

*Assumed Knowledge: Knowledge of basis statistics is recommended*

*Trimester 2 Unit Chair: Musa Mammadov*

*Prerequisite: One unit from SIT112, SIT191 or SIT199*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

This unit introduces students to methods and technologies for supervised and unsupervised machine learning, exploratory and confirmatory statistical methods, and predictive analytics. Problems such as clustering, classification, dimensionality reduction, statistical inference and maximum likelihood estimation will be investigated in applications across a range of industries. A particular focus of the units is modern data science problems arising from the Internet-of-Things, such as streamed data analysis and machine visions.

## Assessment

- Problem solving tasks 30%
- Data analysis project (group) 25%
- Machine learning challenge (group) 25%
- Quizzes (2 x 10%) 20%

# SIT308 – Human Behaviour and Computer Interaction

*Offering information: 2019 is the final offering of this unit*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Glory Lee*

*Prerequisite: SIT205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

Intelligent systems integrate the recent development of different disciplines of cognitive science, such as psychology, linguistics, and neuroscience. This unit provides students with an opportunity to study a range of models and methodologies used in intelligent systems for interacting with human users and their queries.

Students will study how a system is able to make intelligent decisions based on the available data, to understand user requests, and to develop solutions via automatic reasoning through topics such as natural language processing, knowledge representation, object recognition, and automatic reasoning.

### Assessment

- Individual research report 40%
- Project report for portfolio (students work in teams) 40%
- Team oral presentation 20%

## SIT309 – Data Visualization and Decision Making

*Enrolment modes: not available from 2018 (replaced by MIS372 Predictive Analytics in 2018 and MIS272 Predictive Analytics from 2019)*

*Credit point(s): 1*  
*EFTSL value: 0.125*  
*Unit chair: Guangyan Huang*

*Prerequisite: SIT112 or SIT205*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit will present models and techniques that intelligent systems used for information visualization and data analysis for decision making. Topics cover data visualization, statistic inference, and Bayesian decision theory. Advanced practice will be introduced with platforms such as D3j, or IBM Watson.

The content is designed to allow student to understand principles and methodologies in the area of data visualization and data analytics. The assessment tasks are designed to help students to develop skills and knowledge to utilize visualization and analytics tools to turn data into visual insight, which helps in making informed decisions.

### Assessment

- Project work 40%
- Project report for portfolio 40%
- Oral presentation 20%

## SIT310 – Robotics Application Development

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*  
*EFTSL value: 0.125*  
*Trimester 1 Unit Chair: Kevin Lee*

*Prerequisite: SIT122 and SIT210*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 3 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In this unit students will develop low level software for robotics applications, covering problems such as sensing the environment (using sonar, vision, LIDAR, etc.), navigation and movement control (locomotion and non-collision trajectories, steering, route planning), and actuation (gripping, manipulation). A range of software platforms will be used/available, including: Nao Humanoid Robots, Tracked and wheeled rovers, multi-rotors and UAVs. Extensive use of simulation and testing environments will be used.

### Student equipment purchases

Learning experiences and assessment activities in this unit require that students have access to specific computing equipment, such as single board computers, microcontrollers and sensors. In this unit, some of the required equipment is shared amongst other IT units and may have been purchased previously (to the approximate value of \$150). Additional equipment to the value of \$200 will be required.

### Assessment

- Practical tasks 40%
- Prototype 30%
- Report 30%

## SIT311 – Software Engineering 3: Designing User-Centric Internet-Of-Things Application

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.25*

*Trimester 2 Unit Chair: Arkady Zaslavsky*

*Prerequisite: SIT232*

*Corequisite: Must be enrolled in S464 Bachelor of Software Engineering (Honours)*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar each week for 5 weeks, 1 x 3 hour studio per week for 6 weeks.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online workshop per week*

### Content

This is a problem-oriented and design-based learning unit with a focus of introducing students to principles of user-centred design, within the area of Internet-of-Things (IoT). Using contemporary practices and tools, students will apply user-centred design concepts to plan, implement and evaluate IoT enabled applications. Key focus areas will include: challenges of enabling usability, interaction design, and forms of user acceptance testing for the IoT domain. This unit integrates concepts in IoT and software development covered in the pre-requisite units, while also applying principles of usability covered within this unit.

### Assessment

Learning portfolio 100%.

## SIT312 – System Design and Prototyping

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Niroshinie Fernando*

*Prerequisite: SIT123 or SIT107*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit will introduce students to methods and practices in system design, prototyping and testing, and business and funding models relevant to small start-ups and “Kickstarters”. Students will demonstrate a synthesis of knowledge, practical and professional skills developed throughout their studies of the Robotics and Cyber-physical Computing major, working in small teams to develop and prototype a product with commercial potential, using agile development practices.

### Student equipment purchases

Learning experiences and assessment activities in this unit require that students have access to specific computing equipment, such as single board computers, microcontrollers and sensors. In this unit, some of the required equipment is shared amongst other IT units and may have been purchased previously (to the approximate value of \$150). Additional equipment to the value of \$200 will be required.

### Assessment

- Design proposal 20%
- Prototype 60%
- Exhibition 20%

## SIT313 – Developing Client-Server Web Applications

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hasan Ferdous*

*Prerequisite: One of SIT202, SIT207 or SIT206*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In this unit, students will get hands-on experience in building cross-platform native mobile apps using Xamarin. Students should have prior knowledge in developing mobile apps using Android and/or iOS as well as C# programming experience. Students will learn key architecture and design patterns to use, how to develop cross-platform app UI, how to reuse/share code across different platforms, how to test and debug apps, how to access data, web/REST services and location/maps.

### Assessment

- Two projects (individual – 25%)
- Group – 50%) 75%
- Portfolio 25%

## SIT314 – Developing Scalable Internet-Of-Things Applications

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kevin Lee*

*Prerequisite: SIT232*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit introduces students to key challenges and principals when architecting large-scale applications for the Internet-of-Things (IoT). Students will learn and use different architecture patterns including layered architectures, message-bus style, event-driven, micro-services. Students will also learn different deployment models, quality of service attributes and trade-offs and testing requirements and frameworks.

### Assessment

Learning portfolio 100%.

## SIT315 – Programming Paradigms

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mohamed Abdelrazek*

*Prerequisite: SIT232 or SIT210*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

Programming languages are many and varied, and like natural languages they encompass different styles (or paradigms). These different programming paradigms provide for a variety of ways to tackle computational problems and thus some languages are better suited to certain problems than others. In this unit students will expand their study of programming paradigms beyond procedural and object-oriented methods covered in earlier units, investigating functional and parallel programming, as well as real-time systems programming. Through both study of theoretical aspects of programming languages and practical investigations of program development, students will develop an understanding of, and appreciation for, the fundamental design of programming languages.

### Assessment

Learning portfolio 100%.



## SIT316 – Optimisation and Constraint Programming

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Julien Ugon*

*Prerequisite: SIT102 and SIT192*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour seminar per week.*

*Scheduled learning activities – cloud (online): 2 x 1 hour scheduled online workshop per week.*

### Content

This unit explores the commonly used computational skills for real-life optimization, planning, and decision making problems, such as routing, scheduling, machinery workflow, network design, logistics, staff rostering, resource allocation, and supply chain optimization with applications in industries including airline, mining, healthcare, science, education, wholesale and retail, as well as other government, and civic services.

Students will learn the concepts of combinatorial optimisation and constraint satisfaction by studying a number of classic problems, concepts of modelling, practical considerations, algorithms and packages, decision support and expert systems.

### Assessment

- Learning portfolio 80%
- Examination 20%

## SIT317 – Enterprise, Entrepreneurship and Innovation

*Offering information: Available from 2020 (subject to approval)*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (Online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Michael Hobbs*

*Prerequisite: At least 8 SIT coded units. For A344 – at least 2 SIT coded units (one at Level 1 and one at Level 2) and 6 ADD/ADT coded units.*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit will explore technology entrepreneurship, focusing on what it means to engage in a process of innovation, scaling ideas from pipedreams to enterprise solutions for both profit and NGO's. To extend the reach of entrepreneurship activities, this unit will focus on enterprise level technology and explore the ways in which large and distributed organisations use disruptive technologies to support business. Through a series of case studies and recent research, students will investigate what it means to provide enterprise solutions as well as what is required to create a successful start-up. The case studies will enable students to explore entrepreneurial leadership on both small and large scales, discovering how to develop collaborative partnerships that support today's technological and social problems.

Through an industry-centred problem-based approach to learning, students will explore how to discover opportunity, while critically reflecting on their entrepreneurship-self that informs their career plan. This unit will provide mentor-guided workshops featuring a range of industry guest speakers, immersing students in local and global case studies to explore the nuances of innovation and entrepreneurship, suitable for both small- and enterprise-scale situations. Specific topics covered include: enterprise organisations; venture formation; business strategies; marketing approaches; organisational behaviour; legal and financial aspects; and innovation. This unit focuses on understanding the start-up entrepreneurship culture, particularly in enterprise-level technologically based areas of the economy.

### Assessment

- Case study report 40%
- Start-up presentation 10%
- Start-up plan and presentation (group) 50%

## SIT318 – Innovation Design and Prototyping

*Enrolment modes: not available in 2019*

*(In 2019, students are to undertake SIT374 Project Design and SIT302 Project Delivery concurrently however students are encouraged to complete these units in consecutive trimesters if possible.)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Alessio Bonti*

*Prerequisite: Must have completed 6 level 2 SIT coded units, which must include SIT210 and SIT232*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 2 x 3 hour practicals per week (weeks 1–4); 1 x 1 hour class per week, 1 x 3 hour practicals per week (weeks 5–11).*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online class per week, 2 x 3 hour online practicals per week (week 1–4), 1 x 1 hour online class per week, 1 x 3 hour online practicals per week (weeks 5–11).*

### Content

This unit introduces students to methods and practices in system design, prototyping and testing, as well as business and funding models relevant to small start-ups and “Kickstarters”, and professional practices relevant to technology innovation. Students will engage with industry practitioners, partners and academic supervisors to propose new computing products and innovations having commercial potential. Students will then demonstrate a synthesis of knowledge, practical and professional skills developed throughout their studies in computer science, working in small teams to formalise a product design, and to develop and test a prototype of this product, employing agile development practices and modern development tools.

### Student equipment purchases

Learning experiences and assessment activities in this unit require that students have access to specific computing equipment, such as single board computers, microcontrollers and sensors. In this unit, some of the required equipment is shared amongst other IT units and may have been purchased previously (to the approximate value of \$150). Additional equipment to the value of \$200 will be required.

### Assessment

- Design proposal 20%
- Prototype 60%
- Exhibition 20%

## SIT321 – Software Engineering Methods

*Offering information: 2019 is the final offering of this unit*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Feifei Chen*

*Prerequisite: Two SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour classes per week, 1 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In SIT321, students will learn the principles and concepts involving software engineering and software development. The unit will allow students to explore the influence of customer and project requirements and resources for the selection of a suitable software development process model and quality software. In this unit students will develop professional judgement and decision-making skills including trade-offs between project scope, quality, cost and time with a view to choose appropriate methods for software development and management of the software development process. Assessment tasks in the unit will require the student to plan and estimate large and small projects using industry standards as well as by developing internal standards. It will also require the student to elucidate and analyse requirements, perform object-oriented analysis and usability testing.

### Assessment

- Group project (project planning 20%, systems analysis and design 20%, and software system implementation 10%) 50%
- Examination 50%

## Prescribed texts

Pressman + Priestley, 2017, Software Engineering (8th Ed) + Practical Object Oriented Design Using UML, McGraw Hill, Australia.

## SIT322 – Cloud Systems

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Seng Loke*

*Prerequisite: SIT221 or SIT232*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

Cloud computing has become a billion dollar business and has helped fuel the development of the IT industry in recent years. Many large tech giants have invested heavily into cloud computing, with millions of users worldwide. This unit aims to introduce students to the motivating forces, underlying principles, concepts, design, and architectures of modern cloud systems, including examining example systems. Different types of cloud systems, including vehicular clouds, and state-of-the-art developments in cloud computing, namely, fog computing and edge computing, will also be examined. The subject will provide an understanding of cloud systems, not only in the technical aspects but also from the cloud-user perspective.

### Assessment

- Programming projects (20%, 15% and 15%) 50%
- Examination 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 40% of the total allocated mark for the examination.

## SIT323 – Cloud Application Development

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Robert Dew*

*Prerequisite: One of SIT113, SIT131, SIT153, SIT232 or SIT251. From 2020: SIT113 and SIT232*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit complements other units in the cloud major. These focus on designing and building cloud systems. However, students must develop and demonstrate coding skills in order to implement a design of a cloud applications. SIT323 will extend students' skills in implementation so that a given implementation is carried out to professional standards. Concepts on advanced techniques of implementation, validation, searching and optimisation will allow students to acquire skills required to write industrial-strength applications,

### Assessment

Two programming tasks (40%, 60%) 100%.

## SIT340 – Research and Development in Information Technology

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Guangyan Huang*

*Prerequisite: Nil*

*Corequisite: Any two level 2 SIT coded units*

*Incompatible with: Nil*

## Content

Research and development is one of the ways by which businesses forecast and experience future growth within the IT sector. Whether it is Apple developing a new product or Google acquiring a business to expand their operations, investigative opportunities provide businesses with the opportunities and processes to lead and deliver change. While research and development is often through as synonymous with high-tech firms that are on the cutting edge of new technology in developing new products, many established firms invest a large amount of money and effort in improving existing products. Research and development encompasses a set of strategic, proactive, catalytic and capacity-building activities designed to facilitate growth. This unit focuses on the building of knowledge and skills in research and development for Information Technology. In SIT340, students will learn about strategic research advancement activities for example, product review and market review and engage in structured processes such as survey and review of literature to make value judgements and critical evaluation of certain technologies or technology areas for further development. Learning and assessment activities in this unit will aid the student to develop capacity for learning how to research and communicating research and research opportunities for a variety of purpose for example, to report, to publicise, to raise the profile and to add to visibility or impact.

## Assessment

- Literature review 20%
- Research and development report 60%
- Oral presentation 20% (for Cloud (online) students: PowerPoint presentation with voice overlay)

## SIT352 – Creative Production

*Offering information: Available from 2020 (subject to approval)*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (Online)*

*Credit point(s): 1  
EFTSL value: 0.125*

*Unit chair: Michael Hobbs*

*Prerequisite: 8 SIT Coded Units  
Corequisite: Nil*

## Content

This unit shows students how to work in a creative production environment, with the goal to produce and publish a digital product. Students will learn about multidisciplinary teams that exist within creative technology production, and demonstrate their ability to work in these environments by designing, developing, testing and publishing a digital product for a specific audience. To achieve this, students will learn about the stages of creative production, as applicable to a variety of situations, and engage with digital application publishing processes such as: methods of digital distribution, content ratings, virtual currency and gambling issues, legal and licensing issues and international publishing standards. Underlying creative technology production will be strong consideration of the user experience, with authentic 'play-testing' conducted throughout the teaching period to support quality assurance of any digitally distributed product. Students will have the opportunity to focus assessment tasks on products relevant to their specific course and interests while learning and engaging with the broader field of digital production.

## Assessment

- Skills self-assessment 10%
- Creative production plan and prototype (15%, 15%) 30%
- Digital application production 60%

## SIT353 – Multiplayer and Networked Games

*Offering information: 2019 is the final offering of this unit*

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1  
EFTSL value: 0.125  
Trimester 2 Unit Chair: Michael Hobbs*

*Prerequisite: Must have completed 4 units from the following: SIT102, SIT151, SIT152, SIT153, SIT251, SIT252, SIT253, SIT254, SIT255, SIT352 or SIT354  
Corequisite: Nil  
Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour online seminar per week, 1 x 2 hour on-campus workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online seminar per week.*

## Content

The unit covers the architecture of large-scale multiplayer computer games (MCGs) and investigates the client-server and peer-to-peer patterns. Multiplayer and networked games rely on a number of common communication patterns. Communication patterns used in games and virtual worlds that will be explored include: common networking protocols, node level communication patterns, reliable communication, and flow control. In addition, representation and manipulation of large-scale virtual environments will be explored. Within this benchmarking and support for the social, economic and political structures that form in MCGs is examined. Network architectures for games that include wireless networks and issues of cheating are also considered.

## Assessment

- Networked game design and development challenges 20%
- Multiplayer game design and development project 30%
- Examination 50%

## SIT354 – Real-Time Graphics and Rendering

*Offering information: 2019 is the final offering of this unit*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Hobbs*

*Prerequisite: One unit from SIT192 or SIT204 and one unit from SIT102 or SIT153*

*Corequisite: Nil*

*Incompatible with: SIT252*

*Scheduled learning activities – campus: 1 x 1 hour online seminar per week, 1 x 2 hour on-campus workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online seminar per week.*

## Content

This unit is for students to 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, students study 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 successful 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

- Problem solving and communication assignment 30%
- Project: interactive application development 20%
- Examination 50%

## SIT361 – Interactive Technology Application

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Somaiyeh MahmoudZadeh*

*Prerequisite: Two SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Corequisite: SIT264 or SIT363*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

## Content

SIT361 introduces students to multimedia compression principles and standards and a number of multimedia processing and analysis methods, including point processing, neighbourhood processing, colour processing and morphological processing. Students will develop hands-on skills in Matlab, a scripting language that will allow them to quickly implement image-processing techniques. Students will have the opportunity to adopt recent technologies into the processing and analysis of digital multimedia. The primary focus of this unit is on improving student understanding of digital multimedia, and developing a range of skills that will enable them to work effectively with digital images.

## Assessment

- Practical tests 10%
- Problem-solving task 40%
- Group task – creative work 30%
- Portfolio 20%



## SIT365 – Human-Computer Interaction

*Enrolment modes: Not available from 2019*

*Credit point(s): 1*

*Previously coded as: SIT263*

*EFTSL value: 0.125*

*Unit chair: Guy Wood-Bradley*

*Prerequisite: SIT162 or SIT120 or at least 4 SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

Human-Computer Interaction (HCI) is focused on designing interactions between humans (users) and computational systems. It deals with the issues surrounding the design of interfaces to afford those interactions. However, HCI is more than just the “human” and the “computer” as it encompasses many facets including, interface and interaction design, affordance and usability, ergonomics and psychology.

Building effective user-centred 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). 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.

On completion of this unit, students will be able to critically analyse existing interfaces and use Human-Computer Interaction (HCI) principles to evaluate the systems they use. In addition, to have a greater understanding of users in order to determine and analyse their interface needs. Lastly, be able to apply HCI concepts to create, develop and enhance interactions and interfaces for clients.

### Assessment

- Usability guidelines report 15%
- Usability evaluation report 15%
- Interface design prototype (group) 30%
- Examination 40%

## SIT374 – Project Design

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jason Wells*

*Trimester 2 Unit Chair: Dhananjay Thiruvady*

*Trimester 3 Unit Chair: Chathu Ranaweera*

*Prerequisite: Must have completed 15 credit points of study*

*Corequisite: Must be enrolled in S303, S306, S326, S333, S334, S464, D320, D375, D380*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

SIT374 is the first of two capstone units within the undergraduate IT programs at Deakin University. This unit along with SIT302 Project Delivery allows students to culminate academic and intellectual experiences through the design and execution of a real-world industry project. Projects are work activities with a beginning and an end to create a unique product, service or solutions for a defined purpose. In this unit, students will learn prominent project management methodologies, with a particular emphasis on agile project management for the development of IT solutions. Students’ engagement in the process of planning, organising and delineating responsibility for the completion of an organisation’s specific IT goals will enable them to gain hands-on experience in using industry-standard agile toolset for future work.

*Note: Students are expected to undertake SIT374 Project Design and SIT302 Project Delivery in consecutive trimesters. Students should seek advice from the unit chair if they are unable to complete SIT374 and SIT302 consecutively.*

### Assessment

- Project proposal 20%
- Progress demonstration and presentation 40%
- Learning portfolio 20%
- Project handover document 20%

## SIT379 – Ethical Hacking

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Amani Ibrahim*

*Prerequisite: SIT103, SIT182 and SIT202*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hours class per week, 1 x 3 hour workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit introduces ethical hacking and penetration testing techniques to students. Students will be able to solve problems in ethical hacking. That is, students will perform cyber attacks to machines and applications with certain security vulnerabilities. Students will also have opportunity to participate in security challenges and competitions at the national and international levels. Students will be assessed on the basis of their technical capabilities in ethical hacking, their communication skills in speaking and writing, their team-working skills and awareness of ethical and legal constraints.

### Assessment

Learning portfolio 100%.

## SIT382 – System Security

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Frank Jiang*

*Prerequisite: SIT182 and SIT202*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

The key focus of SIT382 is on enabling students to develop practical and working tactics to achieve digital security. In this unit, students will learn the security for operation systems, databases and servers in various aspects including designs, implementations, and configurations in order to apply security measures and principles to protect these systems. Students will explore the framework of cyber security and safety principles and guidelines and the various tools used to enforce security and privacy. The unit will cover mechanisms and prominent techniques to tackle sophisticated attacks. Students will perform guided exploitation attacks in practical sessions to experiment popular practice in hacking.

### Assessment

- Research essay and presentation 20%
- Technical report 30%
- Examination 50%

## SIT383 – Augmented Reality Systems

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun Bangay*

*Prerequisite: SIT283 or SIT255*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

### Content

This unit teaches the creation of augmented reality (AR) and mobile virtual reality applications. AR applications allow flexible and novel ways of interacting with the physical world and with other participants in the shared environment. The unit covers the design principles and development processes relevant to the mobile platforms, peripherals and application areas including education, simulation and entertainment that are used for augmented reality solutions.

### Assessment

- Portfolio of AR prototypes 30%
- Project management and implementation 30%
- Project showcase 40%

## SIT384 – Cyber Security Analytics

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shang Gao*

*Prerequisite: SIT103, SIT105 and SIT182*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In SIT384 students will learn about the various data analytical methodologies used to investigate cyber security problems. In particular, we will focus on processing and analysing data relevant to cyber security systems and applications. You will be introduced to the scripting techniques and solutions required for data analytics in the context of cyber security. Applying appropriate data analytical methods and solving cyber security problems will be a key practical element of this unit.

### Assessment

Learning portfolio 100%.

### Prescribed texts

Müller and Guido, 2017, Introduction to Machine Learning with Python: A Guide for Data Scientists, 1st Ed, O'Reilly Media

## SIT392 – Public-Key Cryptography

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Lynn Batten*

*Prerequisite: SIT281 or SIT292*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

SIT392 extends content of the unit SIT281 Cryptography. In SIT392 students will learn the latest development of attack methods on modern cryptographic systems. Students will work on RSA-based systems that underpin the electronic transactions used in e-commerce, online stores and banks. The unit enables students to apply knowledge of fundamental mathematical calculations to implement modern cryptographic systems. Students will investigate the real-world implementation issues including computational constraints in time and space. The key focus of SIT392 is on enabling students to analyse the mathematical design and structure, and security level of ICT systems that use public key-based ciphers to protect the secrecy and nonrepudiation of communication. Furthermore, students will use the Maple software, which is used for modifying cipher systems.

### Assessment

- Problem solving tasks (10%, 10%, 20%) 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.

## SIT396 – Complex Analysis

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Vicky Mak*

*Prerequisite: Two units chosen from SIT291, SIT292, SIT294*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour online seminar per week, 1 x 2 hour workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online seminar per week.*

### 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 explores theory and applications of complex number analysis. The topics covered include complex algebra and functions, analyticity, contour integration, Taylor and Laurent series, Cauchy's integral formula, classification of singularities, conformal mappings and residue theory, as well as applications of residue theory to the evaluation

of real integrals. Complex Analysis provides us with a tool to solve hard definite integrals, and has extensive applications in science (in particular physics), and engineering (e.g., electrical engineering).

## Assessment

- Weekly online quizzes 20%
- Written problem solving tasks part 1 and part 2 (15% each) 30%
- Examination 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 40% of the total marks allocated for the examination.

# SIT399 – Optimization Modelling and Decision Analysis

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Vicky Mak*

*Prerequisite: One unit from SIT291, SIT292, SIT281*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 2 x 1 hour scheduled online workshop per week.*

## Content

Students taking this unit will have an opportunity to see how decision-making problems in industry, business, and civic services can be solved using modern mathematical modelling and algorithmic techniques. In SIT399, students will learn how to make better decisions through mathematical methods in optimization problems such as: production planning, management and logistics, machine scheduling, robotics/vehicle routing, staff scheduling, network design, and resource allocation. Techniques covered include linear and integer models as well as game theory models.

## Assessment

- Weekly online quizzes (10 x 2%) 20%
- Oral presentation 15%
- Written report 15%
- Examination 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 40% of the total marks allocated for the examination.

# SIT420 – Research Methods and Practices in Information Technology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Sasan Adibi*

*Cohort rule: This unit is restricted to students enrolled in S470 and S464*

*Prerequisite: S464: Must have completed at least 20 credit points of study.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 5 x 2 hour workshops.*

*Scheduled learning activities – cloud (online): 5 x 2 hour online workshops.*

## Content

Research methods and practices are an essential part of scientific and industry research. This unit provides broad coverage of the issues, concepts, methods, skills and techniques associated with information technology. It introduces students to major research philosophies and paradigms, the principles of research design, research ethics, library and literacy skills, data collection and analysis techniques, academic writing and communication skills. It will also look to explore the role of research in industry and academia and examine pathways from Honours to PhD and into industry. Upon the completion of this unit, students will be prepared to conduct and communicate their own research, be critical interpreters of others' research, as well as be knowledgeable for future research and development careers.

## Assessment

- Research Methodology and Ethics: 30%
- Research Paper and Thesis Critique: 50%
- Research Seminar: 20%

## SIT421 – Advanced Information Technology Coursework

*Enrolment modes: Not available from 2019*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Sasan Adibi*

*Semester 2 Unit Chair: Jingyu Hou*

*Cohort rule: (This unit is restricted to students enrolled in S325, S470)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## SIT422 – Honours Information Technology Thesis A

*Enrolment modes: Semester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Jingyu Hou*

*Semester 2 Unit Chair: Jingyu Hou*

*Cohort rule: (This unit is restricted to students enrolled in S325, S470)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## SIT423 – Honours Information Technology Thesis B

*Enrolment modes: Semester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Jingyu Hou*

*Semester 2 Unit Chair: Jingyu Hou*

*Cohort rule: (This unit is restricted to students enrolled in S325, S470)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## SIT424 – Advanced Topics in Information Technology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Arkady Zaslavsky*

*Prerequisite: S470: Nil. Other: Must have completed at least 20 credit points of study.*

*Corequisite: S464, S470: Nil. Other: SIT374 or SIT302*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Regular contact with an agreed supervisor, and 5 x 2-hour workshops.*

*Scheduled learning activities – cloud (online): Regular contact with an agreed supervisor, and 5 x 2-hour online workshops.*

### Content

This research unit is for Honours students to explore the up-to-date development of technologies, theories and advanced topics in IT areas. Due to the nature of IT areas, a wide range of exploration activities can be offered to students. Students will be guided by their supervisor to plan, design, and conduct their exploration activities, such as summarizing significant techniques and theories in the prior study to generate new future study/research resources, or reading representative and state-of-the-art research papers or reports that are relevant to their research areas and project. Details of the activities for each student will be determined individually by the student after consultation with the supervisor. Assessment comprises the presentations of the exploration achievements.

### Assessment

- Initial presentation: 20%
- Progress presentation: 30%
- Final report and presentation: 50%



## SIT430 – Honours Research Project A

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Jean-Guy Schneider*

*Trimester 2 Unit Chair: Guy Wood-Bradley*

*Prerequisite: For S464: Must have completed at least 20 credit points of study. For S470: Nil*

*Corequisite: Must be enrolled in S464 or S470*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 7 x 2hr workshops, 1 day for final presentations, and regular contact with academic supervisors. (Delivered concurrently on campus and online).*

*Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Students will attend the oral presentation for this unit on a single scheduled day during the trimester.*

*Scheduled learning activities – cloud (online): 7 x 2hr online workshops, 1 day for final presentations, and regular contact with academic supervisors. (Delivered concurrently on campus and online).*

*Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Students will be strongly encouraged to attend the final presentations for this unit on a single scheduled day during the trimester. Oral presentation could be done on campus, via online communication, or via voice recordings.*

### Content

This unit is a research project unit. Students are required to undertake research on a well-defined area, which may include designing solutions for clear problems identified as part of their project proposal. Students will work with an academic supervisor to formulate a proposal that clearly defines the scope, objectives, justification and methodology for the project and incorporates consideration of any key stakeholder requirements, as well as safety, security, risk and ethical factors. The proposal will allow students an opportunity to obtain advanced theoretical and technical knowledge in their project area during the development of the methodology.

Students will also design and conduct initial project work to demonstrate that the methodology or initial concepts are viable and that project objectives can be met using the proposed project plan. The project proposal and preliminary project work undertaken in this unit will be continued and completed in SIT431 – Honours Research Project B.

### Assessment

Showcase Portfolio 100%.

## SIT431 – Honours Research Project B

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Jean-Guy Schneider*

*Prerequisite: SIT430*

*Corequisite: Must be enrolled in S464 or S470*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 2hr workshops, 1 day for final presentations, and regular contact with academic supervisors. (Delivered concurrently on campus and online).*

*Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Students will attend the oral presentation for this unit on a single scheduled day during the trimester.*

*Scheduled learning activities – cloud (online): 6 x 2hr online workshops, 1 day for final presentations, and regular contact with academic supervisors. (Delivered concurrently on campus and online).*

*Students are expected to maintain regular contact with their academic supervisor either face-to-face or online. Students will be strongly encouraged to attend the final presentations for this unit on a single scheduled day during the trimester. Oral presentation could be done on campus, via online communication, or via voice recordings.*

## Content

This unit is a research project unit. Students are required implement their research project proposed in SIT430 Honours Research Project A. Students will undertake research on a well-defined area, and develop solutions within an identified scope, to meet defined goals and stakeholder requirements. Students will work with an academic supervisor to plan project milestones, adhering to ethical conduct, design validation and verification protocols as well as taking into consideration safety, security and risk factors. The project implementation/development tasks will enable students to gain advanced theoretical and technical knowledge in their project area.

## Assessment

Showcase Portfolio 100%.

## SIT432 – Developing Secure Internet-Of-Things Applications

*Offering information: Available from 2020  
(subject to approval)*

*Enrolment modes: Trimester 1: Burwood (Melbourne),  
Cloud (online)*

*Credit point(s): 1  
EFTSL value: 0.125  
Unit chair: Mohamed Abdelrazek*

*Prerequisite: SIT311  
Corequisite: Nil  
Incompatible with: Nil*

## Content

This unit introduces students to potential security threats, vulnerabilities and attacks in Internet-of-Things and Robotics systems. Students will use and apply state of the art security analysis tools to pinpoint flaws and bugs in system designs and system implementation. Moreover, they will learn and apply the best security practices and secure patterns when developing their applications.

## Assessment

Learning portfolio 100%.

## SIT490 – Honours Mathematics Research 1

*Enrolment modes: Semester 1: Burwood (Melbourne),  
Waurin Ponds (Geelong)*

*Credit point(s): 2  
EFTSL value: 0.250  
Semester 1 Unit Chair: Julien Ugon  
Cohort rule: (This unit is restricted to students enrolled  
in S400)*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

## Content

This unit comprises the research project component of the Bachelor of Science (Mathematical Modelling) Honours course. Students will do an individual research project over 8 months, supervised by one or more academic staff in Mathematics. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

## Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SIT491 – Honours Mathematics Coursework

*Enrolment modes: Not available from 2018*

*Credit point(s): 2  
EFTSL value: 0.250  
Cohort rule: (This unit is restricted to students enrolled  
in S400)*

*Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

## SIT492 – Honours Mathematics Research 2

*Enrolment modes: Semester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Julien Ugon*

*Cohort rule: (This unit is restricted to students enrolled in S400)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Bachelor of Science (Mathematical Modelling) Honours course. Students will do an individual research project over 8 months, supervised by one or more academic staff in Mathematics. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SIT493 – Honours Mathematics Research 3

*Enrolment modes: Semester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 2 Unit Chair: Julien Ugon*

*Cohort rule: (This unit is restricted to students enrolled in S400)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Bachelor of Science (Mathematical Modelling) Honours course. Students will do an individual research project over 8 months, supervised by one or more academic staff in Mathematics. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SIT701 – Enterprise Network Construction

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Longxiang Gao*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT272*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour practical per week*

### Content

This unit introduces the concepts and technologies used in modern computer networks. Topics studied include number systems and the mathematics of networks, addressing and subnetting in IPv4 and IPv6 networks, VLANs, static and dynamic routing, private networks, and access control lists for providing basic firewall functionality. Students will learn how to construct such networks by undertaking a study of the Cisco Academy CCNA Routing and Switching curriculum and also explore more advanced networking concepts such as converged networking, quality of service, and network design, in the context of solving real world problems.

## Assessment

- Examination 60%
- Two multiple choice tests (5% each) 10%
- Two practical tests (15% each) 30%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must complete all CISCO unit requirements and at least 40% of the available examination marks.

## Prescribed texts

Cisco Networking Academy, 2016, Introduction To Networks V6 Companion Guide, 1st Ed, Pearson Education, USA

Cisco Networking Academy, 2016, Routing And Switching Essentials V6 Companion Guide, 1st Ed, Pearson Education, USA

# SIT702 – Enterprise Network Management

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shang Gao*

*Prerequisite: SIT701*

*Corequisite: Nil*

*Incompatible with: SIT377 and SIT277*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour practical per week*

## Content

This unit extends the studies of the prerequisite unit by examining the concepts and technologies used in large scale computer networks. On completion of this unit students will be able to plan, design and configure both local area networks (LANs) and wide area networks (WANs). Topics studied include applying redundancy and load balancing for improved throughput and reliability, securing network devices, wireless networking, routing using dynamic gateways, WAN construction and associated technologies, securing network devices and protocols, and troubleshooting. Students will learn how to construct such networks by undertaking a study of the Cisco Academy CCNA Routing and Switching curriculum and also explore more advanced networking concepts such as virtual private networks, hierarchical network design, and network management in the context of solving real-world problems.

## Assessment

- Examination 60%
- Two multiple choice tests (5% each) 10%
- Two practical tests (15% each) 30%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must complete all CISCO unit requirements and at least 40% of the available examination marks.

## Prescribed texts

Cisco Networking Academy, 2017, Scaling Networks V6 Companion Guide, 1st edition, Pearson Education

Cisco Networking Academy, 2017, Connecting Networks V6 Companion Guide, 1st edition, Pearson Education

# SIT703 – Advanced Digital Forensics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lei Pan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

## Content

This unit will allow the student to explore various options available to organisations in investigating problems and attacks on their computer systems. Students will consider a range of computer forensic frameworks and generate their own framework in order to assist organisations with systematically documenting, analysing and solving cyber security issues. In SIT703, students will study exploitation techniques including shellcode, DLL hooking and authentication eavesdrop. They will learn how to use system log files, domain authentication and registry mechanisms to acquire digital evidence. They will identify the existence of rootkits and learn how to prevent attacks. The key focus of SIT703 is on identification, preservation, analysis and presentation of digital evidence related to a misuse or intrusion to an enterprise-level system.

## Assessment

- Technical report 20%
- Case investigation report 20%
- Examination 60%

## SIT704 – Advanced Topics in Digital Security

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jesse Laeuchli*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2-hour face-to-face workshop each week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

## Content

In SIT704 students will learn how digital security control mechanisms are implemented in the cyber space, that is, access control mechanisms, identity management, system security, and the latest safety and security issues of cyberspace. Students will examine contemporary cyber security theories and their applications in the real-world applications and systems. The unit enables student to develop knowledge and skills in prominent threats, vulnerabilities of applications and systems. Students will investigate techniques that mitigates security threats. Students will also explore malware, ransomware and advanced threats.

## Assessment

- Group research report and presentation 20%
- Security testing report 20%
- Examination 60%

## SIT705 – Research Methods for IT

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Sasan Adibi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

SIT705 will introduce students to research design focusing on scholarly or practice-based skills that serves as a foundation for undertaking research. Students will explore a variety of methodologies that are commonly used for scientific, qualitative and quantitative research investigations in a field of IT. They will be required to plan and design research for execution of professional practice or scholarly research projects.

## Assessment

- Expression of interest proposal 20%
- Research design and methodology paper 40%
- Research portfolio 30%
- Three-minute oral presentation 10%

## SIT706 – Cloud Computing Technologies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Morshed Chowdhury*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*



## Content

Cloud computing offers a new model for the delivery of IT services to end users by introducing the ability to deliver infrastructure, platforms, and software via the network. This unit explores the technologies, models, benefits and risks of cloud computing. Technologies that will be examined as part of our studies of cloud computing include virtualisation, cloud management systems, storage systems, networking technologies, and public cloud options offered by commercial organisations. Upon completion of the unit students will have a clear understanding of cloud computing, the technologies used in provisioning clouds, the application of cloud computing to solve problems, and the issues that must be considered when deploying cloud technologies in an organisation.

## Assessment

- Group project proposal and presentation 20%
- Group project demonstration and report 20%
- Examination 60%

## Prescribed texts

Erl et al, 2013, Cloud Computing: Concepts Technology & Architecture, 1st Ed, Pearson Education

## SIT707 – Software Quality and Testing

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Niroshinie Fernando*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

Modern software development faces complex and frequently changing requirements. As a result, the quality of the software often suffers, impacting the reliability, security, and reputation of the software product. In this unit we examine the field of software testing including the role of testing throughout the software lifecycle, processes and standards for testing,

and tools and technologies for testing and issue tracking. The role of software testing in the overall process of software quality assurance is also considered.

## Assessment

- Software testing report 1 20%
- Software testing report 2 20%
- Examination 60%

## Prescribed texts

Jorgensen, 2013, Software Testing: A Craftsmans Approach, 4th edition, Auerbach Publications

## SIT708 – Mobile Systems Development

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Henry Larkin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour practical per week, plus 1 x 1 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

SIT708 focuses on the concepts and skills related to mobile application planning and development. In this unit, students will investigate, design and practice how to understand the requirements in building mobile apps. Students will develop basic and complex mobile applications using open-source tools, as well as debug and derive the meaning of program code. Students will also summarise, articulate and communicate theoretical mobile programming topics. Students will explore how app ideas are conceptualised, commercialised and marketed. Students will gain an understanding of how to analyse mobile apps, mobile User Interface (UI) design, licensing of media, mobile screen handling, touch events, and basic game concepts for mobile devices.

## Assessment

- Professional plan 30%
- Project and presentation 40%
- Portfolio 30%

## SIT709 – Internship – Information Technology

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Keshav Sood*

*Trimester 2 Unit Chair: Vicky Mak*

*Trimester 3 Unit Chair: Keshav Sood*

*Prerequisite: STP710 and Must have successfully completed 8 credit points of study in level 7 SIT-coded units and must be enrolled in S778 Master of Information Technology, S779 Master of Information Technology (Professional), S735 Master of Cyber Security (Professional) or S777 Master of Data Analytics.*

*Corequisite: Nil*

*Incompatible with: STP701*

*Scheduled learning activities – campus: Placement (Internship): Students will be required to complete a minimum of 120 hours (maximum 160 hours) within a relevant, course-related organisation.*

### Content

This unit enables students to complete a placement of 120–160 hours (typically as a 4–6 week unpaid placement or as a 12 week unpaid placement) in an IT-related position. Students will be required to undertake advanced level course-relevant work so as to gain experience as a specialised IT professional and to apply discipline-specific expert level professional skills and knowledge.

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements by emailing [sebe-wil@deakin.edu.au](mailto:sebe-wil@deakin.edu.au).*

Delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.

### Assessment

Each student will be assigned an academic supervisor and an industry supervisor during the placement period, both of whom will contribute to the learning and assessment of the unit. Continuous performance management and the submission of a Placement Portfolio at the conclusion of the placement form the key elements of the assessment for the unit.

The portfolio comprises: professional communication documents (10%), problem-solving and discipline specific evidence of placement goals and outcomes (25%), reflections (45%), and a mid and end-of-placement assessment by the industry supervisor (20%).

## SIT716 – Computer Networks and Security

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Justin Rough*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

### Content

Computer networks are becoming fundamental in modern life, providing a platform for the delivery of health, education, commerce, and entertainment. In recent years, computer networks have progressively replaced other networks such as voice and video, replaced physical media for news and entertainment, and provided the platform for new important applications in the areas of the Internet of Things and Cloud Computing. Unfortunately computer networks are also used by attackers to gain access to confidential information, conduct identity or intellectual property theft, and disable or even take control over remote systems. In SIT716, students will learn how computer networks function, how they are both targeted by and used as a vehicle for conducting security attacks, and how we secure and defend them. Key protocols at each layer of the protocol stack will be reviewed, known security vulnerabilities examined and countermeasures identified and explained, and emerging security issues in computer networking will also be considered. Through practical tasks students will gain experience working with network protocols and learn how security attacks involving network infrastructure can be identified.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

## Assessment

- Bi-weekly reports (5 x 4%) 20%
- Protocol demonstration and report 10%
- Security incident report 10%
- Examination 60%

## SIT717 – Enterprise Business Intelligence

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Assumed Knowledge: Knowledge appropriate to the topic*  
*Trimester 2 Unit Chair: Thanh Thi Nguyen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## 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 include 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%.

## Prescribed texts

Shmueli et al, 2016, Data Mining for Business Analytics, 3rd edition, John Wiley & Sons

## SIT718 – Real World Analytics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Maia Angelova Turkedjieva*

*Trimester 2 Unit Chair: Ye Zhu*

*Trimester 3 Unit Chair: Thanh Thi Nguyen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online seminar per fortnight.*

## Content

This unit introduces students to two concepts at the heart of real world analytics: optimisation and multivariate data aggregation. Students will learn how decision-making problems in industry, business, and civic services can be solved using modern modelling and solution techniques. Students will learn how to make better decisions through mathematical methods in optimisation problems such as: production planning, time-tabling management, human resource rostering, sports program scheduling, robotics/vehicle routing, network design, and resource allocation. On the topic of aggregation, students will learn how to apply the concepts of multivariate functions in order to summarise datasets that involve several interrelated variables. They will be able to reasonably analyse datasets by interpreting the parameters associated with commonly used multivariate functions.

*Note: Enrolments after commencement of trimester is subject to Unit Chair approval.*

*This unit uses the FutureLearn online learning platform.*

## Assessment

- Three problem-solving tasks (25%, 30%, 25%) 80%
- Five online quizzes (4% each) 20%

## SIT719 – Security and Privacy Issues in Analytics

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jesse Laeuchli*

*Trimester 2 Unit Chair: Zubair Baig*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2-hour face-to-face workshop each week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

### Content

This unit aims to provide students with the potential privacy and security issues associated with large data sets and the results obtained from analytics on such data. Ethical, regulatory and governance aspects of analytics systems will be covered. Security and its governance have now become key issues for all organisations. In this unit students will learn to examine how organisations and professionals operate securely in the Information Age and understand the importance of developing structures, policies, procedures, processes and controls to protect data and information.

Within this unit students will explore information security risks and different approaches that organisations and even individuals can use to mitigate these risks and implement security plans and processes. You will also examine the role of governance from both a technological and organisational perspective, for example understanding the issue of complying with governance standards and synthesising this knowledge into understanding how policies are developed with governance in mind.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

### Assessment

- Privacy and security issues report 20%
- Technology assessment report 30%
- Examination 50%

## SIT720 – Machine Learning

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Chandan Karmakar*

*Prerequisite: SIT718 or SIT771. For students enrolled in S577: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour scheduled online seminar per fortnight, 1 x 2 hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour of scheduled online seminar per fortnight.*

### Content

Machine learning is an important tool in analytics, where algorithms iteratively learn from data to uncover hidden insights, without being directly programmed on where to find such information. SIT720 will allow students to explore machine-learning techniques such as data representation, unsupervised learning (clustering and factor analysis) methods, supervised learning (linear and non-linear classification) methods, concepts of suitable model complexity for the problem and data at hand. Students will have the opportunity to apply these techniques in solving real-world problem scenarios presented to them in the unit.

*Note: This unit uses the FutureLearn online learning platform.*

### Assessment

- 2 x problem-solving tasks (25% each) 50%
- Project 30%
- 2 x quizzes (10% each) 20%

## SIT725 – Software Engineering

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shamsul Huda*

*Trimester 3 Unit Chair: Shamsul Huda*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit covers advanced approaches of applying software engineering to web application development, including the web application formulation and planning, analysis and design models, relationship between UML models and web application designs, and the web application testing. The unit will also cover other advanced topics and methodologies in software engineering, as well as recent developments.

### Assessment

- Written group analysis report 20%
- Written group design report 20%
- Examination 60%

## SIT735 – Communications Network Security

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Assumed Knowledge: Computer networks*

*Trimester 2 Unit Chair: Adnan Anwar*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

### Content

SIT735 provides students with theoretical knowledge and practical training in information security for application in communication networks. Students will explore concepts and issues pertaining to network security, and examine methods and technologies for securing communications systems using network security standards. Students will assess threat models and vulnerabilities of communication networks and their corresponding defence mechanisms.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

### Assessment

- Online quiz 10%
- Technical report and presentation 30%
- Examination 60%

## SIT737 – Service Oriented Architectures and Technologies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Assumed Knowledge: Operating systems and computer networks*

*Trimester 1 Unit Chair: Alessio Bonti*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

SIT737 introduces the concepts, mechanisms and applications of service oriented architectures (SOA), and the key focus is to deploy a real-world SOA web service application. This unit defines the notion of “service” in the field of IT and describes various categories of services from which the concept of service oriented architectures are formed. Students will work on case studies involving business strategies and business needs, and then evaluate the feasibility whether the business can be migrated to a service oriented architecture design. Students will also develop and implement a SOA-compliant web service for a particular business.



Students will conduct programming practices in the Microsoft Visual Studio environment. SIT737 also discusses the SOA management issues including the ethical, legal and regulatory implications.

## Assessment

- Case study teamwork report 20%
- Programming project 20%
- Examination 60%

## SIT740 – Research and Development in Information Technology

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jinho Choi*

*Trimester 2 Unit Chair: Sasan Adibi*

*Trimester 3 Unit Chair: Sunil Aryal*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, and 1 x 1-hour face-to-face workshop each week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

## Content

Many different sectors of the economy including health and transportation are being impacted by potentially game-changing IT innovations, fuelled by IT Research and Development. Indeed, IT has pervaded into myriad fields of endeavour, including science, healthcare, humanities, architecture, economics, governance, commerce and everyday life. IT application in different fields has also sparked research and development at the intersection of Computer Science and other fields. This unit will be an introduction to the processes, issues and trends in IT R&D, including case studies in technologies and researching software tools in areas such as Internet of Things, Intelligent Transport Systems, and AI and Robotics.

Students will learn IT R&D methodology and problem-solving processes, from conception to deployed systems and critically examine digital ethics to understand the ethical challenges that IT R&D can raise.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

## Assessment

Learning portfolio 100%.

## SIT741 – Statistical Data Analysis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Trimester 1 Unit Chair: Wei Luo*

*Trimester 2 Unit Chair: Ye Zhu*

*Prerequisite: MIS770 or SIT718. For students enrolled in S577: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## Content

The aim of this unit is to provide students with the opportunity to develop advanced working knowledge in statistical modelling and statistical programming. Students will learn how to apply advanced statistical theories such as generalised additive modelling to model real-world data problems. They will also learn about advanced statistical programming using the R language, to perform simulation, model development, model checking, and result interpretation.

Upon successful completion of this unit, students will be able to apply the right statistical models, including generalised linear models and generalised additive models, to solve problems of real-world complexity. They will know how to use R to transform untidy data to tidy data, to perform exploratory data analysis, to develop and check models, and to communicate the analysis results.

## Assessment

- Problem solving task 1 – 25%
- Problem solving task 2 – 40%
- Quizzes 5%
- Examination 30%

## SIT742 – Modern Data Science

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gang Li*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

In this unit, students will have the opportunity to learn fundamental aspects of data science, modern methods, techniques and applications of data science. Upon successful completion of study, students will be able to use distributed storage and computing platform to process and analyse big data, and use modern techniques in data analytics.

Learning activities in this unit are designed for students to develop knowledge and skills in reviewing tabular data such as relational database, distributed storage and computing platforms with materials on Apache Spark. In learning data analytics, students will use feature selection, data reduction and machine learning methods. Students will also have the opportunity to learn advanced concepts in prediction including linear regression, logistic regression and decision tree classifiers, and to learn frequent pattern discovery using association rule mining algorithms.

### Assessment

- Critical analysis 25%
- Project 40%
- Quizzes 5%
- Examination 30%

## SIT743 – Multivariate and Categorical Data Analysis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sutharshan Rajasegarar*

*Trimester 2 Unit Chair: Sutharshan Rajasegarar*

*Prerequisite: SIT718*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

This unit provides the opportunity for students to equip themselves with a strong background in the analysis of multivariate and categorical data. Students will be able to model, analyse and extract complex patterns from multivariate, correlated datasets and apply their learning in data science, machine learning and data mining tasks.

In this unit, students will be able to apply advanced techniques in machine learning to analyse multivariate and categorical data. Concepts such as probability theory, Bayesian modelling and probabilistic graphical models form the core knowledge of this unit.

### Assessment

- Problem solving task 25%
- Project 40%
- Quizzes 5%
- Examination 30%

## SIT744 – Practical Machine Learning for Data Science

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Wei Luo*

*Trimester 2 Unit Chair: Jianxin Li*

*Prerequisite: SIT720 or SIT742*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

### Content

Machine learning provides core underlying theory and techniques to data science. This unit is for students to develop practical knowledge of machine learning and how they can be used for data analysis tasks. Learning activities will focus on designing machine learning systems, a broad landscape of supervised and unsupervised learning methods, techniques to deal with temporal data and deep learning for data analytics.

Students will have the opportunity to understand and apply machine learning within the context of data science discipline. Concepts such as probability theory, Bayesian and statistical inference, and optimization that form core knowledge in this unit will be introduced. Students will learn about core components of a machine learning system and appropriate learning methods to be used from a practical perspective. Students will also learn about deep learning techniques for data analytics such as neural networks and neural embedding methods which are rapidly used in science and industry.

### Assessment

- Problem solving task 25%
- Project 40%
- Quizzes 5%
- Examination 30%

## SIT750 – Mastery of Information Technology

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Nick Patterson*

*Trimester 2 Unit Chair: Adnan Anwar*

*Trimester 3 Unit Chair: Elicia Lanham*

*Prerequisite: Must be enrolled in the Master of Professional Practice (Information Technology) S789 and must have completed SIT740, SIT752 and all credentials.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Students are expected to attend regular meetings with their academic supervisor (either in person or via the cloud).*

### Content

Students will be required to engage in dissemination of professional skills and abilities integrating knowledge and experience from the workplace with a view to contribute to and advance trends and practices in a field of IT. This unit is designed for the student to demonstrate mastery in theorising practice through a publication as described below.

The student will be required to write a draft paper ready for publication in a journal, conference or for a technical audience in the IT discipline.

In order to judge the holistic vision of the student, there will be a requirement for a presentation to the supervisor and/or panel.

*Note: This unit uses the FutureLearn online learning platform.*

### Assessment

- Research proposal 25%
- Professional paper (for journal, conference or technical audience) 50%
- Poster presentation 25%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% of the available marks in the professional paper.

## SIT752 – Introduction to IT Professional Practice

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Hobbs*

*Trimester 2 Unit Chair: Nick Patterson*

*Trimester 3 Unit Chair: Marek Gagolewski*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in S789, S689 or S589*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online seminar per fortnight.*

### Content

Not only are employers seeking IT graduates with good technical knowledge, they are also demanding that they have well-developed professional skills. Even though you may have been working in the industry for a number of years, professional skills are a living skill, requiring ongoing improvement. SIT752 is designed for students who have experience working in industry for some time but need further development in evidencing professional skills. Students will identify professional skills that they have developed through their work activities in the field of IT and explore what constitutes evidence and how to document evidence for credentialing purposes.

*Note: This unit uses the FutureLearn online learning platform.*

### Assessment

- Reflective report 40%
- Professional portfolio 60%

### Prescribed texts

Cottrell, 2015, *Skills for Success*, 3rd Ed, Palgrave, Basingstoke, United Kingdom. This book is available electronically via the Deakin Library.

## SIT755 – Interaction and Design for Virtual Reality and Augmented Reality

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Guy Wood-Bradley*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

### Content

This unit explores the design principles used in creating effective virtual and augmented reality applications. Virtual reality (VR) and augmented reality (AR) systems along with their areas of application (e.g., interactive educational experience, serious games, and immersive environments) are presented and analysed to form a foundation of basic design principles. The unit also provides a way to understand the interactive and cognitive functions of VR and AR systems and how these functions influence the design of assets for VR/AR systems.

### Assessment

- Investigative report 20%
- Analysis and design project 30%
- VR/AR portfolio 20%
- Examination 30%

## SIT756 – Development for Virtual Reality

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Thuong Hoang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

## Content

This unit provides a comprehensive introduction to the development processes specific to the creation of effective virtual and augmented reality applications for a range of platforms. Programming concepts and techniques appropriate to the creation of elements of virtual environments are taught using industry standard development facilities. Data types and manipulation patterns appropriate to the representation of virtual spaces allow students to solve typical problems including those related to responding to user actions, incorporating physical interactions between virtual objects and presenting the virtual world using computer graphics and other forms of output.

## Assessment

- VR problem solving 50%
- Report on VR development challenge 25%
- Examination 25%

## SIT757 – Content Creation for Virtual Reality

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Shiva Pokhrel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

## Content

This unit explores the content creation process used in creating effective virtual and augmented reality content for Virtual reality (VR) and augmented reality (AR) applications. The tools and platforms used to design and develop content are presented to provide a practical grounding in VR and AR application design and development. This unit also provides a way to apply the interactive and cognitive functions of VR and AR systems to the design and development of assets for these systems.

## Assessment

- Portfolio 60%
- Online test (multiple choice and short answer questions) 30%
- Oral presentation 10%

## SIT758 – Virtual Reality On Mobile Platforms

*Enrolment modes: Trimester 1: Burwood (Melbourne), Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Shaun Bangay*

*Trimester 2 Unit Chair: Shaun Bangay*

*Prerequisite: Nil*

*Corequisite: SIT756*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour practical per week.*

## Content

This unit teaches the creation of mobile virtual reality (VR) and augmented reality (AR) applications. Mobility offers significant advantages particularly for AR applications by allowing flexible and novel ways of interacting with the physical world and with other participants in the shared environment. The unit explores design principles and development processes that exploit mobile platforms and peripherals to create VR and AR applications suitable for a range of different purposes, including education, simulation and entertainment.

## Assessment

- Case study 20%
- Mobile information processing prototypes 30%
- Training manual 20%
- Analysis and application of training manual 30%

## SIT759 – Virtual Reality Professional Practice

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 2 Unit Chair: Shaun Bangay*

*Trimester 3 Unit Chair: Hasan Ferdous*

*Prerequisite: STP710 and must have completed SIT755, SIT756, SIT757 and SIT758*

*Corequisite: Must be enrolled in S679, S778, S779*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Placement: Approximately 450 hours working in industry.*



## Content

Integrating study and work experience in a systematic way is essential for forging close links between the university education process and the workplace. In SIT759 students will have the opportunity to apply skills developed during previous VR and AR units, and gain professional work experience in the Virtual Reality (VR) and Augmented Reality (AR) disciplines in collaboration with an approved industry partner. The exact nature, activities and emphasis in each industry placement will vary according to the context, resources and expertise of staff as well as the experience and capabilities of the student, though commonly the student will be engaged in VR/AR-related projects. This systematic opportunity will provide students with experiences during which they can develop and demonstrate autonomy, well-developed judgement, adaptability and responsibility. Concurrently they can learn about and with an organisation, critically reflect on their professional development with respect to Course and Graduate Learning Outcomes, and discipline-specific and generic competencies in the context of VR/AR application and content development.

## Assessment

- Project pitch 10%
- Written progress reports 25%
- Reflective performance evaluation 20%
- Professional portfolio 25%
- Presentation and defence 20%

## SIT763 – Cyber Security Management

### Enrolment modes:

*Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Assumed Knowledge: Basic operating system concepts and computer networks*

*Trimester 1 Unit Chair: Matthew Warren*

*Trimester 3 Unit Chair: Rolando Trujillo Rasua*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

## Content

The key focus of SIT763 is on introducing students to IT security policy development and human security management. Students will learn how security assessment is methodologically and procedurally conducted within business operational constraints. The unit enables students to develop contingency planning, risk assessment, risk management and compliance standards for various businesses. Students will also explore legal and ethical issues in the context of security management and audit.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

## Assessment

- Problem solving task 1 10%
- Problem solving task 2 10%
- Group case investigation report 20%
- Examination 60%

## SIT764 – Project Analysis and Design

### Enrolment modes:

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Assumed Knowledge: General principles of information technology*

*Trimester 1 Unit Chair: Alessio Bonti*

*Trimester 2 Unit Chair: Jean-Guy Schneider*

*Trimester 3 Unit Chair: Chandan Karmakar*

*Prerequisite: Must have completed 3 level 7 SIT-coded units*

*Corequisite: Must be enrolled in S777, S778, S779, S735, S734*

*Incompatible with: MIS798*

*Scheduled learning activities – campus: 1 x 2 hour scheduled workshop per week (from week 1 to week 5).*

*Scheduled learning activities – cloud (online): 1 x 2 hour scheduled online workshop per week (from week 1 to week 5).*

## Content

SIT764 covers project analysis, design and management methodologies, including agile and lean methodologies, in the context of building IT solutions. Students will work on a team based project where they will learn team work, applying project management techniques and

developing a working prototype to a given real world problem. Students will develop hands-on experience in using industry-standard agile toolsets to analyse requirements, plan projects, design solutions, execute sprints, monitor project progress and productivity, and reflect on sprint and project outcomes.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

## Assessment

Learning portfolio 100%.

# SIT771 – Object-Oriented Development

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Thanh Nguyen*

*Trimester 2 Unit Chair: Mengmeng Ge*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2-hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

## Content

In this unit students learn to construct computer programs using iterative development processes and object oriented analysis, design, and programming techniques. The unit assumes no prior knowledge and introduces students to fundamental programming principles, programming abstractions, control mechanisms, and how these operate within the computer. Students learn to build programs that use objects and classes, variables, methods, parameters, types, libraries, control flow, and associated statements. In addition to these fundamentals, students also learn to apply the object-oriented principles of abstraction, encapsulation, inheritance and polymorphism to analyse, design, and implement object oriented programs. This includes use of programming language libraries and features that support these principles.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

## Assessment

Learning portfolio 100%.

# SIT772 – Database and Information Retrieval

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jianxin Li*

*Trimester 2 Unit Chair: Jianxin Li*

*Trimester 3 Unit Chair: Zubair Baig*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2-hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

## 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 focus on the fundamentals of data modelling and database technology. The relational data model will be investigated and the process of constructing database tables and related entities will be explored in depth. The second focus of the unit is information retrieval: the process of indexing and retrieving text documents. As a critical aspect of Web search engines, the field of Information Retrieval includes almost any type of unstructured or semi-structured data. Students will explore how search engines work, why they are successful, and to some degree how they fail.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

## Assessment

- Report 30%
- Problem solving task 30%
- Examination 40%

## SIT773 – Software Requirements Analysis and Modelling

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Guangyan Huang*

*Trimester 2 Unit Chair: Duc Thanh Nguyen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2-hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

### Content

The aim of this unit is to develop students' skill and provide training essential for information systems development through the application of methodologies, techniques and professional practices of system analysis. Students will study a set of core and contemporary concepts, principles and development approaches of system analysis. Students will also apply those on real world requirement analysis and system modelling activities by using emerging industry standard Computer Aided Software Engineering (CASE) tools and practices. Students will be able to incorporate and apply knowledge, skills and professional practices attained in this unit to substantial real world information system development projects in workplaces. Hands on experience (HOE) achieved in this unit will help students to apply and become an effective system analyst in business organizations. Completion of this unit will also help students to continue further study on advanced units of systems analysis and design.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

### Assessment

Learning portfolio 100%

## SIT774 – Web Technologies and Development

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jingyu Hou*

*Trimester 2 Unit Chair: Jingyu Hou*

*Prerequisite: Nil*

*Corequisite: SIT771 and SIT772*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2-hour face-to-face workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per fortnight.*

### Content

Web technologies and the development of web applications are an integral part of the way contemporary applications are built. This unit is a part of the foundation units in the postgraduate Information Technology courses at Deakin, in which students will learn to develop web applications using latest technologies. Learning experiences in this unit will help students understand how web applications work and will give students the opportunity to conceptualise and implement web related solutions for a range of scenarios. The solutions student develop in this unit will take into account client and server side programming requirements and appropriate techniques. Students will build on learning from the associated programming and database units by learning how to use client and server side programming language to create small data driven web applications.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

### Assessment

Learning portfolio 100%.

## SIT775 – IT Services in Organisations

*Enrolment modes: Not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Matthew Warren*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### 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%

### Content

SIT780 explores internet technologies for enterprise applications 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 enterprise applications, 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 are also explored. In addition, there will be a major focus on server-side technologies such as PHP, J2EE and .net with an emphasis on components development. Security issues in enterprise applications will also be identified. On completion of this unit, students will be able to identify key aspects of enterprise applications and gain practical experience in the use of technologies for the design and development of effective enterprise applications.

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

- Group research report 20%
- Website project 40%
- Examination 40%

## SIT780 – Enterprise Applications Development

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Assumed Knowledge: Computer networks, principles of system analysis and design*

*Trimester 1 Unit Chair: Atul Sajjanhar*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## SIT782 – Project Delivery

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Assumed Knowledge: General principles of project management and knowledge appropriate to the chosen topic*

*Trimester 1 Unit Chair: Mohamed Abdelrazek*

*Trimester 2 Unit Chair: Dhananjay Thiruvady*

*Trimester 3 Unit Chair: Jan Carlo Barca*

*Prerequisite: SIT764*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour scheduled workshop per week (from week 1 to week 5), 1 x 1 hour online seminar per fortnight.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week (from week 1 to week 5), 1 x 1 hour online seminar per fortnight.*

## Content

SIT782 is a capstone unit that will draw on the area of the student's study and continue directly from SIT764 which allows the students to demonstrate the synthesis of knowledge, methodologies and professional skills acquired during their study of IT. Skills will include communication and teamwork skills, implementation techniques, system testing and quality control, writing skills and project management skills. The outcome of the project could be a software artefact in the case of a computer science and software development project, a model in the case of a security project, or a multimedia package in the case of an interactive media project for example, though multi-disciplinary teams and projects are also encouraged.

Students will have the opportunity to learn how to formulate and implement a project. Students will identify a potential problem or technical gap and experience how to solve it using methods, algorithms and techniques pertinent to the field of IT. Students will be required to further formulate necessary design and/or development strategies, work collaboratively with peers to manage and conduct the implementation of the project and demonstrate outcomes achieved against project goals and targets.

*Note: The Cloud Campus offering of this unit uses the FutureLearn online learning platform.*

## Assessment

Learning portfolio 100%.

## SIT787 – Mathematics for Artificial Intelligence

*Offering information: Offered from 2020  
(Subject to final approval)*

*Enrolment modes:*

*Trimester 1: Waurin Ponds (Geelong), Cloud (online)*

*Trimester 2: Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Asef Nazari*

*Trimester 2 Unit Chair: Asef Nazari*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 1 x 1 hour workshop per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week*

## Content

This unit provides the fundamental mathematical and statistical knowledge to understand important concepts in Artificial Intelligence (AI) and Data Science (DS). The contents of the unit are selected carefully to cover the most frequent mathematical and statistical tools and techniques to help students easily learn technical topics in AI and DS, enabling students to obtain enough experience to expand their knowledge into new directions if required. The unit builds a strong bridge between simple and core mathematical and statistical concepts and advanced techniques that are used in developing modern algorithms in AI and DS.

## Assessment

- Examination 60%
- Three problem solving tasks (10%, 15%, 15%) 40%

To be eligible to obtain a pass in this unit, students must achieve a mark of at least 50% in the examination.

## SIT788 – Engineering AI Solutions

*Offering information: Offered from 2020  
(Subject to final approval)*

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: TBC*

*Prerequisite: SIT771 and SIT773*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour workshop per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week*

## Content

AI is changing the world we live in and every new technology advance is based on the advances of machine learning. In this unit you will go beyond the algorithms and learn how to build, develop and deploy AI solutions. A core characteristic of AI is understanding how it differs from traditional software projects and the different tasks that are required throughout the software development lifecycle. Due to the inherently probabilistic nature of AI Solutions, practitioners need new tools and approaches to assist them in building robust solutions. In this unit you will learn how to manage challenges that arise when building AI Solutions and gain a deep understanding of how to overcome these challenges. Throughout the



course you will learn how to plan for and design the core elements of an AI Solution and guided through the development from concept all the way through to a deployable artefact. These skills will prepare you for the workforce ensuring that you have a strong vocabulary for communicating efficiently with project stakeholders including research engineers, software engineers and project managers. At the conclusion of this unit you will be equipped to make strong contributions to the development of new AI technologies.

## Assessment

Learning portfolio 100%.

## SIT789 – Applications of Computer Vision and Speech Processing

*Offering information: Offered from 2020  
(Subject to final approval)*

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong),  
Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Antonio Robles-Kelly*

*Prerequisite: SIT771, SIT787*

*Corequisite: Nil*

*Incompatible with: SIT720*

*Scheduled learning activities – campus: 1 x 2 hour class  
per week, 1 x 2 hour seminar/workshop per week*

*Scheduled learning activities – cloud (online): 1 x 1 hour  
scheduled online workshop per week*

## Content

Computer Vision and Speech Processing are fields of Artificial Intelligence that look to extract information from images, videos, and audio to better help computers interact with the real world. In this unit you will explore the application of computer vision and speech processing algorithms to solve real world problems. You will draw upon current research and state of the art tools to propose and develop novel solutions involving computer vision and speech processing.

## Assessment

Learning portfolio 100%.

## Prescribed texts

There is no prescribed textbook for this unit.

## SIT790 – Major Thesis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Trimester 3: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Jingyu Hou*

*Trimester 2 Unit Chair: Jingyu Hou*

*Trimester 3 Unit Chair: Sunil Aryal*

*Prerequisite: Must have successfully completed 8 credit points of study in level 7 SIT-coded units and must be enrolled in S779 Master of Information Technology (Professional), S735 Master of Cyber Security (Professional) or S777 Master of Data Analytics with a minimum 70% average.*

*Corequisite: Nil*

*Incompatible with: SIT791, SIT792 and SIT793*

*Scheduled learning activities – campus: Students are expected to participate in regular weekly or fortnightly meetings as agreed with their thesis supervisor.*

*Scheduled learning activities – cloud (online): Students are expected to participate in regular consultation sessions as agreed with their thesis supervisor.*

## Content

Research and development skills and abilities are highly in-demand in the IT industry. In SIT790, students will have the opportunity to embark on a research or practice project and develop skills and abilities for informed evidence-based practice. Through research training and mentoring, the unit offers students the opportunity to find and generate information/data, and to use appropriate tools and technologies. Students will learn how to evaluate scholarship and/or practice, gain the confidence to prepare publications and develop skills to become independent researchers. The unit provides scope for further research and higher degree study or professional practice.

*Note: Note also that delays in completing the thesis could mean that the course will take longer to complete than the stated duration.*

## Assessment

- Project proposal 15%
- Three-minute oral presentation 10%
- Literature synthesis 20%
- Thesis 45%
- Poster presentation 10%

## SIT791 – Professional Practice

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne)*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 1 Unit Chair: Sergiy Shelyag*

*Trimester 2 Unit Chair: Kerri Morgan*

*Trimester 3 Unit Chair: Arash Shaghaghi*

*Prerequisite: STP710. Must have successfully completed 8 credit points of study in level 7 SIT-coded units and must be enrolled in S779 Master of Information Technology (Professional), S735 Master of Cyber Security (Professional) or S777 Master of Data Analytics with a minimum 70% average.*

*Corequisite: Nil*

*Incompatible with: SIT790, SIT792 and SIT793*

*Scheduled learning activities – campus: Approximately 480 hours working in industry. Students are expected to attend meetings with their internship supervisor and the academic supervisor.*

### Content

Integrating study and work experience in a systematic way is essential for forging close links between the university education process and the workplace. In SIT791, students will have the opportunity to gain professional work experience with an approved host organisation. The exact nature, activities and emphasis in each industry placement will vary according to the context, resources and expertise of staff as well as the experience, qualities and aspirations of the student. This systematic opportunity will provide students with experiences with which they can learn about and with an organisation, critically reflect on their Course and Graduate Learning Outcomes, and discipline-specific and generic competencies in the context of work. There are many benefits to students and employers from undertaking relevant work placements / industry placements during study. The key benefit is that it prepares students for work. Learning and assessment activities in this unit will help students develop an appreciation for work-life and make decisions about personal and professional development. Most importantly, it will provide students relevant evidence when applying for future work.

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements by emailing [sebe-wil@deakin.edu.au](mailto:sebe-wil@deakin.edu.au).*

*To be eligible to study this unit, students must participate and succeed in the interview process for securing a placement position.*

*Note also that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

### Assessment

- 'Me in a minute' recording 5%
- Formal learning contract 25%
- Performance evaluation 20%
- Professional portfolio 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must:

- achieve at least 50% of the total mark allocated for the professional portfolio assessment task; and
- demonstrate that they are working to the satisfaction of the host organisation (including skill competency levels, professional code of conduct and project output requirements) at both the mid and end of placement phases.

## SIT792 – Minor Thesis

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Cloud (online)*

*Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Jingyu Hou*

*Trimester 2 Unit Chair: Jingyu Hou*

*Prerequisite: Must have successfully completed 8 credit points of study in level 7 SIT/MIS-coded units and must be enrolled in S779 Master of Information Technology (Professional), S735 Master of Cyber Security (Professional) or S777 Master of Data Analytics.*

*Corequisite: Nil*

*Incompatible with: SIT790, SIT791*

*Scheduled learning activities – campus: Students are expected to participate in regular meetings as agreed with their thesis supervisor.*

*Scheduled learning activities – cloud (online): Students are expected to participate in regular consultation sessions as agreed with their thesis supervisor.*

## Content

The IT industry appreciates and demands graduates who have competence in conducting research and development, which differentiates an expert from a group of practitioners. Consequently, many research and development expert-led projects impact people's lives and the modern living styles. Furthermore, scholarly calibrated research projects bridge the gap between latest results published by field experts and inadequate practice of the reality. The benefits of carrying out these Master research projects include accelerating the deployment and the use of latest IT inventions, disseminating results and outcomes to peers, contributing to the body of knowledge, and transforming knowledge into practices.

*Note: Delays in completing the thesis could mean that the course will take longer to complete than the stated duration.*

## Assessment

- Project proposal 15%
- Three-minute oral presentation 10%
- Literature synthesis 20%
- Thesis 45%
- Poster presentation 10%

## SIT794 – Services Management

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sasan Adibi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour practical per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## 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%

## Prescribed texts

Fitzsimmons, 2013, Services Management: Operations Strategy & Operations, 8th edition, McGraw Hill

## SLE010 – Laboratory and Fieldwork Safety Induction Program

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waurn Ponds (Geelong)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Waurn Ponds (Geelong)*

*Trimester 3: Burwood (Melbourne), Warrnambool, Waurn Ponds (Geelong)\**

*Credit point(s): 0*

*Previously coded as: SBS010*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Steve Cheung*

*Trimester 2 Unit Chair: Jillian Healy*

*Trimester 3 Unit Chair: Kieran Lim*

*Cohort rule: SLE010 Laboratory and Fieldwork Safety Induction Program is a co-requisite for 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).*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 compulsory 50-minute safety training session conducted at the beginning of trimester.*

## Content

In SLE010, students will develop an awareness of safety measures and protocols to be followed in scientific laboratory work and fieldwork. The unit encompasses information about biological and chemical hazards, building evacuation procedures, laboratory accident management, first aid procedures and safety work procedures. Attendance in all practical classes and/or field trips may be restricted unless you have passed the online quiz with a mark of 70% or greater. Results for all units requiring the completion of SLE010 as a co-requisite may not be released until the quiz is passed and unit is completed.

*Note: \* Students are strongly advised to complete SLE010 in Trimester 1. For Warrnambool, there is generally only one training session in Week 1 of trimester. For the Burwood (Melbourne) and Waurn Ponds (Geelong), multiple Trimester 1 sessions are held during Orientation Week. See the Orientation Week program or the Faculty of Science, Engineering and Built Environment Safety Induction Program website for more details. Trimester 3 enrolments are restricted, please contact your course advisor.*

## Assessment

Online multiple-choice test 100%.

## Hurdle requirement

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

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Warne*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: SQB122 and SQE131*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 1 x 3 hour practical per week*

## 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

- Practical reports (4x 10%) 40%
- Group work (report 20%, presentation 10%) 30%
- Examination 30%

## SLE102 – Physical Geography

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQA102*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mark Warne*

*Campus contact: Mark Warne (B), Nick Porch (G)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 4 x 2 hour practicals per trimester.*

## 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%
- Two online practical quizzes (10% each) 20%
- Essay 20%

## Prescribed texts

Skinner, 2011, Blue Planet – Binder Ready Version, 3rd edition, John Wiley & Sons

## SLE103 – Ecology and the Environment

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool Ponds (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQA101*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tricia Wevill*

*Trimester 3 Unit Chair: Bill Borrie*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 2 x 1 hour class per week, 5 x 2 hour seminars per trimester.*

*Trimester 3: Burwood (Melbourne) students are required to attend intensive study blocks (4 days of 3 hour seminars held each week for a three-week period, beginning the first week of Trimester 3)*

### Content

SLE103 introduces students to the science of ecology, investigating relationships between organisms and the environment. In this unit, students will also explore climate change and energy issues. They will learn about the nature of science and the scientific method and how to use a systems framework to investigate environmental issues. This will equip students with the capacity to study key environmental issues such as climate systems and ecological systems and make a difference.

### Assessment

- Group poster presentation 15%
- Online multiple choice test 20%
- Written report 25%
- Examination 40%

### Prescribed texts

SLE103 Custom Publication, 2018, Ecology and the Environment Custom Publication (5th Ed) OR 2014, SLE103 Ecology and the Environment Custom Publication (4th Ed), McGraw Hill, North Ryde, NSW.

## SLE104 – The Blue Planet: Water and Life

*Enrolment modes:*

*Trimester 2: Warrnambool*

*Trimester 3: Warrnambool Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQP101*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Alex Rattray*

*Trimester 3 Unit Chair: Craig Sherman*

*Prerequisite: Nil*

*Corequisite: SLE010 and must be enrolled in S399*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 2 (Warrnambool): Students will be expected to engage in 2 x 1 hour class per week, 4 x 1.5 hour seminar per trimester, 4 x 3 hour practical (or fieldwork equivalent) per trimester.*

*Trimester 3 (Warrnambool Ponds (Geelong)): 6 week intensive run at the Warrnambool Ponds (Geelong) campus. Students will be expected to attend a 5 day field trip based at Queenscliff in week 2, and 6 hours of seminars in weeks 1 and 3.*

### Content

In SLE104 students will explore the distribution of water on earth; the physical structure of the world's oceans and processes governing ocean currents, waves and tides; the nature of light and sound propagation in water, the ecological importance of these energy forms. Students will learn various techniques to survey the marine environment; density, viscosity buoyancy and stratification; weather, oceans and climate; coastal processes of erosion and marine deposition. Hydrological physical and chemical processes are explored in various aquatic environments, through which students will gain appropriate skills in aquatic science field and laboratory measurement techniques to connect theory with practice.

### Assessment

- Literature review 25%
- Scientific report 35%
- Examination 40%

### Prescribed texts

Trujillo & Thurman, 2013, Essentials of Oceanography, 11 PNIE, Pearson Education



## SLE105 – Marine Pollution

*Enrolment modes: Trimester 2: Warrnambool, Warrnambool Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQP105*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Patricia Corbett*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 1 x 3 hour field trip*

### Content

SLE105 introduces students to the nature of physical, chemical and biological pollution in today's industrialised and industrialising world. Students will investigate the global nature of pollution, its sources, transport and ecological effects. Learning and assessment activities in this unit provide students the opportunity to explore and examine the sources, activity and potential impacts of the major forms of pollution. 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. Students are expected to research available information from the scientific literature, and review and analyse the evidence to identify and differentiate between contamination and pollution at the local and global scales.

### Assessment

- 3 x in-class tests (20% each) 60%
- Literature review 15%
- Scientific essay 25%

### Prescribed texts

Laws, Edward A., (2017), *Aquatic Pollution: An Introductory Text*, 4th Edition, John Wiley & Sons, New York (eBook available)

## SLE107 – Marine Environments

*Offering information: Offered from 2020 (subject to approval)*

*Enrolment modes: Trimester 1: Warrnambool Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Prue Francis*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 5 x 1 hour seminar per trimester, 1-day fieldtrip at the Queenscliff Marine Research Centre.*

### Content

This unit will provide foundations in marine biodiversity in a range of ecosystems with a particular focus on temperate environments. Students will gain an understanding of the biota found in many marine habitats (e.g. sandy beaches, rocky shores, Open Ocean, kelp forests), how the organisms interact with their physical environment and discover the natural and anthropogenic threats to marine biodiversity in these habitats. Students will obtain work-integrated learning skills from a hands-on fieldtrip on a marine vessel; where students will investigate the local biota of Port Phillip Bay. This unit will also provide students the opportunity to build their employability skills by interacting with industry guest speakers and implementing a career plan.

### Assessment

- Two online quizzes (10% each) 20%
- Fieldwork report 40%
- Group video assignment 40%

## SLE108 – Ocean Processes

*Offering information: Offered from 2020  
(subject to approval)*

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Prue Francis*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 1 hour seminar per week, 3 x 3 hour practicals per trimester, 2 x 1-day fieldtrips at the Queenscliff Marine Research Centre.*

### Content

In this unit, students will learn about the physical and chemical process of oceans and coasts. This includes an understanding of the distribution and key characteristics of the world's major oceans and seas. Other fundamental topics covered in this unit include the physico-chemical environment (e.g. electrical conductivity, buoyancy, viscosity, mixing processes and stratification), geomorphology, generation of tides, currents and waves and the importance of environmental gradients (e.g. changes in light and pressure with depth and changes in salinity along an estuarine gradient). The importance of these fundamental topics and concepts are then related to the biology and ecology of marine biota. Examples include an understanding of conditions that lead to the perfect wave, relationship between electrical conductivity of seawater and propagation of electricity generated by electric eels and rays and the propagation of sound in water and its applications for SONAR and communication among marine animals.

### Assessment

- Two scientific reports (30%, 50%) 80%
- Practical test 20%

### Prescribed texts

Trujillo & Thurman, 2014, Essentials of Oceanography, 11th Ed, 11 PNIE, Pearson Education.

## SLE111 – Cells and Genes

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SBB111*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jillian Healy*

*Trimester 3 Unit Chair: Jillian Healy*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester.*

*Trimester 3 (Intensive): Taught in intensive blocks at the Burwood (Melbourne) campus. 2–3 x 2 hour class per week, 5 x 3 hour practicals per trimester.*

### Content

In this unit, students will be able to study the characteristics of life that are fundamental for every field in biology. Upon successful completion of Cells and Genes, students will be able to explore, examine and describe the characteristics of prokaryotic and eukaryotic cells and their molecules, including cell reproduction and communication, membrane organization and metabolism, and apply this knowledge to solve problems and perform and report on the results of experiments. This understanding of molecular cell biology forms the basis for interpreting patterns of inheritance, mechanisms and control of gene expression and the principles of DNA technologies – all of which form the second part of the unit.

### Assessment

- Online test 15%
- Bioinformatics assignment 7%
- Practical exercises 33%
- Examination 45%

### Hurdle requirement

To obtain a pass in the unit, students must submit and pass at least 4 of the 5 practical class assessments.

### Prescribed texts

Campbell, 2017, Campbell Biology (Australian and New Zealand edition), 11th Ed, Pearson Education, Frenchs Forest, NSW.

## SLE112 – Fundamentals of Forensic Science

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBF111*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Annalisa Durdle*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 3 x 3 hour practicals per trimester*

### Content

SLE112 is a fundamental forensics unit, during which students will explore forensic science in an Australian context and learn the challenges and differences of forensic science in a global context. This includes some of the key principles used to study the science, including Locard's exchange principle, principle of individuality, comparative analysis, and class and individual characteristics. Students will engage in activities that will require them to apply forensic processes from a forensic laboratory to the court. It will also require them to apply introductory forensic analysis including chemical, biological and physical techniques and learn about the legal system including how law is developed, criminal vs civil law, and the laws of evidence.

### Assessment

- Two in-class tests (15% each) 30%
- A reflective report 25%
- Practical report and practical skills demonstration (3 x 15%) 45%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the practical report and practical skills demonstration assessment.

### Prescribed texts

Saferstein, 2014, Criminalistics: Introduction to Forensic Science Global Edition, 11th edition, Pearson Education

## SLE114 – Introduction to Parks and Wildlife Conservation

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQE114*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Raylene Cooke*

*Cohort rule: Must be enrolled in S393. Please note that entry to this unit for S398 students is via application on merit and requires approval of the Unit Chair.*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive: 5-day class series in the three-week period prior to the commencement of trimester 2, 1 x 4 day field trip, 2 x 2 hour seminar per trimester.*

### 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

- Field trip workbook 50%
- Topic test 50%

## SLE115 – Essential Skills in Bioscience

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Peter Beech*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SLE113 and SLE141*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 8 x 1 hour seminar per trimester.*

## 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%
- Literature search 10%
- Careers report 20%
- Group presentation 10%
- Examination 40%

## Prescribed texts

Harris, 2013, Catch Up Maths & Stats For The Life And Medical Sciences, 2nd Ed, Scion, United Kingdom.

## SLE121 – Environmental Sustainability

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SQE121*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anthony Rendall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour workshop per week.*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online workshop per week.*

## 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

- Reflective journal and report 30%
- Sustainability communication tasks (online debate 10%, written report 30%) 40%
- Examination 30%

## SLE123 – Physics for the Life Sciences

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SEP122*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Chris Lim*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Students can choose to attend either a 1 x 1 hour scheduled online seminar per week, or 1 x 1 hour campus seminar per week.*

## Content

Students of the life sciences have a growing need to acquire an effective working knowledge of the physical sciences. In this unit, physics concepts such as energy, sound and waves, the properties of atoms, electric fields, optics, fluids and mechanics will be explored and related to biology and medicine. Students will use evidence to demonstrate and evaluate knowledge of fundamental physics principles, and will also have the opportunity to design and conduct their own experiments to evaluate how physics enables life.

## Assessment

- 10 x weekly quizzes 20%
- Experimental demonstration 35%
- Examination 45%

## Prescribed texts

Giambattista et al, 2015, Physics, 3rd edition, Mcgraw Hill

## SLE132 – Biology: Form and Function

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool, Warrnambool Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBB132*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Peter Beech*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester.*

### Content

SLE132 introduces students to animal and plant biology. Students will explore the relationships between animal structures and their functions, and investigate the physiological processes that enable animals to adjust to environmental changes. They will also learn aspects of animal diversity and behaviour. As students progress learning in this unit, they will study the evolutionary diversity of plants, their structure and functions, morphology and growth, reproductive biology, nutrient acquisition and transport, and their applications in biotechnology, with an emphasis on flowering plants. Examples from other plant groups and the non-plant eukaryotes, fungi and algae, will also be used for comparison and as examples during discussion.

### Assessment

- Online mid-trimester test 15%
- Practical exercises 35%
- Scientific report 10%
- Examination 40%

### Prescribed texts

Urry et al, 2017, Campbell Biology Book Only ANZ Edition, 11th edition, Pearson Education

## SLE133 – Chemistry in Our World

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool Ponds (Geelong)*

*Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SLE150*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Damien Callahan*

*Trimester 3 Unit Chair: Damien Callahan*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: SLE131 and SLE150*

*Scheduled learning activities – campus:*

*Trimester 1: 3 x 1 hour class per week, 1 x 1 hour seminar per week, 3 x 3 hour practicals per trimester.*

*Trimester 3: Burwood (Intensive): Taught in one intensive 6-week block at the Burwood (Melbourne) Campus. 2 x 2 hour and 1 x 1 hour class per week, 1 x 2 hour seminar per week, 3 x 3 hour practicals per trimester.*

### Content

SLE133 is a foundation unit designed to develop and consolidate student understandings and skills in basic chemistry. The learning and assessment activities provide students with the opportunity to study atoms, molecules, and ions, how they change during a chemical reaction and how bonding affects properties like intermolecular interactions, boiling points, ease of evaporation and the ability of substances to dissolve in water. Students will engage in laboratory work in order to develop their hands on skills in chemical safety and measurement and their ability to perform calculations related to substance measurement. Students will then apply these concepts of bonding, chemical change and measurement to determine the acidity and basicity of substances and the formation of buffers.

This unit can be taken as a stand-alone unit for students who need some awareness of chemistry to broaden their degree, or can be taken as a foundation for further studies in biochemistry, chemistry, and related areas like food and nutrition, molecular biology and science education.

### Assessment

- Learning reflection 10%
- 3 x practical reports (10% each) 30%
- 10 x online quiz (2% each) 20%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the practical component.

### Prescribed texts

McMurry et al, 2014, Fundamentals Of General & Organic Chemistry Custom Publication, 3rd Ed (or 2nd Ed), Pearson Education, Australia.



## SLE134 – Recreational Fisheries Science

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Justin Rizzari*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive:*

*Intensive mode unit run over 10 days (weeks 4 and 5) at Waurin Ponds (Geelong) and at the Queenscliff Marine Research Centre which will include a combination of classes, seminars and fieldwork.*

### Content

This unit is designed to develop student's knowledge of recreational fisheries from the perspectives of the target species and of the human element. Unit content will be delivered by guest presenters from the recreational fisheries sector. Information and experiences will be provided from the target species' perspective and will address: welfare, stress, trauma, pain and ethical treatment; post-release survival and recreational fishing impacts; habitat requirements and movement behaviour; visual perception and response to artificial baits/lures; recreational fishing induced disruptions to life cycles; and the creation, restoration, enhancement and protection of recreational fisheries.

From the human perspective, content will focus on: the fishing experience, well-being and end user satisfaction; human health and food safety; post-capture processing and storage; sensory attributes and how best to prepare and store your catch; monitoring and adaptive management of populations; illegal fishing and compliance/protection regulations; conflicts with commercial fisheries and environmental and animal welfare groups; the social and economic benefits/trade-offs to communities; triple-bottom line development of recreational fisheries; traditional recreational fisheries; funding, research models and stocking practices (or requirement thereof) for sustaining recreational fisheries; tourism; technology, fisher specialisation, and generational attitudes.

### Assessment

- Online quiz 20%
- Group video assignment 50%
- Audio-visual seminar 30%

## SLE136 – Life On An Evolving Planet

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQE136*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Liz Weldon*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 5 x 3 hour practical sessions per trimester.*

### Content

Life on our planet continues to evolve and change. In SLE136, students will explore these changes in the biosphere and how they have influenced and relate to changes in ecosystems over deep geological time and into the future. Students will experience hands-on learning using the fossil record in classes, practical sessions and a visit to the museum. During classes, practical sessions, and designated learning activities in the Cloud students will develop techniques to use a professional database to create a scientific methodology to test a given hypothesis and write a scientific report. Learning activities in the unit will involve students exploring and discussing the role of science in society.

### Assessment

- Workbook 30%
- Scientific report 20%
- Scientific poster presentation 20%
- Examination 30%

### Prescribed texts

Cowen, 2013, History of Life, 5th edition (paperback), Blackwell Oxford

## SLE151 – Biodiversity: A Global Perspective

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB143, SQB151*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anthony Rendall*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 3 x 3 hour practicals per trimester.*

### 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

- Essay on biodiversity 20%
- Scientific report 15%
- Group oral presentation 10%
- Communicating biodiversity research 15%
- Examination 40%

## SLE155 – Chemistry for the Professional Sciences

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Gaetan Girard*

*Prerequisite: VCE Chemistry units 3 and 4 or SLE133. Students undertaking this unit as part of H718 Master of Dietetics pre-requisites must pass SLE155 and SLE133 at Deakin. Credit will not be granted for VCE Chemistry units 3 and 4.*

*Corequisite: SLE010*

*Incompatible with: SLE152*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 1 x 1 hour seminar per week, 5 x 3 hour practicals per trimester.*

### Content

SLE155 builds on the student's previous chemistry knowledge about atoms, molecules, properties, reactions, measurement and acidity. Students will extend their knowledge to more advanced chemical naming, structures, and hypervalent bonding. They will be introduced to additional topics such as, chemical equilibria, solution chemistry, simple organic compounds, chirality and thermochemistry.

This unit will lead to further studies in biochemistry, chemistry, and related areas like food and nutrition, molecular biology and science education. This unit can also be taken as an elective unit for students who want a broader knowledge of chemistry to enhance their degree.

### Assessment

- Practical reports (5 x 8% each) 40%
- 10 x online quiz (2% each) 20%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the practical component, in addition to the normal requirement of at least 50% overall for the unit.

### Prescribed texts

Blackman et al, 2018, Chemistry, 4th edition, John Wiley & Sons

## SLE162 – Marine and Coastal Environmental Communications

*Enrolment modes: Not available in 2019*

*Credit point(s): 1*

*Previously coded as: SQB162*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: John Donald*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive: Students are required to attend 1 x 5 days intensive study block at the Waurin Ponds (Geelong) campus in week 8.*

## Content

This unit will introduce students to the importance of marine and freshwater environments, their biodiversity and conservation issues. Students will engage with the principles of environmental communication from the perspective of the marine and freshwater environments. In doing so, students will be equipped with the skills to undertake a broad range of environmental communication and interpretation activities with a range of audiences, communication strategies and interpretive media. This unit has no assumed knowledge of biology or environmental science, and is suitable for any student with a passion for the environment and motivation to make a difference. The skills and knowledge learn in this unit are applicable to other environments and students from non-science disciplines (eg. education).

## Assessment

- Design concept report 40%
- Multimedia portfolio 60%

## SLE200 – Communicating Science Ideas

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Susanna Venn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week 1 x 2 hour seminar per fortnight.*

## Content

The dissemination of scientific information is a critical component for a range of areas including industry, government, research institutes, museums and public interest groups. This unit will introduce and develop key skills required for science communication through fora such as print, radio, television and social media. The course will be delivered in a context highlighting why science communication is important in our society and how best practice science communication can add significant value to scientific research. The unit will establish an understanding of practical and theoretical aspects in science communication studies.

The unit will bring together an overview of science communication in the public sphere including public attitudes, political engagement and ethical considerations. The unit will enhance critical evaluation of contemporary science in the media and will enable student to develop skills in preparing media content.

## Assessment

- Media ethics assessment 30%
- Press release based on the work of a Deakin University scientist 40%
- Media portfolio (group task) 30%

## SLE201 – Society and Environment

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SQA201*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kelly Miller*

*Prerequisite: SLE103 or SLE121*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 hour on-campus class per week at the Burwood (Melbourne) Campus, or 1 x 1 hour online class per week.*

## Content

Complex environmental problems require creative, multidisciplinary approaches, and many environmental professionals argue that the management of those problems is primarily about understanding and working with people. Whatever your interest is, be it coastal planning, wildlife conservation, pollution or waste management, climate change adaptation, or simply linking sustainability with other disciplines, skills in environmental social science will be invaluable for your future career. In this unit we will explore how social science can help us understand diverse socio-economic perspectives on environmental issues; tools for stakeholder and community engagement, conflict and dispute resolution; and how to develop powerful and effective strategies for fostering sustainable behaviours.

## Assessment

- Social research design 35%
- Behaviour change program 35%
- Online discussion and reflection 10%
- Online test 20%

## SLE202 – Landscape Evolution

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Nick Porch*

*Prerequisite: SLE102*

*Corequisite: Nil*

*Incompatible with: SQB341 and SQE347*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 4 x 3 hour practicals per trimester and a full day field trip to the Mornington Peninsula.*

### Content

The unit will include an introduction to landscape materials, including sediments, as well as soil classification in relation to soil forming processes, studies on earth surface processes that influence landform/landscape development, and on general geomorphic systems. It will examine techniques used in the assessment of the landscape palaeo-environmental history, and the contribution that this information/data has to understanding the originals and evolution of the Australian landscape (including biota), human impacts on the environment, and to longer term understanding of climate change. This unit involves studies of geological and of remote sensed imagery applicable to geo-environmental problems.

### Assessment

- Practical test 30%
- Research report 30%
- Examination 40%

## SLE203 – Plant Biology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SBB203*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Susanna Venn*

*Prerequisite: One of SLE103, SLE111, SLE132 or SLE151*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class, plus 1 x 1 hour class per week, 6 x 3 hour practicals per trimester.*

### Content

Plant diversity in an Australian context is examined with emphasis on plant structure and function, growth and development, ecophysiology and ecology, floral structure, reproduction and identification, taxonomy and nutrition. Specifically ecophysiology is examined in terms of adaptations to environment in the context of Climate Change. The fungi, lichens and algae also are examined.

### Assessment

- Practical work (assignment 1 – 10%, assignment 2 – 20%) 30%
- Practical test 30%
- Theory (2 x in-class tests (20% each) 40%

## SLE204 – Animal Diversity

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBB204*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Anneke Veenstra*

*Prerequisite: SLE111 or SLE132*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 6 x 3 hour practical classes per trimester.*

### 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 metameric segmentation; and adaptation to particular environments and lifestyles. The evolutionary succession of major invertebrate and vertebrate animal groups is discussed. During laboratory practical classes' students will examine and dissect specimens from the following animal groups: cnidarians, flatworms, annelids, arthropods, molluscs, echinoderms and chordates.

### Assessment

- Practical test 40%
- Pre-lab quizzes 10%
- Mid-trimester test 25%
- Final test 25%

### Prescribed texts

Hickman et al, 2016, Integrated Principles Of Zoology, 17th Ed, McGraw Hill, USA

## SLE205 – Vertebrate Structure and Function

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBB205*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anneke Veenstra*

*Prerequisite: SLE132*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 5 x 3 hour practicals per trimester*

### 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

- Online quizzes (5 x 3%) 15%
- Oral presentation 25%
- 2 x class tests (30% each) 60%

### Prescribed texts

Hildebrand & Goslow, 2001, Analysis of Vertebrate Structure, 5th edition, John Wiley

## SLE206 – Cell Biology

*Enrolment modes:*

*Trimester 2: Burwood (Melbourne)*

*Trimester 3: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBB206*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Chris Lim*

*Trimester 3 Unit Chair: Aaron Schultz*

*Prerequisite: SLE111*

*Corequisite: SLE010*

*Incompatible with: SLE331*

*Scheduled learning activities – campus:*

*Trimester 2 Burwood (Melbourne): 3 x 1 hour classes per week, 5 x 3 hour practicals per trimester.*

*Trimester 3 Waurn Ponds (Geelong) (Intensive): 3 x 3 hour classes per week (weeks 1–4), 2 x 3 hour practicals per week (weeks 1–3). The unit will run one week prior to the start of the trimester.*

### 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 45%
- Mid-trimester test 25%
- 1 x practical report 20%
- Practical test (online quiz) 10%

### Prescribed texts

Alberts, 2019, Essential Cell Biology, 5th edition, Garland Publishing, OR Alberts, 2013, Essential Cell Biology, 4th edition, Garland Publishing

## SLE207 – Environmental Planning and Impact Assessment

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQE202*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Clare Binek*

*Cohort rule: Must be enrolled in S398*

*Prerequisite: SLE103 or SLE121*

*Corequisite: Nil*

*Incompatible with: SEV318, SQE315 and SLE319*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 6 x 4 hour practicals per trimester*

### 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

- Sustainable communities and planning schemes report 30%
- Environmental impact assessment report 30%
- VCAT hearing report and group oral presentation 20%
- Class test 20%

## SLE208 – Forensic Biology

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBF208*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Michelle Harvey*

*Prerequisite: STP010 and any four level one units*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week, 4 x 3 hour practical classes per trimester*

## 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, laboratory examination of biological evidence, and modern approaches to DNA analysis. Students will engage in activities that will require them to apply forensic processes from a crime scene to the court.

## Assessment

- Critical essay 20%
- Forensic investigation portfolio 35%
- 2 x online quizzes (10% each) 20%
- Practical test 25%

## Prescribed texts

Gunn, 2019, Essential Forensic Biology, (3rd edition), John Wiley & Sons OR Gunn, 2009, Essential Forensic Biology, (2nd edition), John Wiley & Sons

## SLE209 – History and Philosophy of Science

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adam Cardilini*

*Prerequisite: Must have passed 4 credit points*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 hour scheduled online seminar per fortnight, or 1 x 1 hour campus seminar per fortnight.*

## Content

Students often see science as a set of facts and not as a process for making sense of the natural and physical world. Today's science is built on ways of thinking that were developed centuries ago. The purpose of this unit is for students to develop knowledge of the history and philosophy of science and the relationship between science and the society. Students will review controversies in science, examine science as a human endeavour, explore different values and attitudes to science and explain how science influences our world. Learning assessment activities in this unit will allow students to recognise the evolution of science and its role in the advancement of our society. Students will research, collect and analyse information around how people enact science from discovery through to practice, through to application, through to understanding. They will learn the importance of the scientific process, and methods in the development ideas and theories.

## Assessment

- Weekly quizzes 20%
- Individual report to a media group 30%
- Learning portfolio 50%

## SLE210 – Chemistry the Enabling Science

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Angel Torriero*

*Prerequisite: SLE152 or SLE155*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 4 hour practicals per trimester.*

### Content

SLE210 will build on the student's level-one chemistry knowledge. The aim of this unit is to broaden knowledge and understanding of a range of chemistry concepts and to develop practical skills as a member of a team in a chemistry laboratory. Topics covered in this unit include nuclear chemistry, organic reactions, applications of chemical equilibria, and introductory spectroscopy.

### Assessment

- Practical task x 3 (5%, 10%, 5%) 20%
- Practical test 40%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the practical assessments.

### Prescribed texts

Blackman et al, 2015, Chemistry + Wileyplus Access Card, 3rd Ed, John Wiley & Sons, Milton QLD.

Beer et al, 1999, Supramolecular Chemistry, 1st Ed, Oxford University Press, United Kingdom.

## SLE211 – Principles of Physiology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBB211*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Chris Lim*

*Prerequisite: One of SLE111, HBS109 or SLE132*

*Corequisite: SLE010*

*Incompatible with: SBB232*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester.*

### 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

- 1 x class test 25%
- Practical work (1 x group assignment 20%, 1 x individual practical assignment 15%; practical tests 5%) 40%
- Examination 35%

### Prescribed texts

Sherwood, 2014, Human Physiology: From Cells To Systems, 9th Ed, Cengage Learning, USA

## SLE212 – Biochemistry

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBB212*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Stuart Linton*

*Prerequisite: SLE152 or SLE155*

*Corequisite: SLE010 and recommended study of SBB111 or SLE111*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester.*

### Content

Biochemistry is the study of biological molecules that are related to living organisms. In SLE212 students will apply their fundamental knowledge of chemistry, biology and mathematics to describe the structure, chemistry and biology of various classes of biomolecules (amino acids, proteins, enzymes, carbohydrates, fatty acids and nucleic acids). Students will learn about the structure function relationship of proteins and the principles of enzymatic catalysis. They will explore the

influence of thermodynamic principles on biochemical processes that sustain life. In practical sessions, students will learn essential skills in biochemical experimentation. They will be required to apply knowledge of chemical and physical principles to investigate how biochemical reactions are dependent upon the chemistry of water, buffers and pH. Classes will complement student learning of the structure-function-interaction of biomolecules.

### Assessment

- 4 x practical worksheets 40%
- Group assignment and presentation 20%
- Examination 40%

### Prescribed texts

Moran & Horton, 2013, Principles Of Biochemistry, 5th (Pearson New International) Ed, Pearson Education, Harlow, United Kingdom

## SLE213 – Introduction to Spectroscopic Principles

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBC211*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Neil Barnett*

*Prerequisite: One of SLE152 or SLE155*

*Corequisite: SLE010*

*Incompatible with: SBC231*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 4 x 4 hour practicals per trimester.*

### Content

Spectroscopy, in its many and varied forms, is employed extremely widely in all areas of the physical, natural and life sciences. SLE213 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.

### Assessment

- Three in-class tests (20% each) 60%
- Practical report 40%

### Prescribed texts

Christian et al ( Editors ), 2013, Analytical Chemistry, 7th Ed, John Wiley & Sons

## SLE214 – Organic Chemistry

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBC214*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Madeleine Schultz*

*Prerequisite: SLE152 or SLE155*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 1 x 1 hour seminar per week, 5 x 4 hour practical classes per trimester (4 in chemistry laboratories, one in interactive learning environment)*

### Content

SLE214 encompasses the typical reactions 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 conversions).

### Assessment

- Three in-class tests (20% each) 60%
- Scientific report 10%
- Series of practical activities 30%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the practical component.

### Prescribed texts

McMurry, 2017, Organic Chemistry, 9th edition, Cengage Learning

## SLE215 – Ecotourism and Environmental Interpretation

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SQE212*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kelly Miller*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 hour on-campus class per week at the Burwood (Melbourne) Campus, or 1 x 1 hour online class per week.*

## Content

Ecotourism and sustainable tourism are rapidly expanding fields of tourism globally, and given society's growing interest in the environment, are anticipated to grow. In this unit we critically examine the key components and principles of ecotourism and sustainable tourism; and the associated positive and negative social, environmental and economic impacts. Interpretation, one key element of ecotourism and sustainable tourism is investigated, using case studies involving cultural and natural heritage to understand the effectiveness of different interpretative techniques. The management of negative interactions will be explored and examined in relation to social and economic benefits/costs to host communities and the environment.

## Assessment

- Review of environmental interpretation 35%
- Ecotour design and communication 45%
- Online quiz 10%
- Online discussion and reflection 10%

## SLE216 – Bushfire Management

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*  
*Previously coded as: SQB216*  
*EFTSL value: 0.125*  
*Trimester 2 Unit Chair: Tricia Wevill*

*Prerequisite: SLE103*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 5 x 3 hour practical sessions per trimester plus a one day field trip, requiring attendance from approximately 8 am–6 pm.*

## Content

This unit focuses on fire behaviour, fire management, the ecological impacts of fire on fauna and flora, and the impact of fire on the community.

Topics include fire behaviour in grass and forest, risk assessment, factors affecting loss of lives and assets, community expectations and education, fuel reduction burning, ecological responses of flora and fauna to both planned and unplanned fire, and current policy approaches to fire management planning.

## Assessment

- Class test 40%
- 2 x reports (15%, 20%) 35%
- Field trip report 25%

## SLE217 – Aquaculture Nutrition and Seafood Quality

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*  
*Previously coded as: SQB262*  
*EFTSL value: 0.125*  
*Trimester 2 Unit Chair: David Francis*

*Prerequisite: SLE111*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour face-to-face seminars per fortnight*

## Content

In SLE217 students will develop a sound understanding and technical knowledge of nutritional biochemistry and physiology principles in the context of aquaculture nutrition and industry practices. Assessing aquaculture feeds, feed management, feeding processes and stock performances, students will explore the constraints and potentialities in relation to seafood quality, markets and their role in human health benefits and risks. Learning and assessment activities in this unit challenge the student to explore a variety of sector specific technical and ethical professional practices including certification schemes, social, environmental and economic issues. While honing their knowledge of diverse communities, markets and culture in a global context, students will be expected to analyse and synthesise information, connecting theory to practice, critically thinking and developing applied skills for problem solving in the aquaculture industry.

## Assessment

- In-class test 30%
- Literature review report 30%
- Examination 40%

## SLE218 – Indigenous Engagement: Natural Resource Management

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Janine McBurnie*

*Prerequisite: SLE121*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 3 hour seminar per week (which may include field trips)*

### Content

This unit will examine the historical and contemporary context of Indigenous people's engagement in natural resources management. By exploring different ontological understandings of the relationships to the natural environment, students will be required to critically reflect on how different ways on knowing have influenced natural resource management in Australia, and on a global scale.

### Assessment

- Ontological perspective essay 25%
- In-class test 30%
- Indigenous resource management report 3000 words 45%

### Content

In SLE219, students will learn how to distinguish between key groups of marine invertebrates; and how to recognise and classify various biological aspects of form and function. Learning and assessment activities provide students with the opportunity to explore both living and preserved specimens from coastal environments surrounding the Great Ocean Road and Port-Phillip Bay. Students acquire the necessary discipline knowledge during a series of practical sessions and a half-day fieldtrip. Students are required to attend and engage in practicals and fieldwork exercises. This enables students to connect theory with taxonomic practice, which includes identifying and recognising key features of various marine invertebrates and to explore different biological aspects associated with form and function. The living specimens allow students to observe animals' behaviour and movement.

*Note: Practical activities for students enrolled at the Waurin Ponds (Geelong) campus will be conducted at the Queenscliff Marine Station.*

### Assessment

- 2 x practical tests (30% each) 60%
- 1 scientific report 40%

### Prescribed texts

Pechenik J, 2014, *Biology Of The Invertebrates*, 7th Ed, McGraw Hill

## SLE219 – Marine Invertebrates

*Enrolment modes: Trimester 1: Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ty Matthews*

*Prerequisite: SLE111 and SLE132*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 9 x 1 hour practicals per trimester, 9 x 3 hour practicals per trimester, a half-day fieldtrip (weather permitting).*

## SLE220 – Wildlife Ecology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB220*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Euan Ritchie*

*Prerequisite: SLE103 or SLE132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour class per week*

### Content

The objective of this unit is to enable students to develop a strong understanding of theoretical population ecology, and its applications. Students will cover key concepts and topics including: individual variations, population estimation, population change and demographics, dispersal, niches, competition, predation, harvesting and conserving wildlife.



An understanding of these 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 40%
- Examination 40%

## SLE221 – Systems Physiology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBB221*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jan West*

*Prerequisite: One of SLE111, HBS109 or SLE132*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 hours of classes per week (3 x 1 hour classes per week), 5 x 3 hour practical classes per trimester.*

## Content

Physiology is a subfield of biology that focuses on the study of human body function, including how major processes work together at the cellular and molecular level to maintain homeostasis. Systems physiology involves learning about the organs within the various systems of the body. Although the primary focus of systems physiology is on function, frequent references are made to the anatomy of individual organs, which is important for understanding the function of the individual structures.

This unit will explore how organ systems, organs, cells and bio-molecules carry out specific functions in the human system. It will also focus on the structure and function of blood; the cardiovascular and respiratory systems; the processes involved in excretion of wastes from the body; the significance and maintenance of acid-base and fluid balance. Students will learn how individual systems work and in synchrony with each other e.g. the neural control of cardiovascular response to maintain heart rate and blood pressure. This is of particular importance when discussing disturbances that occur in normal function as a result of a physiological challenge or in disease states.

## Assessment

- Class test 20%
- Practical test 30%
- Practical discussions 10%
- Examination 40%

## Prescribed texts

Sherwood, 2016, Human Physiology: From Cells to Systems, 9th edition, Cengage Learning

## SLE222 – Biochemical Metabolism

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBB222*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Bernhard Dichtl*

*Prerequisite: SLE152 or SLE155*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hours practicals per trimester*

## Content

Biochemical metabolism is the study of chemical processes within and relating to living organisms. In this unit, students will apply their fundamental knowledge of chemistry, physics, math and biology to understand the chemistry, as well as the energetic and regulatory principles that govern biochemical pathways. Students will analyse catabolic and anabolic pathways of carbohydrates and fatty acids and the overlapping biochemical concepts of cellular respiration and photosynthesis. Likewise, they will dissect how energy consuming reactions are coupled to energy releasing reactions in order to drive the synthesis of biological macromolecules. The central role played by photosynthesis to enable life in our world will be highlighted. The interconnectedness of pathways and their combinatorial regulation via hormone signalling in humans will be evaluated at the level of cells, tissues and the entire organism. In practical sessions, students will learn essential skills in biochemical experimentation. They will be required to apply knowledge of chemical and physical principles to investigate the chemistry of biomolecules in food, the role of coenzymes as carriers of cellular energy, key metabolites that serve as diagnostic markers in health and disease and photosynthetic pigments in plants.

Classes will complement student learning of the principles underlying biochemical metabolism.

### Assessment

- Practical worksheets (4 x 10%) 40%
- Examination 40%
- Team presentation 20%

## SLE223 – Water Quality and Ecological Health

*Enrolment modes: Trimester 2: Warrnambool, Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SLE306*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tim Tutt*

*Prerequisite: One of SLE133, SLE155 or SLE150*

*Corequisite: SLE010*

*Incompatible with: SQP205 and SQP305*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 4 x 3 hour practicals per trimester, 1 day field trip.*

### Content

This unit enables students to examine water quality and the basic physico-chemical parameters important for ecosystem health. Students will assess ecosystem health with regard to water quality, including, dissolved ions (salinity), dissolved gases and nutrients (nitrogen, phosphorus and silicon), particulates, pollutants and other contaminants. They will study processes governing the loading and transformation of these materials for a wide range of water bodies including rivers, lakes, estuaries, beaches, oceans, groundwater, sewage treatment and aquaculture systems. The nature, role, interpretation and application of national water quality guidelines will need to be applied in the fieldwork. Students will explore common physico-chemical analysis tools and techniques for water quality analysis.

*Note: Practical activities for students enrolled at the Waurn Ponds (Geelong) campus will be conducted at the Queenscliff Marine Station.*

### Assessment

- In-class test, 20%
- Group practical report 10%
- Group field report and brochure 30%
- Examination 40%

## SLE224 – Animal Behaviour

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Peter Biro*

*Prerequisite: SLE132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 3 x 3 hour practicals per trimester*

### Content

The unit will be presented as a series of modules (2-5 classes each) which will examine explanations for the evolution of the diverse array of behavioural strategies we see in animals today. Topics include Proximate and ultimate causes of behaviour; How does behaviour develop?; Control of behaviour : endocrine control mechanisms; Function of behaviour – foraging; Migration and navigation behaviour; Proximate control of mating behaviour; and Evolution of human behaviour. Topics will be covered by staff which show internationally recognised research outputs within these areas, making the coverage both relevant and up to date.

### Assessment

- Examination 45%
- Online test 10%
- Practical reports 45%

## SLE225 – Global Environmental Placement

*Enrolment modes: Trimester 3: Placement*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Raylene Cooke*

*Prerequisite: Must have completed at least 8 credit points of study*

*Corequisite: STP010*

*Incompatible with: MIS390, MIS391 and SLE227*

*Scheduled learning activities – campus: Placement: Half day seminar before departure. Minimum of 80 hours of placement with an approved international host organization.*

## Content

Environmental Science is an increasingly global discipline, and as such it is desirable for students to engage in their discipline in a more globally relevant fashion. This unit, Global Environmental Placement, requires students to locate a course-related international organisation in which they secure and satisfactorily complete a placement. The international environmental placement is a situated learning activity that provides students with the opportunity to apply and develop their learning about globalization, international cultural issues and the role of cultural diversity in how environmental solutions are approached. The integration of the placement with academic learning will allow students to help solve authentic environmental problems or address real issues faced by organisations operating in the international environmental sphere. Placements are for a minimum two-weeks or for a negotiated period to a minimum of 80 working hours.

*Note: Entry to this unit is via application (students are required to demonstrate an interest in environmental studies) through the Deakin University Applicant Portal and is subject to availability. Once the placement has been approved, students will be enrolled into the unit.*

## Assessment

- Host organisation evaluation 30%
- Reflective learning report 40%
- Placement symposium presentation 30%

## SLE226 – Environmental Team Based Research

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB226*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John White*

*Prerequisite: SLE103 and one of SLE101 or SLE132*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 6 x 3 hour practicals per trimester, 4 day field trip to the Grampians.*

## Content

The design of experiments, analysis of environmental data and working effectively in a team based situation are critical skills required by all environmental scientists.

This unit is devised to step students through the process of environmental research from initial project conception through to presenting the findings of research in a professional format. This unit comprises a series of classes and practicals aimed at developing skills in experimental design, data analysis (using statistical software) and data presentation. A major component of this unit involves students working in a team to design, conduct and report on their own environmental research project. This unit aims to develop strong analytical skills, research skills, communication skills and team work skills.

*Note: Students will be required to meet their own expenses while on a 4 day field study trip.*

## Assessment

- Practical work 10%
- Data analysis assignment 20%
- Data analysis test 30%
- Group research poster 25%
- Teamwork evaluation 15%

## SLE228 – Forensic Genomics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Annalisa Durdle*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester.*

## Content

Advances in genomic techniques have allowed genetic data to be obtained faster, cheaper, and in greater volume than ever before. It also means genetic information can now be obtained from minute amounts of biological material. This has significant implications for forensic science. Forensic biologists are now able to not only identify individuals from DNA, but can also use it for a myriad of forensic applications, including predicting how a person looks, determining cause of death, genealogical relationships and distinguishing between twins. DNA data can also be used in investigations in the food industry to identify bacterial contaminants in processed and unprocessed food items, species substitutions in the seafood industry and in wildlife forensics to identify protected species or their

products. Such information can be critical in criminal investigations. This unit covers both contemporary forensic DNA analysis, and emerging applications and techniques, and aims to provide students with important theory and basic skills in the acquisition, analysis and interpretation of forensic DNA data.

The unit includes both theoretical and practical components. Students will learn how DNA is currently analysed in criminal investigations, include vetting of cases, Short Tandem Repeat and fragment analysis, DNA profile interpretation, and Bayesian statistical analysis and presentation of data. Advanced techniques using next generation sequencing, and the interpretation of these data, will also be covered. Forensic applications of both contemporary and next generation sequencing techniques, and the advantages and limitations of each, will be discussed.

### Assessment

- Practical report 50%
- Online quizzes 20%
- Forensic case report 30%

## SLE229 – Introduction to Separation Science

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBC229*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Neil Barnett*

*Prerequisite: SLE152 or SLE155*

*Corequisite: SLE010*

*Incompatible with: SBC231*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 4 x 4 hour practicals per trimester.*

### Content

SLE229 develops student understandings and practical skills in: 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); and capillary electrophoresis and applications of both GC and HPLC to separation and quantitation of priority substances.

### Assessment

- Three in-class tests (20% each) 60%
- Practical report 40%

### Prescribed texts

Christian et al (Editors), 2013, Analytical Chemistry, 7th edition, John Wiley & Sons

## SLE231 – Hydrology and Water Resources Management

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Liz Weldon*

*Prerequisite: One of SLE101 or SLE102*

*Corequisite: Nil*

*Incompatible with: SQE331 and SQP211*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 3 hour practical per week (includes field activities)*

### 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

- Two-part field based assignment (group) 50%
- Field excursion report 30%
- 2 x online tests 20%

### Prescribed texts

Gordon, 2004, Stream Hydrology: An Introduction For Ecologists, 2nd Ed, John Wiley & Sons, United Kingdom.

## SLE234 – Microbiology

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Lee Hudek*

*Prerequisite: SLE111 or for students enrolled in H300 – SLE111 or HMM102 and HMM103*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 4 x 1 hour seminars per trimester, 6 x 3 hour practicals per trimester.*

### Content

Microbiology is the study of microscopic unicellular organisms, which are the prokaryotes (such as bacteria), eukaryotes (such as algae) and the viruses. It will cover the study of the structure of microorganisms, how they function, grow and reproduce, the relationship between microorganisms and their environment and the ability of bacterial gene expression to respond to prevailing environmental signals. In this unit, students will explore the history of the discipline of microbiology and the cell structure of prokaryotes, unicellular eukaryotes and viruses. We will investigate the very important role that microorganisms have in human health and disease but also in the environment and how the environment impacts on their ability to grow and divide. The incredible increase in understanding of bacterial genomes will be explored and how this has allowed us to make large strides in medical microbiology, pharmaceutical and industrial biotechnology and food and agricultural microbiology.

### Assessment

- 4 x practical report 20%
- In-class test 15%
- Practical test 15%
- Examination 50%

### Prescribed texts

Martinko, 2018, Brock Biology Of Microorganisms Global Edition, 15th Ed (or 14th Ed), Pearson Education.

## SLE235 – Chemical Systems

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SBC232*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Kieran Lim*

*Prerequisite: SLE155*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive: Students are required to attend an intensive mode short course (classes/seminars and laboratories) taught in first four weeks of Trimester 3 at Burwood (Melbourne) 4 x 3 hour classes/seminars per week (weeks 1 and 2), 2 x 3 hour classes/seminars per week (weeks 3), 4 x 4 hour laboratory classes per trimester (weeks 1–4).*

### 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

- Laboratory reports (4 x 10% each) 40%
- Critique 15%
- Case study (part 1) 15%
- Case study (part 2: final version) 30%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the laboratory component, in addition to the normal requirement of at least 50% overall for the unit. The critique and case study are due throughout the seven weeks after the intensive face-to-face class sessions.



## SLE236 – Marine Microbiology

*Offering information: Offered from 2020  
(subject to approval)*

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Prue Francis*

*Prerequisite: SLE111*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 6 x 3 hour practicals per trimester.*

### Content

With more than a billion microorganisms living in each litre of seawater, it is important to understand how they interact with ocean processes and the role they will play in a rapidly changing planet. This unit will provide students with an understanding of the evolution, structure, chemistry, biology and ecology of marine microbes. The unit will also consider the importance of microbes in marine biosecurity and disease, food production, biotechnology, marine communities and interactions and remediating climate change. Students will gain key practical skills in the field of marine microbiology with particular focus on genomics and bioinformatics.

### Assessment

- Two practical reports (10% each) 20%
- Two in-class tests (15% each) 30%
- Practical skills test 25%
- Podcast 25%

## SLE237 – Biogeography

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB237*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Nick Porch*

*Prerequisite: One of SLE102, SLE103, SLE111, SLE115, SLE132, SLE136 or SLE151*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive:*

*This unit is taught over a two week period. Students are required to attend 3–5 hours of classes per day, 4 x 3 hour practicals per trimester and a half day field trip. A two hour test will take place at the end of the third week.*

### Content

Biogeography is the study of the spatial and temporal distribution of plants and animals. In SLE237 students will integrate their own observations, and concepts they have learned about biology, geography and the environment to identify and explain the patterns and processes responsible for the changing spatial and temporal distribution of organisms across marine and terrestrial environments. The classes and practicals will include activity based learning and there will be particular emphasis on drawing examples from the Australian biota. Students will also experience applied learning from presentations by guest scientists working in the field of biogeography.

### Assessment

- In-class quizzes 20%
- Workbook 30%
- Essay 30%
- Class test 20%

## SLE238 – Marine Biology

*Offering information: Offered from 2020  
(subject to approval)*

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Prue Francis*

*Prerequisite: One of SLE107, SLE111 or SLE132*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester, 1-day fieldtrip.*

### Content

In this unit students will explore the diversity of algae, angiosperms and animals that inhabit our oceans and learn identification skills that will enable them to identify common species in the field. The unit will also cover biology and life histories of marine species, dispersal dynamics and roles organisms play in community and ecosystem function.

## Assessment

- Career action plan 10%
- Species hunt report 20%
- Problem solving tasks (5 x 6%) 30%
- Practical test 40%

## Prescribed texts

Levinton, J.S. 2017. *Marine Biology – Function, Biodiversity, Ecology* (4th ed). Oxford University Press, New York.

## SLE239 – Introduction to Geographic Information Systems

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SQE239*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Blake Allan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 3 x 1 hour online seminars per week. Optional 1 x 8 hour support session at Burwood campus in the intra-trimester break.*

## Content

Geographic Information Systems are increasingly being used across a range of fields including environmental research, monitoring, and management as well as public health, urban planning, mining, infrastructure management etc. This unit aims to provide students with important theory and basic skills in GIS including data acquisition, storage, analysis and presentation; and basic competency in commonly-used GIS software.

The unit introduces the basic principles of GIS, and includes both theoretical and practical components. The unit covers basic mapping theory, data display and manipulation, 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

- 3 x GIS skills assessment (20% each) 60%
- Scientific report using spatial data and priority assessment techniques 40%

## SLE240 – Analysing Marine Dynamics

*Offering information: Offered from 2020 (subject to approval)*

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Prue Francis*

*Prerequisite: SIT190 or SIT194*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week.*

## Content

In this unit, all students will be brought up to a basic level of specialized computing skill. Students will be taught how to use a well-known statistics package (R) to provide basic skills in the use and application of these software packages, especially related to marine problems. The unit will cover why dynamics is important in a marine context. This is a hands-on problem-solving unit where students will be solving ecological problems, guided through practical lab exercises. A case study approach will be used to build R capacity in students and will cover topics such as basic programming logic, data structures, debugging, reporting strategies, and plotting basics. It is assumed students will already have a solid understanding of basic parametric statistics (ANOVAs, t-tests, Chi-squared, regression, correlation), a review of these topics will be covered in the R framework. The unit will then move on to statistical model fitting and basic simulation modelling.

## Assessment

- Mandatory practical report 10%
- Practical reports (3 x 30%) 90%

## SLE242 – Quantitative Marine Ecology

*Offering information: Offered from 2020  
(subject to approval)*

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Prue Francis*

*Prerequisite: SLE240*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive:  
4 week intensive unit (1 x 1 hour class per week; 3 x 3  
hour practicals; 1 x 4 day field and practical classes, 1 x 3  
hour workshop)*

### Content

In this unit, you will learn about the features and function of marine systems with particular focus on life histories, dispersal, migrations and population, community, ecosystem and landscape ecology. The unit will also explore the techniques and methods of undertaking marine ecological research, including experimental and sampling design, data collection, and statistical analysis of data and presentation of the research results. Students will participate in a group project to design, execute, analyse and interpret observational and experimental studies of marine animals in field and laboratory settings.

### Assessment

- Research portfolio (group oral presentation 10%, individual report 20%, group statistical analysis 30%, reflection 20%) 80%
- Online quiz 20%

## SLE244 – Aquatic Ecology

*Enrolment modes: Trimester 2: Warrnambool,  
Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQB244*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Eric Trembl*

*Prerequisite: SLE103 or SLE144*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class  
per week, 1 x 1 hour seminar per week, equivalent of 5 x  
3 hour practicals and a field trip per trimester.*

### Content

In SLE244 students will develop key conceptual principles and associated issues in ecology and illustrate their applications to real-world problems in marine and aquatic environments. Learning and assessment activities in this unit will provide students with the opportunity to explore population dynamics and links to conservation and management of key species. Students will study the interactions between species and their environments, including restoration ecology, impacts of disturbances, ecosystem science, landscape/seascape ecology, and spatial and temporal processes in ecosystem management. They will also examine the logic behind the design, implementation and data analyses of ecological investigations.

*Note: Practical activities for students enrolled at the Waurin Ponds (Geelong) campus will be conducted at the Queenscliff Marine Station.*

### Assessment

- Online quizzes 15%
- 2 x in-class tests (20% each) 40%
- Group project presentation 15%
- Scientific report 30%

## SLE251 – Research Methods and Data Analysis

*Offering information: To be offered at Burwood (Melbourne), Waurm Ponds (Geelong) and Warrnambool from 2020*

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBS251*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Marina Telonis-Scott*

*Prerequisite: Any 2 level one science course-grouped units*

*Corequisite: STP010 for Faculty of Science, Engineering and Built Environment students*

*Incompatible with: HPS201 and HPS301*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 5 x 2 hour computer practicals per trimester.*

### Content

Data is everywhere in the world. Without knowing how to interpret or use information from the data it would be difficult to understand its meaning. Scientific methods are techniques for investigating a phenomenon, acquiring new knowledge or correcting and integrating previous knowledge. SLE251 aims to aid students develop knowledge in using statistics to summarise, describe and interpret scientific data and perform statistical inferences. In this unit, students will develop knowledge of the fundamentals of scientific research methodologies and analytical techniques for answering real-world questions. This will involve learning about the principles of hypothesis testing and experimental design. Students will also be required to use statistical software to analyse data and interpret results using tests of population means, analysis of variance, chi-square tests, correlation and linear regression. They will also learn through career education how to articulate that the skills they have acquired are relevant and appropriate to future employers.

### Assessment

- Online test 10%
- Practical reports 20%
- Scientific report 40%
- Examination 30%

## SLE254 – Genetics and Genomics

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Beata Ujvari*

*Prerequisite: SLE111 or SLE144*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 4 x 3 hour practicals per trimester.*

### Content

The basic principles of genetics will be examined in this unit and topics covered will span the basis of heredity through to evolution and genetic diversity. 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, and inbreeding and non-random mating. Additionally, students will develop laboratory techniques/skills relevant to researching genetics, in a group environment, and ascertain how research projects are undertaken in this discipline.

### Assessment

- Examination 50%
- Practical projects 30%
- 2 x in-class tests (10% each) 20%

## SLE261 – Diversity of Fishes

*Enrolment modes: Trimester 2: Warrnambool, Waurm Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQB261*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Ty Matthews*

*Prerequisite: One of SLE111, SLE132, SLE103 or SLE144*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 3 x 3 hour practicals per trimester.*

## Content

SLE261 introduces students to the diversity of fishes by focusing on body form and function, ecology, evolution, phylogeny and taxonomy and the biology of sharks (elasmobranchs) and fishes (teleosts). Taxa present in both marine and freshwater systems are covered and various adaptations to different ecosystems and habitats are discussed. Students experience the great diversity of fish body form via a series of practicals that include the handling and dissection of fresh specimens. Learning about fish body form is important for understanding fish movement, swimming and feeding. Aspects of fish body form can also provide clues about the habitat occupied by different specimens (e.g. benthic versus pelagic species).

*Note: Practical activities for students enrolled at the Waurin Ponds (Geelong) campus will be conducted at the Queenscliff Marine Station.*

## Assessment

- Case study report 25%
- Practical report 25%
- 2 x in-class tests (25% each) 50%

## SLE262 – Aquaculture and the Environment

*Enrolment modes: Trimester 2: Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQB161, SLE161*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Francis*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: SLE161*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 5 x 3 hour practicals per trimester, 3 x 3 hour fieldwork activities per trimester.*

## Content

The overall purpose of this unit is to develop student's knowledge of aquaculture in a global context, both from human and animal perspectives, and to develop their understanding of the positive and negative effects various aquaculture systems can have on the environment and the inter-dependence of aquaculture with commercial fisheries.

*Note: Practical activities for students enrolled at the Waurin Ponds (Geelong) campus will be conducted at the Queenscliff Marine Station.*

## Assessment

- Investigative report 25%
- Group practical report 25%
- Class tests (2 x 15%) 30%
- Online quizzes (4 x 5%) 20%

## SLE263 – Marine and Coastal Ecosystems

*Enrolment modes: Trimester 1: Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQB263, SQB336*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Patricia Corbett*

*Prerequisite: One of SLE103, SLE144 or SLE132*

*Corequisite: SLE010 and STP010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour face-to-face seminar per fortnight, 1 weekend fieldtrip during the trimester (8 hours per day over 2 days).*

## Content

SLE263 introduces students to the functioning of marine ecosystems and the adaptations of biota to their physical environment. Students will explore the conceptual basis for ecosystem ecology as well as the characteristics of key coastal ecosystems (rocky, sandy and muddy shores, mangroves, saltmarshes, estuaries), continental shelves, oceanic, deep-sea and polar ecosystems, and tropical coral reefs. Learning and assessment activities in this unit will provide students with the opportunity to explore commonalities and differences in major marine and coastal ecosystems and test their ability to incorporate, apply and communicate their knowledge in a real-world context. Students must work collaboratively; research and assimilate information; engage in field and laboratory work; collect, analyse and synthesise data; and connect theory with ecosystem structure.

*Note: Students may be required to meet their own expenses for the fieldtrip.*

*Students enrolled at the Waurin Ponds (Geelong) campus are required to attend a weekend fieldtrip at the Queenscliff Marine Station.*



Students enrolled at the Warrnambool campus are required to attend a weekend fieldtrip at the Warrnambool campus.

### Assessment

- Field report 30%
- Review poster 20%
- Examination 50%

## SLE265 – Marine Botany

Enrolment modes: Trimester 1: Warrnambool, Waurn Ponds (Geelong)

Credit point(s): 1

Previously coded as: SQB265

EFTSL value: 0.125

Trimester 1 Unit Chair: Alecia Bellgrove

Prerequisite: One of SLE106 or SLE111, and one of SLE132 or SLE144

Corequisite: SLE010

Incompatible with: Nil

Scheduled learning activities – campus: 10 x 1 hour practicals per trimester, 8 x 3 hour practicals per trimester, 2 x 1 day fieldtrip (weather permitting), 1 x 6 hour workshop.

### Content

SLE265 will allow students to explore key concepts in marine botany. Students will have the opportunity to learn how to recognise key characteristics of different groups of marine plants and identify and preserve specimens. Students will investigate the evolution and diversity of marine plants and the roles plants play in marine ecosystems, global carbon budgets, and aquaculture and commercial applications. The unit will provide interactive and hands-on laboratory, and field-based practicals, which will enable students to develop skills in recognising the influence of anthropogenic factors that threaten marine plants.

*Note: Practical activities for students enrolled at the Waurn Ponds (Geelong) campus will be conducted at the Queenscliff Marine Station.*

### Assessment

- Group project report and oral presentation 15%
- Practical task 25%
- 4 x online quizzes 20%
- Practical examination 40%

## SLE266 – International Marine Study Tour

Enrolment modes: Trimester 3: Study Tour

Credit point(s): 1

EFTSL value: 0.125

Trimester 3 Unit Chair: Alecia Bellgrove

Prerequisite: Must have completed at least 8 credit points of study

Corequisite: Must be enrolled in S320, S321, S369, S393, S398, S399

Incompatible with: Nil

Scheduled learning activities – campus: The study tour experience will commence on 13 November–1 December 2019. Students will be expected to participate in a 2 day full day pre-departure workshop.

### Content

This unit will take students on an international marine study tour where they will gain the opportunity for hands-on marine and/or aquaculture experiences beyond what they can participate in at their home campus. International tour destinations will enable students to apply and develop their learning about globalization, international cultural issues and the role of cultural diversity in how marine resources are exploited and managed. Students will engage with staff and students from home and partner institutions and develop skills in communication with a range of audiences. Students will be expected to work both individually and as members of teams to develop their skills in independent learning and effective team work.

*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. Scholarships are available to assist in 2018 and 2019.*

### Assessment

- Preparation and performance 40%
- Group oral presentation 20%
- Written report 40%

## SLE301 – Professional Practice

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQA301*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Raylene Cooke*

*Cohort rule: This unit is only available to students enrolled in S369, S393, S394, S398, S382, S399*

*Prerequisite: STP010 and must have completed 12 credit points of study*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 2 hour compulsory classes per trimester.*

### Content

Integrating study and work experience in a systematic way is essential for forging close links between the university education process and the workplace. In SLE301, students will have the opportunity to gain professional work experience with a course-related host organisation, approved by the unit chair, for a minimum of 80 hours. Students will develop generic, employment-related professional skills in the field of environmental science through a combination of preparatory seminar sessions together with a minimum 80-hour work placement. There are many benefits to students and employers from undertaking relevant work placements during study. The key benefit is that it prepares students for work and a career in the field of environmental science. Learning and assessment activities in this unit will help students to develop an appreciation for work-life and to make decisions about personal, professional and career development. Most importantly, it will provide students with relevant evidence of experience and skills when applying for future work.

*Note: Enrolments after commencement of trimester is subject to Unit Chair approval.*

*Note also that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

### Assessment

- Job application package 30%
- Mock interview 15%
- Work placement performance evaluation report 15%
- Professional portfolio 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must complete 80 hours of placement to the satisfaction of the host organisation.

## SLE302 – Wildlife Field Studies

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB302*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Mike Weston*

*Prerequisite: SLE220 and SLE226*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive: To be held over the inter-trimester break between Trimester 2 and into Trimester 3. There will be 6 days of classes and practicals (7 hours each day) and a 6 day field trip. Some assessment will be due during Trimester 3.*

### 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 trapping, pitfall trapping, observational surveys and camera-based surveys. 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, experimental design, data analysis and teamwork skills.

### Assessment

- Literature review on survey techniques 35%
- Individual presentation on survey techniques 20%
- Manuscript (group) 45%

## SLE303 – Managing Environmental Projects

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQE301*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Madeleine Johnson*

*Prerequisite: Any two level 2 SLE coded units OR one level 2 SLE coded unit plus MMP222 OR SHD201/301 plus MMP222*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 2 hour seminar per week.*

### 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

- Two tests (25%, 20%) 45%
- A three-part environmental project planning assessment task – part A background to the project (6%), part B project plan (34%), part C gantt chart (15%) 55%

## SLE304 – Geographic Information Systems: Uses in Aquatic Environments

*Enrolment modes: Trimester 1: Warrnambool, Warrnambool Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQP302*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Alex Rattray*

*Prerequisite: Any 2 level two science course-grouped units*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

### Content

SLE304 will allow students to develop and demonstrate knowledge and skills of geographic information systems (GIS) including the GIS software, types of data, database management, geospatial data manipulation, geospatial data interpretation and presentation and critical evaluation of processes and results. Applying the principles of remote sensing and knowledge of GIS software, students will manipulate GIS layers; collect and correct GPS data, querying and presenting GIS data; analyse spatial and temporal patterns; and identify the role, benefits, limitations and applications of GIS in studying aquatic ecosystems and water resources. In this unit, students will be required to acquire significant practical and theoretical knowledge of geospatial systems and analysis through extensive problem solving and practical application in geospatial tasks. This is a level-three unit and students are expected to work independently and as part of collaborative groups to solve problems and present work. The work must provide a synthesis of geospatial and be presented in a coherent, understandable and structured form.

### Assessment

- Geospatial remote sensing report 30%
- Complex geospatial remote sensing report 30%
- Multivariate geospatial remote sensing applications report 40%

## SLE305 – Integrating Marine, Coastal and Catchment Management

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQE305*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Janine McBurnie*

*Cohort rule: Must be enrolled in S398*

*Prerequisite: Any two level 2 SLE-coded units*

*Corequisite: Nil*

*Incompatible with: SLE755*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 3 hour practical per week*

### 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 coastal zone and catchment 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.

*Note: Students may be required to meet their own expenses while on fieldwork.*

### Assessment

- Two in-class tests 30%
- A group report (includes oral presentation) 40%
- Essay 30%

## SLE307 – Behavioural Ecology

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: John Arnould*

*Prerequisite: SLE204*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Intensive: Students are required to attend an intensive mode short course (classes and seminars) taught in last week of January and first week of February at Burwood (Melbourne). Some assessments due after intensive short course finishes PLUS exam.*

### 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%

## SLE308 – Policy Instruments for Sustainability

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQE302*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Brett Bryan*

*Prerequisite: Any two level 2 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

## 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 (group) 15%
- Policy analysis exercise (group) 30%
- Policy preparation and case study 40%
- Online test 15%

## SLE309 – Wildlife Conservation

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB309*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mike Weston*

*Prerequisite: SLE220 plus one level 2 SLE-coded unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x 1 hour class per week.*

## 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 and their habitats. 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, laws and management plans; 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

- Impact assessment 10%
- Group workshop 10%
- Group essay (2000 words) 40%
- Examination 40%

## SLE310 – Pest Plants and Animals

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB310*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Desley Whisson*

*Prerequisite: Two level 2 SLE-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 hour class per week, 1 x 1 day field trip.*

## 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. A 1 day field trip to an urban reserve will be undertaken to observe pest problems and to consider the challenges of management.

*Note: Students may be required to meet their own expenses while on fieldwork.*

## Assessment

- Evaluation of a pest plant management strategy 30%
- Pest animal management strategy (group) 30%
- Examination 40%



## SLE311 – Chemical Hazards

*Enrolment modes: not available from 2019*

*Credit point(s): 1*

*Previously coded as: SBC311*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Trevor Thornton*

*Prerequisite: SLE212 or SLE222 or one level 2 or level 3 chemistry unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### 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%
- 3 x online quizzes (multiple choice and short answer) (10% each) 30%
- Online practical 10%

## SLE312 – Toxicology

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SBC312*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Trevor Thornton*

*Prerequisite: One level 2 chemistry or biology unit must have been completed (one of SLE212, SLE222, SLE211, SLE221, SLE234) or (one of SLE210, SLE213, SLE214, SLE233, SLE235). Biology – particularly physiology and biochemistry, would be an advantage.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### 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; and target organs, poisons and venoms, toxic chemicals in the environment.

### Assessment

- Two online quizzes (10% each) 20%
- Report 40%
- Examination 40%

## SLE313 – Forensic Analysis and Interpretation

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBF313*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Xavier Conlan*

*Prerequisite: SLE112, SLE155 and one of SLE111 or SLE132. A level 2 or level 3 chemistry unit is recommended.*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 1 hour seminar per week, 1 x 6 hour practical per trimester (Crime Scene House), 2 x 4 hour practical session per trimester.*

### 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 analytical methods in forensic science including uncertainty of measurement, statistic and interpretation of evidence are covered. Management and quality assurance, including quality control, traceability, management of forensic science provision, professional ethics are another focus. Laws of evidence relating to the admissibility of expert evidence will be illustrated by selected case studies.

## Assessment

- Two in-class tests (20% each) 40%
- Practical crime scene house analysis 30%
- Oral presentation – moot court 15%
- Showcase portfolio 15%

## Prescribed texts

Siegel & Houck, 2015, Fundamentals of Forensic Science, 3rd edition, Academic Press

## SLE314 – Research Project

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Trimester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Trimester 3: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBS311*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Paul Jones*

*Trimester 2 Unit Chair: Paul Jones*

*Trimester 3 Unit Chair: Paul Jones*

*Prerequisite: Students would normally be expected to have a weighted average mark of 70% for all completed units, 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, SLE344*

*Scheduled learning activities – campus: Students are expected to attend meetings with the Unit Chair and/or supervisor.*

## 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 50%
- Oral presentation 20%
- Supervisor mark 20%
- Research project proposal 10%

## SLE315 – Marine Animal Physiology

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Luis Afonso*

*Prerequisite: One of SLE204, SLE211, SLE219, SLE265, SLE232, SLE255 or SLE221*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 hour seminar per module will be delivered via Cloud Deakin.*

## Content

This unit focusses on the physiology of marine animals in the context of their environment. Examples are drawn from a range of taxa, with a focus on the challenging environments in which they live; such as polar regions, deep oceans, estuaries and the tropics. Topics include feeding and digestion, respiration, salt and water balance, temperature regulation, metabolism and animal size, locomotion and migration, and sensory organs.

## Prescribed texts

Moyes & Schulte, 2015, Principles of Animal Physiology, 3rd edition, Pearson Education

## SLE316 – Analytical Chemistry

*Enrolment modes: Trimester 1: Warrnambool (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBC316*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Neil Barnett*

*Prerequisite: SLE213 and SLE229*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 4 x 6 hour practicals per trimester.*

## Content

This unit builds upon prior chemical knowledge, in relation 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: luminescence spectroscopy; atomic emission spectroscopy; 2D chromatography; mass spectrometry and automation/miniaturisation of chemical analysis.

### Assessment

- Three in-class tests (20% each) 60%
- Practical problem solving task 15%
- Poster presentation 25%

### Prescribed texts

Christian et al ( Editors ), 2013, Analytical Chemistry, 7th Ed, John Wiley & Sons

## SLE317 – Australian Vegetation and Its Management

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Tricia Wevill*

*Prerequisite: Two level 2 SLE-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 4 x 3 hour practical sessions per trimester plus 1 three-day field trip.*

### Content

SLE317 will provide a practical and theoretical introduction to the ecology of major terrestrial vegetation groups of Australia. Critical issues in their conservation and management, including threatening processes, climate change, rare, threatened and vulnerable communities, the science underpinning ecological restoration and assessing vegetation quality will be explored. Students will develop skills in the identification of major Australian plant families and vegetation sampling techniques, which are necessary to manage Australian vegetation.

*Note: Students may be required to meet their own expenses while on fieldwork.*

### Assessment

- 1 x practical test 10%
- 2 x written reports (30, 20%) 50%
- 2 x in-class tests (20% each) 40%

## SLE318 – Synthetic and Medicinal Chemistry

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBC318*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Fred Pfeffer*

*Prerequisite: SLE214 and at least four other level 2 units*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 6 hour practical class per trimester.*

### Content

SLE318 will develop the ability to predict the chemical properties of organic molecules and propose sensible mechanisms to account for their transformations. Students will be introduced to medicinal chemistry with an emphasis on pharmaceuticals that target cell wall receptors and enzymes. Antibiotic function will also be explored, in particular agents that target bacterial cell walls. This unit is intended for students in forensic science, biotechnology, chemistry and biomedical science.

### Assessment

- Three in-class tests (1 x 20%, 2 x 15% each) 50%
- Research paper 30%
- Poster presentation 20%

## SLE319 – Environmental Protection and Planning

*Enrolment modes: Trimester 2: Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQE315*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Madeleine Johnson*

*Prerequisite: Must have completed a minimum of 8 SLE or SEV-coded units*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

## Content

Careful planning is essential to ensure sustainable management of both aquatic and terrestrial environments. SLE319 provides students with foundation knowledge in environmental planning by introducing them to planning legislation, government planning responsibilities, planning procedures and public participation. Students will explore real-world application of planning for environmental protection through local case studies. Environmental planning techniques, such as environmental impact assessments, will be examined and skills in using these techniques will be developed and tested. These skills are vital for application when providing environmental protection through the planning process. Particular emphasis in the unit will be on regional planning for offshore and coastal marine environments and the linkages between these and environments of water catchments. While undertaking this unit students will be expected to prioritize tasks and manage their time appropriately; demonstrate their written communication skills; use local case studies to collect, analyse, assess and make judgements regarding environmental impacts of proposals; demonstrate a sound knowledge in environmental planning; and collaborate with other students to explore and solve environmental planning problems.

## Assessment

- Case study report 25%
- Environmental effects statement 30%
- Practical tasks 15%
- Examination 30%

## Prescribed texts

Elliott & Thomas, 2014, Environmental Impact Assessment in Australia: Theory & Practice, 6th edition, Federation Press

## SLE320 – Resource Efficiency and Waste Management

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQE308*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Trevor Thornton*

*Prerequisite: Any 2 level 2 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive: Students are expected to attend an intensive mode short course taught over 5 days.*

## 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 (2000 words) 20%
- Scenario investigation (1000 words) 10%
- Case study 40%
- Class test 20%

## Hurdle requirement

To be eligible to receive a mark for summative assessment task 4 (case study) students must complete and submit the provided risk assessment form (off-campus activities safe work method statement) prior to undertaking the waste assessment at the selected organisation.

## SLE321 – Molecular Biology Techniques

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Steve Cheung*

*Prerequisite: One of SLE206, SLE221, SLE234 or SLE254*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 6 x 3 hour practicals per trimester.*

## Content

Molecular biology techniques are common methods used in cell and molecular biology which involve manipulation nucleic acid. SLE321 is designed for students to apply knowledge of molecular biology technique in the fields of biochemistry, genetics, and medicine.

In this unit, student will learn concepts and latest methodological advances in molecular biology and examine the varied applications of recombinant DNA techniques to forensics, medicine, agriculture and systematics and ecology. In practical sessions, students will learn essential skills in molecular biological experimentation. They will be required to apply knowledge that relates to modern molecular biology techniques to investigate the isolation and transformation of gene from different plasmids. They will also learn principles of gel electrophoresis, extraction and analysis of DNA, polymerase chain reaction (PCR)-mediated amplification and identification of DNA molecules, cloning and expression of DNA fragments or genes to explore the importance of gene expression and regulation.

### Assessment

- In-class test 20%
- Practical report 35%
- Examination 45%

## SLE322 – Landscape Ecology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Emily Nicholson*

*Prerequisite: Two level 2 SLE-coded units*

*Corequisite: Nil*

*Incompatible with: SLE736*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 5 x 3 hour practicals per trimester, field work (up to 15 hours).*

### 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; land transformation and habitat fragmentation; patch dynamics; edges; corridors and connectivity; land mosaics; major concepts used to describe and communicate the spatial dynamics of populations, 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 30%
- Video summary of literature 20%
- Major project report 35%
- Practical quizzes (3 x 5% each) 15%

## SLE323 – Advanced Topics in Biomedical Science

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Steve Cheung*

*Prerequisite: Any two of SLE221, SLE222, SLE254, or SLE234*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

SLE323 is designed for students to apply knowledge of biology and physiology in the fields of health, nutrition and fitness. In this unit, students will examine possible genetic and environmental causes of a limited number of common diseases: hypertension, stroke, myocardial infarction, hepatitis, peptic ulceration, arthritis and Alzheimer's disease. By applying scientific thinking, students will expand on their knowledge of body systems by exploring the causes of disease, the malfunctions that occur to these body systems in the presence of disease and the consequences of these changes at a molecular and cellular level. This unit covers current concepts, controversies and latest methodological advances in human biology, to develop graduates as professionals. Students will develop critical awareness of biomedical science concepts and the ability to exercise independent and scientifically justified views.

### Assessment

- Examination 45%
- Online quiz 15%
- Portfolio 40%



## SLE324 – Australian Vertebrates

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Kaori Yokochi*

*Prerequisite: SLE204*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 3 x 4 hour practicals per trimester.*

### Content

This unit is designed to enable students to gain an understanding of Australian vertebrate zoogeography, evolution, diversity, ecology, and conservation. Students will develop skills in the collection of ecological data, the field identification of different taxa, and interpretation and communication (oral and written reports) of scientific research.

### Assessment

- Oral presentation 10%
- Written report 30%
- Class test 20%
- Examination 40%

## SLE325 – Marine Ecotoxicology and Risk Assessment

*Enrolment modes: Trimester 2: Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Julie Mondon*

*Prerequisite: SLE105 and one of SLE133, SLE150, SLE252, SLE306 or SLE223*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week (for 6 weeks), alternating with a 1 x 3 hour practical per week (for 5 weeks).*

### Content

SLE325 enables students to develop a multidisciplinary knowledge of the links between organisms and their response to physical and chemical contaminants and anthropogenic disturbance in the environment.

Learning and assessment activities in this unit will provide students with the opportunity to examine the conceptual basis for ecotoxicology and ecological risk assessment. Impacts linked to human activities such as mining, coastal development, waste discharges and exotic species will be investigated, and will be considered in the broader context of a changing climate. Students will be working independently and collaboratively to research and practice methods for assessing ecological/toxicological risks and identification of impacts through current case studies and applied field/laboratory exercises.

*Note: Practical activities for students enrolled at the Waurin Ponds (Geelong) campus will be conducted at the Queenscliff Marine Station.*

### Assessment

- 2 x in-class tests (25% each) 50%
- Practical report 25%
- Scientific report and oral presentation 25%

## SLE326 – Landscape Drones

*Enrolment modes: Trimester 3: Warrnambool*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Daniel Ierodiaconou*

*Prerequisite: Any two level 2 units (Demonstration of 2 years experience will also be considered for single subject enrolments).*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1-week intensive to be held at the Warrnambool Campus from Monday 2 December – Friday 6 December 2019.*

### Content

Unmanned Aerial Vehicles (UAVs) are an emerging and quickly growing industry, filling an important knowledge gap in the collection of remote sensing data in a range of fields including environmental research, monitoring, and management as well as urban planning, mining, infrastructure management, asset inspection etc. They are capable of capturing imagery faster and at a higher resolution than available for satellite imagery and allow for the creation of 3D models from relatively cost-effective platforms. This unit aims to provide students with important theory and basic skills in the use of UAVs for remote sensing data acquisition, as well as exploring data analysis, storage, and presentation in the most commonly-used industry software.

The unit introduces the basic principles of using UAVs for remote sensing data acquisition, and includes both theoretical and practical components. The unit covers basic UAV use, data display and manipulation and spatial analysis. Students will achieve basic competency in the use of UAVs through practical exercises. This course is specifically designed for researchers and managers wanting to take control in their imagery acquisition using UAV technology.

### Assessment

- Quizzes (4 x 5% each) 20%
- Flight competency test 30%
- Poster presentation 20%
- Knowledge test 30%

## SLE328 – Oceans, Coasts and Climate Change

*Offering information: Available from 2020*

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Kelly Miller*

*Prerequisite: Any two level 2 SLE-coded units*

*Corequisite: Nil*

*Incompatible with: SLE728*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin. Students are also required to attend 3 x 3 hour class per trimester at the Burwood (Melbourne) campus.*

### Content

The internationally accepted concept of integrated coastal management (ICM, termed ICZM – integrated coastal zone management in Australia) 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%
- Essay 40%

## SLE329 – Aquatic Animal Health and Reproduction

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQB361*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Luis Afonso*

*Prerequisite: Any 2 level 2 SLE-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 classes per week (1 x 1 hour and 1 x 2 hour), 4 x 3 hour practicals per trimester.*

### Content

In SLE329, students will learn about the health and reproduction of aquatic animals in an aquaculture context. It will primarily focus on finfish, crustaceans and molluscs, and will explore the major diseases affecting these animals, including a description of the pathogen, clinical signs, diagnostic techniques, treatments and disease management. This unit will also explore fish reproductive endocrinology, natural and hormone-induced reproduction, and techniques for sex control. Students will develop fundamental and applied skills applicable to different species cultured in freshwater and saltwater environments.

### Assessment

- In-class test 30%
- Group oral presentation 15%
- 2 x practical reports 15%
- Examination 40%

## SLE330 – Materials Chemistry

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gaetan Girard*

*Prerequisite: One unit in SLE210, SLE214 or SLE235*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 1 x 1 hour seminar per week, 3 x 4 hour practicals per trimester.*

### Content

The materials we use are so central to the advancement of human civilization that we use them to define our history (eg. stone age, iron age, silicon age). This unit will provide a basic introduction to materials chemistry using general theory and real world examples to give students an understanding of structure/property relationships, materials synthesis, materials characterization, and materials selection. The course will present concepts of basic materials science, macromolecular/polymer chemistry, surface and interfacial chemistry, nanotechnology, and biomaterials with a focus on how these materials are made, used, and selected to meet the material needs of modern technology.

### Assessment

- Assignment 1 – 10%
- Assignment 2 (group project) 20%
- 2 x class test (25% each) 50%
- 2 x laboratory exercises/reports (10% each) 20%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the laboratory component

## SLE332 – Geographic Information Systems for Environmental Scientists

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB331*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Desley Whisson*

*Cohort rule: Must be enrolled in S320, S393, S398*

*Prerequisite: One of SLE239, SLE202 or SLE207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 2 x 2 hour practicals per trimester.*

### Content

The principles of Geographic Information Systems (GIS) and their application to environmental science will be described. The unit will cover spatial data types and their collection, data manipulation and integration, spatial analysis and display. Student will complete practical exercises to achieve basic competency in widely used GIS software. They will then apply their knowledge and skills in GIS to address a real environmental issue or question.

### Assessment

- GIS exercises (5 x 4%) 20%
- GIS project 50%
- Examination 30%

## SLE334 – Medical Microbiology and Immunology

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Cenk Suphioglu*

*Prerequisite: SLE234*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester.*

### Content

SLE334 allows students to explore aspects of microbiology and immunology relevant to understanding infectious disease. Students will be introduced to medical microbiology and immunology using anthrax as a model disease. Students will learn about biology of bacteria, viral and parasitic pathogens of global importance. The practical experience has been designed to replicate some of the investigative strategies and decision making processes used by medical microbiologists to identify potential pathogenic micro-organisms from various clinical specimens. Many of the techniques students will apply are those commonly used by practicing microbiologists in their routine work.

Learning and assessment tasks will enhance the students understanding of infectious diseases, the immune response to infectious disease, diagnosis, the development of candidate vaccines and the identification of pharmacological targets for antimicrobial therapeutics.

## Assessment

- In-class test 15%
- Infectious disease report 15%
- Practical work 20%
- Examination 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the laboratory component.

## Prescribed texts

Dockrell and Goering, 2018, Mims' Medical Microbiology, 6th Edition, Elsevier Science

Microbiological Laboratory Techniques Manual – University of Melbourne

# SLE338 – Electrochemistry for a Sustainable Future

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Angel Torriero*

*Prerequisite: One unit in SLE210, SLE214 or SLE235*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour scheduled online seminar per fortnight, 1 x 1 hour face-to-face seminar in alternate fortnights, 4 x 4 hours on-campus laboratory practical sessions.*

## Content

Electrochemistry is found in a large number of natural and industrial applications. In this unit, students will learn the fundamentals of electrochemistry, and the applications of electrochemical methods to develop sustainable solutions using chemical processes. They will study the potential and thermodynamics of cells; kinetics of electrode reactions; mass transport processes into electrochemical systems; potentiostatic and galvanostatic electrochemical techniques which forms the basis for work as an electrochemist who work in diverse industries including research, medicine, manufacturing and energy sectors specialising in sensing, chemicals, matter and energy.

## Assessment

- Practical reports 20%
- Practical assessment 30%
- Learning portfolio 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 50% in the practical assessments.

## Prescribed texts

Bard & Faulkner, 2000, Electrochemical Methods: Fundamentals and Applications, 2nd edition, John Wiley & Sons

# SLE339 – Human Genetics and Genomics

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mark Guthridge*

*Prerequisite: SLE254*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour class per week, 5 x 3 hour practicals per trimester.*

## Content

This unit concentrates on modern molecular aspects of genetic diseases using a case study approach. This 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 and clinical trials will be emphasised. Expert guest lecturers from other institutions will teach aspects of cytogenetics, genetic counseling and epigenetics.

## Assessment

- Examination 50%
- Practical projects 30%
- 2 x class tests (10% each) 20%

## Prescribed texts

Read, 2015, New Clinical Genetics, 3rd edition, Scion Publishing Ltd

## SLE340 – Genomes and Bioinformatics

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Beata Ujvari*

*Prerequisite: SLE254*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester.*

### Content

Topics will include the theory and practise of Bioinformatics. This will include the analysis of sequence data using databases and the analysis of phylogenetic and population genetic datasets. In addition the unit will cover the process of molecular evolution and the application of this knowledge in understanding how genomes evolve. This genomic evolution will be discussed in relation to the resulting evolution in developmental processes. Molecular markers and their use in genetic mapping of both single and multiple genes that contribute to the production of traits and their use examined in phylogenetic reconstruction and population genetics will be discussed. Students will learn about high throughput next generation sequencing methods and genome assembly and annotation. Additionally, students will develop laboratory techniques/skills relevant to bioinformatics, in a group environment, and ascertain how research projects are undertaken in their discipline.

### Assessment

- Examination 45%
- Class test 25%
- Individual assignment 15%
- Group oral presentation 15%

### Hurdle requirement

In order to obtain a pass in this unit student must achieve 50% in the practical and presentation sessions.

## SLE341 – Ecological and Conservation Genetics

*Enrolment modes: Trimester 1: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Craig Sherman*

*Prerequisite: SLE254*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 3 hour practicals per trimester, 4 x 2 hour seminars per trimester, 1-day (7 hour) fieldtrip.*

### Content

In this unit students will cover the theory and practice of collecting and applying genetic data to ecological, evolutionary and conservation questions. Students will learn how genetic data can be used to understand ecological and evolutionary processes that occur at the species, population and individual levels. Topics covered include population genetics, molecular approaches to behavioural ecology, molecular and adaptive variation, phylogeography, speciation and hybridization, conservation genetics, epigenetics and phenotypic plasticity. Drawing on examples from animals, plants and micro-organisms, students will apply their knowledge to specific problem based learning activities and will gain hands on experience in the statistical analysis of ecological genetic data.

### Assessment

- 3 x online quizzes 15%
- Problem solving written report 15%
- Scientific report 30%
- Examination 40%



## SLE342 – Risks to Healthy Environments

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Trevor Thornton*

*Prerequisite: Must have completed one of HSH205, SLE102, SLE103, SLE121, SLE201 or SLE207*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 1 x 1 hour online seminar per week.*

### Content

This unit provides students with the knowledge and skills necessary to identify and address risks to healthy environments. Through case studies of urban, industrial, agricultural and/or natural environments at risk, students will assess the role of techniques such as indices of environmental health, epidemiology, toxicology and statistics and evaluate environmental and health concerns. They will also study 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; and integration of risk management with environmental management principles.

### Assessment

- Analysis of environmental risks 30%
- Case study 20%
- Group risk management exercise 50%

## SLE343 – Fisheries Management

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQB335*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Justin Rizarri*

*Prerequisite: SLE261*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 hours of class per week, 1 day field trip.*

### Content

SLE343 provides students with a broad overview of domestic and global fisheries, fishing methods and varying tools for sustainable ecosystem-based fisheries management. Students will explore the science, policy and economics underlying management activities and the stakeholders involved. In this unit, students are provided the opportunity to interact with fisheries industry representatives and tap in to their professional expertise. This opportunity is invaluable for students as understanding the complexities associated with stakeholder engagement and handling the multifaceted issues that come with managing recreational and commercial fisheries and their associated habitats comes with years of experience in the field. Students are expected to work individually on assignment tasks and attend all lectures and field activities. The level of complexity of materials submitted by students for assessment should reflect a level three unit such that independent thought, evaluation of information and presentation of thoughts and ideas are commensurate with this level.

### Assessment

- Fisheries stock assessment 50%
- Fisheries management evaluation report 15%
- In-class test 35%

## SLE346 – Molecular Basis of Disease

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Agnes Michalczyk*

*Prerequisite: SLE212 and one of SLE206, SLE211, SLE222 or SLE214*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 x 1 hour class per week, 5 x 3 hour practicals per trimester, 1 x 3 hour seminar per trimester.*

### Content

Molecular Basis of Disease is the study of the pathology of human disease at a molecular and cellular level. Building on previous knowledge of biology and chemistry, students will learn general principles of cell pathology and examine the molecular and cellular changes that lead to diverse clinical features seen

in inherited syndromes and multisystem diseases. Fundamental concepts including toxic damage to cells, repair process within cells, cell ageing and mechanisms of cell death will be addressed in this unit. Students will apply knowledge of these fundamental concepts to study common disorders including cancer, diabetes and brain disease as well as explore how the environment can influence disease and the role of trace elements in human biology. During classes students will be exposed to current theories of the molecular basis of disease through articles from the primary scientific literature. In practical sessions, students will learn essential laboratory skills that will enable them to investigate some key concepts in cell biology and their relevance to diagnostic medicine. There will also be a component on medicine and ethical decision-making.

### Assessment

- 1 x in-class test 10%
- Practical reports 40%
- Science showcase 10%
- Examination 40%

## SLE348 – Freshwater Biology

*Enrolment modes: Trimester 1: Warrnambool, Waurn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SLE232*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Miller*

*Prerequisite: SLE111 or SLE132*

*Corequisite: SLE010*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, four self-directed learning tasks, 4 x 3 hour practicals per trimester and a 1-day field trip.*

### Content

This unit includes: an overview of physical, biological, and ecological features of freshwater ecosystems (including rivers, lakes and wetlands from arid, temperate and tropical climates); insights into community compositions, life histories and functional roles of specific taxonomic groups (bacteria, algae, macrophytes, riparian vegetation, aquatic weeds, macroinvertebrates and vertebrates); physical and ecological processes shaping freshwater ecosystems (climate, geology, primary productivity, microbial cycling, detrital food chains); ecological consequences of human activity on freshwater ecosystems (salinisation, sedimentation, water extraction, riparian vegetation

loss, nutrient enrichment); strategies for effective environmental management (including restoration).

*Note: Practical activities for students enrolled at the Waurn Ponds (Geelong) campus will be conducted at the Queenscliff Marine Research Centre.*

### Assessment

- 2 x in-class tests (25% each) 50%
- Fieldtrip report 30%
- 2 x practical reports (10% each) 20%

## SLE350 – Marine Wildlife

*Enrolment modes: Trimester 3: Burwood (Melbourne)*

*Credit point(s): 1*

*Previously coded as: SQB350*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: John Arnould*

*Prerequisite: Two level 2 SLE-coded units.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Intensive: Students are expected to attend an intensive mode short course run over two weeks (classes and practicals) commencing in the second week of trimester 3 at Burwood (Melbourne) including field trips visiting fur seal and sea bird colonies. Some assessments due after intensive short course finishes.*

### 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

- Group practical reports/individual literature review (5 x 10%) 50%
- Group oral presentation 10%
- Class test 40%

## SLE352 – Community Science Project

*Enrolment modes: Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBS350*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jan West*

*Prerequisite: STP010 and must have completed 12 credit points of study*

*Corequisite: Nil*

*Incompatible with: SBS250*

*Scheduled learning activities – campus: 1 x 2 hour class per week for the first 4 weeks (Weeks 1–4), then a face to face class will be held every second week (Week 6, 8 and 10). In Weeks 5, 7, 9 no face to face classes will be held. The room will be available for you to use for team meetings. Teaching staff will be available for consultation during these class times. Additionally, students will be required to engage in project work as a team and participate in presenting the outcomes of their project through a community forum in week 11 or 12 of the trimester. This forum will be scheduled during class time, but the class will be extended in that week for Week 11, and during scheduled times in Week 12 (Study week – to be determined). Students will have the choice to present in Week 11 or Week 12.*

### Content

Community Science Project is a Professional Practice core unit within the Bachelor of Science. In this unit, students will apply scientific knowledge, processes and techniques in a team-based project and communicate the value of science to a range of audiences. They will develop professional skills that will allow them to articulate with evidence their graduate capabilities. Through their engagement in authentic projects, students will gain an increased self-awareness of their strengths, identify any weaknesses and learn how to strengthen their knowledge and skills particularly in teamwork and communication, which are highly sought after skills by employers of science graduates.

*Note: Enrolments after commencement of trimester is subject to Unit Chair approval.*

### Assessment

- Project brief 10%
- Learning contract 15%
- Project presentation 25%
- Project outcomes 30%
- Client evaluation 10%
- Response to selection criteria for a job interview 10%

### Hurdle requirement

In order to obtain a pass in the unit, the signed client evaluation form (assessment task 5) must be submitted before marks for the team members are released.

## SLE353 – Asian Conservation and Environment Sustainability: International Study Tour

*Enrolment modes: Trimester 3: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: John White*

*Cohort rule: Must be enrolled in S320, S321, S369, S382, S393, S394, S398, S399*

*Prerequisite: Must have completed at least 12 credit points of study*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Study Tour: 4 day intensive pre-departure program, 2.5–3 week study tour of Borneo.*

### 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.

*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.*

### Assessment

- Pre-departure seminar 30%
- Group audio-visual presentation 40%
- Reflective journal 30%

## SLE354 – Disease Ecology and Epidemiology

*Enrolment modes: Trimester 2: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Marcel Klaassen*

*Prerequisite: SLE251 and one of SLE204 or SLE205*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week and 4 x 3 hour practicals per trimester.*

### 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 classes, supplemented by guest lecturers, seminars 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

- Written report 40%
- Oral presentation 20%
- 2 x in-class tests (20% each) 40%

## SLE355 – Zoological Field Studies

*Enrolment modes: Trimester 3: Waurn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Tim Jessop*

*Prerequisite: SIT191 or SLE251 and one other SLE 2 level unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x 3 hour class per week for 1 week (week 1), 4 x 3 hour seminars and field trip preparation (week 1), 1 x multi-day off campus field trip (week 2), 6 x 3 hour on campus practicals (2 practicals in week 1, 1 practical per week from weeks 3 to 6).*

### Content

Well-designed field studies that test important ecological and evolutionary theories remain a key approach for how zoologists understand the wonderment of wild animals. This unit aims to let students guided by important zoological theory and concepts design field studies that address how Australian animals function and persist in their natural environment. Field-based studies will cover topics such as animal-plant interactions, effects of habitat variation of animal diversity and abundance, and examine how adaptive processes influence animal responses to environmental variation or other vital ecological processes. A major focus of this unit will be for student's to advance their skills in the synthesis of scientific literature, research design, experimental methods, data analysis and visualization, critical evaluation, and scientific communication. Students will be required to undertake field studies by participating in an up to 7 day field trip located at an off-campus location in Victoria.

*Note: Students may be required to meet their own expenses on fieldwork.*

### Assessment

- 1 x report 35%
- Speed oral presentation 5%
- Group peer and self-reflective assessment 10%
- Field trip test 10%
- Mid-trimester class test 25%
- Individual practical assignments 15%

## SLE356 – Advanced Topics in Forensic Biology

*Enrolment modes: Trimester 3: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Michelle Harvey*

*Prerequisite: SLE208*

*Scheduled learning activities – campus: 4 x 1 hour class per week for six weeks, 6 x 3 hour practicals over an intensive six week period*

### Content

This unit covers current concepts, controversies and latest methodological advances in forensic biology, to develop graduates as professionals. Selection of advanced topics in forensic biology will be used to illustrate current challenges and developments. Students will develop critical awareness of forensic 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

- Weekly online quizzes (5 x 2%, 1 x 10%) 20%
- Report entomology 25%
- Report DNA 25%
- Literature review poster presentation 30%

## SLE360 – Australian Invertebrates

*Enrolment modes: Trimester 2: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Anneke Veenstra*

*Prerequisite: SLE204*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 6 x 3 hour practicals per trimester.*

### 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 (2 x 20%) 40%
- Team oral presentation 15%
- Team project 45%

## SLE370 – Evolution

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Matthew Symonds*

*Prerequisite: One of SLE237, SLE204, SLE205 or SLE254 plus one other level 2 SLE-coded unit*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

### Content

This unit covers the broad scope of evolutionary theory, and the evidence for evolution, addressing the major mechanisms of evolutionary change including natural selection and genetic drift. It will cover mutation and evolution at the genetic level; adaptation; sexual selection; the evolution of sex and social behaviour; speciation and biodiversity; the ecological causes of evolutionary change; 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 ecology, conservation; medicine, philosophy psychology and education.

### Assessment

- Essay 20%
- Written report 20%
- Oral presentation 10%
- Examination 50%



## SLE371 – Human and Animal Navigation

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Andy Bennett*

*Cohort rule: Nil*

*Prerequisite: At least two level 2 SLE-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week during weeks 1–5 and week 11, 1 x 3 hour practical in week 3, 5 days of immersive learning (Monday 12 August–Friday 16 August) during the intra-trimester break in August 2019.*

### Content

SLE371 will provide students with the opportunity to study the principles of human and animal navigation. They will explore the theory of human and animal navigation in classes, and then do hands-on studies on the cues used by animals and humans to navigate. During these 5 days, students will receive most of the classes, workshops and practical projects, have much time to interact with staff, and benefit from working in teams with other students with a view to developing enhanced interpersonal, teamwork and communication skills.

### Assessment

- 2 x scientific papers (20% each) 40%
- Oral presentation 10%
- Examination 50%

## SLE390 – Professional Practice in Bioscience

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Sharon La Fontaine*

*Cohort rule: Must be enrolled in S320, S321, S323, D304, D311, D321, D331 or D372*

*Prerequisite: STP010 and must have completed 14 credit points*

*Corequisite: Nil*

*Incompatible with: HMM306*

*Scheduled learning activities – campus: 10 x 3 hour classes per trimester. Work experience (minimum of 80 hours) must be completed by the end of September (week 10).*

### Content

Integrating study and work experience in a systematic way is essential for forging close links between the university education process and the workplace. In SLE390, students will have the opportunity to gain professional work experience with a course-related host organisation approved by the unit chair for a minimum of 80 hours. Students will develop generic, employment-related professional skills in the fields of biological and biomedical science through a combination of preparatory in-class sessions together with a minimum 80-hour work placement. There are many benefits to students and employers from undertaking relevant work placements during study. The key benefit is that it prepares students for work and a career in the biosciences. Learning and assessment activities in this unit will help students to develop an appreciation for work-life and to make decisions about personal, professional and career development. Most importantly, it will provide students with relevant evidence of experience and skills when applying for future work.

*Note: Enrolments after commencement of trimester is subject to Unit Chair approval.*

*Note also that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

### Assessment

- Job application package 30%
- Mock interview 15%
- Work placement performance evaluation report 15%
- Professional portfolio 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must complete 80 hours of work placement to the satisfaction of the host organisation.

## SLE395 – Palaeobiology

*Enrolment modes: Trimester 1: Burwood (Melbourne)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Warne*

*Prerequisite: One unit from SLE102, SLE136 or SLE103*

*OR two level 2 units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 6 x 3 hour practicals per trimester, 1 x half day field trip per trimester (weather dependent).*

### Content

This unit provides students with an opportunity to study deep-time aspects of the biological and environmental sciences. Class include:

- Fossils of the terrestrial realm and their environments of preservation;
- Fossils of the marine realm and their environments of preservation;
- Relative and absolute dating of fossils;
- Biological evolution and the fossil record, including discussions on radiation, convergence, rates of extinction and evolutionary trends;
- Precambrian, Palaeozoic, Mesozoic and Cenozoic life;
- Quaternary physical evolution of the earth and associated anthropological change;
- Microfossils as proxies of past oceanographic and climate change.

Practical work will involve 2 projects. The first project will involve the description and biostratigraphical or palaeoecological evaluation of invertebrate fossils from a limestone, sandstone or mudstone exposure in SE Australia. The second project will involve the use of invertebrate microfossils or macrofossils as proxies of past environmental change within a human occupation historical timescale. This project will involve the examination of fossils from sediment cores gathered within a modern aquatic setting.

This unit will also include a half day field trip (or online virtual field tour), or tour of museum fossil preparatory laboratories.

### Assessment

- Practical report 1 40%
- Practical report 2 40%
- Class test 20%

## SLE397 – Sensory Neurobiology and Behaviour

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Andy Bennett*

*Prerequisite: SLE211 or SLE204*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week, 2 x 1.5 hour seminars per trimester.*

### 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 (assessing scientific literature) 30%
- Class test (small group work problem solving) 10%
- Reading test (online review test) 10%
- Written assignment (practice essay question) 10%
- Examination 40%

## SLE420 – Honours Biology Research 1A

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401, S494)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

## Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE421 – Honours Biology Research 1B

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401, S494)*

*Unit chair: Gerry Quinn*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic.

The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

## Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE422 – Honours Biology Research 2

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

## Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE423 – Honours Biology Research 3

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE430 – Honours Chemistry Research 1A

*Enrolment modes:*

*Semester 1: Warrnambool (Geelong)*

*Semester 2: Warrnambool (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBC420*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE431 – Honours Chemistry Research 1B

*Enrolment modes:*

*Semester 1: Waurin Ponds (Geelong)*

*Semester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*Previously coded as: SBC420*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE432 – Honours Chemistry Research 2

*Enrolment modes:*

*Semester 1: Waurin Ponds (Geelong)*

*Semester 2: Waurin Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%



## SLE433 – Honours Chemistry Research 3

*Enrolment modes:*

*Semester 1: Waurm Ponds (Geelong)*

*Semester 2: Waurm Ponds (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE440 – Honours Environmental Science Research 1A

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Waurm Ponds (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Waurm Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S494)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE441 – Honours Environmental Science Research 1B

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*Previously coded as: SQE421*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S494)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE442 – Honours Environmental Science Research 2

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S494)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE443 – Honours Environmental Science Research 3

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S494)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit comprises the research project component of the Honours courses in Life and Environmental Sciences. Students will do an individual research project over 9 months, supervised by one or more academic staff. Students will be involved in the design of the project (including sampling or experimental programs), collection and analyses of quantitative or qualitative information, and the interpretation of the results in the context of relevant literature on the research topic. The project is assessed by two seminars presented to students' peers, a 4 month progress report and a final thesis that presents the results and interpretation of the research. The research project is worth 75% (6 credit points) of your final Honours mark, with the remainder allocated to your two coursework units.

### Assessment

- Thesis 80%
- Two seminars presentations to an audience of peers 20%

## SLE451 – Science Professionalism

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Stuart Linton*

*Semester 2 Unit Chair: Stuart Linton*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401, S494)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 full-day workshops (20 hours in total).*

### Content

This unit will develop an understanding of the ethics, integrity and professional processes that underpin Life and Environmental Science as a discipline. The aim of the unit is to engender understanding and appreciation of important concepts in science professionalism as broadly applied both within and outside science. The unit will comprise three workshops and cover topics such as: i) the concepts and processes of research ethics and integrity and how they are applied in research and the community (Workshop 1); ii) the process of critical review in science; peer review of papers and grant applications; how research quality and impact are assessed; issues in gender and science (Workshop 2); and iii) communication of science through professional, public and social media outlets (Workshop 3).

### Assessment

- Research ethics assignment (reflection) 15%
- Research ethics assignment (editorial) 25%
- Scientific research conference presentation via ePoster 30%
- Science communication digital production 30%

## SLE452 – Research Design and Data Analysis

*Enrolment modes:*

*Semester 1: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Semester 2: Burwood (Melbourne), Warrnambool, Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 1 Unit Chair: Gerry Quinn*

*Semester 2 Unit Chair: Matthew Symonds*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401, S494)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 24 hours (classes and workshops).*

### Content

Research design and data analysis is an essential part of scientific and industry research but many graduates in life and environmental sciences have only limited experience of applying it in this context. SLE452 aims to help research students develop the skills to design, implement and analyse quantitative outcomes from a research project across a broad range of settings. This unit will build on basic statistical knowledge from other units completed in their undergraduate degree. Students will learn how to design sophisticated sampling and experimental programs that maximise interpretability and efficiency, and with a focus on modern statistical models, understand the logic and assumptions underlying statistical analyses as applied in biological research, develop the practical ability to analyse data and interpret and present the results using modern software, and learn how to critically evaluate the data analyses used in the published literature.

### Assessment

- Research design quiz 20%
- Critical evaluation of statistical analysis in published research 30%
- Biostatistics test 50%

## SLE453 – Advanced Topics in Chemistry

*Enrolment modes: Semester 2: Warrnambool (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 2 Unit Chair: Fred Pfeffer*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 1 day workshops.*

### Content

Students in the chemistry stream of honours embark on a specialist learning program to either enhance their employability in the scientific (chemistry related) industries or continue in higher degrees by research studies or. SLE453 aims to help students advance their theoretical knowledge in the core areas of spectroscopy as well as physical and organic chemistries while providing an understanding of relevant industrial practice. In this unit, students will learn how nuclear magnetic resonance (NMR) spectroscopy can be used to solve problems in relation to molecular structure and assembly; they will, with appropriate demonstration, understand recent developments in organic chemistry including the theory leading to recent Nobel Prize awards. They will also be introduced to the specific practical problems associated with chemistry at an industrial scale.

### Assessment

- Literature presentation 30%
- Advanced organic chemistry class test 30%
- Industrial chemistry class test 40%

## SLE454 – Advanced Topics in Forensic Science

*Enrolment modes: Semester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Semester 2 Unit Chair: Annalisa Durdle*

*Cohort rule: (This unit is restricted to students enrolled in S400, S401, S469)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 full-day workshops (18 hours in total).*

### Content

This unit will develop an understanding of the processes and concepts that are key to forensic science and its implementation in a professional context. The aim of the unit is to engender an understanding and appreciation of important concepts in forensic science professionalism and how they can influence the judicial process. The unit will cover topics such as expert evidence including the development and ethical implications to the court, legal communication through a moot court presentation, professional practice in the court procedure for forensic experts and understanding the legal implications of presenting forensic cases to the print and electronic media.

### Assessment

- Moot Court (oral presentation) 60%
- Expert evidence (includes expert evidence statement 20%, brief to counsel interview 10%, reflective statement 10%) 40%

## SLE703 – Agricultural Biotechnology

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Cahill*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week and consultations.*

### Content

This advanced unit embraces advanced topics in plant and animal biotechnology as it relates to agriculture. Topics covered include genomes and genome organisation, the regulation of gene expression, plant and animal cell and tissue culture, 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. There is emphasis in this unit on modern and cutting edge approaches to molecular biology and biotechnology including high throughput sequencing, gene editing technologies and the application of bioinformatics.

### Assessment

- Project reports 20%
- Poster and seminar presentation 20%
- Examination 60%

## SLE706 – Frontier Techniques in Biotechnology and Nanotechnology

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Wenrong Yang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week.*

### Content

Commercial biotechnology plays a very important role in the modern world. Many new gadgets and sophisticated medical treatment methods utilise the benefits of biotechnology and nanotechnology. The purpose of this unit is to provide students the opportunity to study new and exciting advancement in the field of biotechnology and nanotechnology.



Students are required to engage in studying chemistry of materials, molecular diagnostics, nanomaterial application, use of biomolecules in templating, experimental techniques for applying knowledge of bio-nanotechnology in professional practice in the fields of bio-therapeutics and medical technology, agriculture biotechnology, food technology and applied science.

### Assessment

- Literature review 30%
- Research essay 30%
- Examination 40%

## SLE712 – Bioinformatics and Molecular Biology Techniques

*Enrolment modes: Trimester 1: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Ziemann*

*Prerequisite: Nil*

*Corequisite: SLE010 and one of SLE761, SLE703, or SLE706*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour practical per week.*

### 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 practicals. Techniques required for protein analysis will include poly acrylamide gel electrophoresis and immuno-blotting.

### Assessment

- 3 x practical class reports (20% each) 60%
- Examination 40%

## SLE713 – Industrial and Analytical Techniques in Biotechnology

*Enrolment modes: Trimester 2: Waurin Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Yen Wong*

*Prerequisite: Nil*

*Corequisite: SLE010 and one of SLE701, SLE702, SLE703, SLE704, SLE705, or SLE706*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 hour practical classes per week.*

### 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, agricultural 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, 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%

## SLE720 – Risk Assessment and Control

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SBH715*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Trevor Thornton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SBH732, SQE722 and SEV710*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## 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.

*Note: This unit is a wholly online unit; there will be no face to face teaching.*

### Assessment

- 2 x individual risk assessment reports (20%, 30%) 50%
- Case study 50%

## SLE721 – Policy and Planning for Sustainable Development

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SQE721*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Trevor Thornton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### 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%

## SLE725 – Environmental Management Systems

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SQE723*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Trevor Thornton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## 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%

## SLE728 – Oceans, Coasts and Climate Change

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Geoffrey Wescott*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SLE328*

## 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%
- Essay 40%

## SLE730 – Industry-Linked Research Project B

*Enrolment modes: not available from 2017*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Unit chair: Colin 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*

*Incompatible with: Nil*

### 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%

## SLE740 – Climate Change Adaptation and Mitigation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Robert Faggian*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### Content

This unit will provide a broad introduction to climate change, climate change adaptation and mitigation from a scientific, societal and policy perspective. It will then focus on climate change in the context of regions and their natural resource base, including an exploration of linked issues such as sustainable food production, integrated water management (residential-industrial-environmental), land-use decision-making and common law liability, amongst others.

The unit will develop the knowledge and understanding required by professionals involved in natural resource management (including agriculture and food production, forest and resource management), spatial and economic planning, policy development, or anyone with an interest in climate change, to develop appropriate regional and local responses to the risks and opportunities posed by a changing climate.

Some of the topics covered include: climate science (global climate modeling, regional downscaling of projections, uncertainty); climate policy (including mitigation, decision-making, risk frameworks, uncertainty, no-regret policies); systems science (regional systems, resilience theory, adaptive capacity).

### Assessment

- Oral presentation 30%
- Written report 30%
- Examination 40%

## SLE741 – Regional Development Economics and Planning

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Victor Sposito*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 1 hour seminar per week plus 3 hours of problem-based exercises.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

This unit provides students the opportunity to learn about relevant regional development theories and models, their particular contribution to an understanding of regional and rural development processes and their applicability in practice in different contexts, both in Australia and overseas.

Upon the successful completion of this unit, students should be able to analyse the economic situation of any particular region through the application of relevant theories and models as well as suggest possible development policies for the region of interest.

Learning activities in this unit are organised for students to explore relevant theories and models including those related to economic growth (e.g. trade-led/exposed growth), uneven spatial development (e.g. spatial polarisation), endogenous territorial development, and ecological-economy models.

## Assessment

- Case study 25%
- Group oral presentation 35%
- Examination 40%

## SLE742 – Systems and Strategic Thinking

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Victor Sposito*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour class per week, 1 x 1 hour seminar per week plus 3 hours of problem-based exercises*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

This unit provides the opportunity for students to learn about new ways of thinking and problem solving, associated concepts, methodologies and methods that are applicable in most disciplines and professions as well as in academic research. This includes systems thinking and strategic thinking. Students will learn and apply holistic (i.e. systemic) approaches to tackle, usually ill-defined, problems in complex, uncertain and risky situations. Students will also learn and apply strategic planning approaches to identify the core (or strategic) issues in any problem situation and propose feasible solutions and ways of implementing them. Strategic thinkers have the ability to 'see' a possible future and act accordingly.

Students will be provided the opportunity to discuss key issues related to relevant approaches in systems thinking and strategic thinking and planning and their application in practice in various fields, such as natural resources planning (including land and water resources), sustainable regional development, spatial (urban and regional) planning, environmental planning, strategic management and organisational development.

## Assessment

- Critique essay 25%
- Group oral presentation 35%
- Examination 40%

## SLE743 – Regional Development Modelling

*Enrolment modes: Trimester 2: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Robert Faggian*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 3 hours per week of problem-based seminars (project exercises).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*



## Content

The unit provides students with the opportunities to learn about Geographical Information Science (GIS), spatial analysis and modelling techniques to support decision-making for better guidance of regional and rural development through integration of social, economic and physical factors. A participatory, modelling approach that mixes data analysis with expert knowledge is introduced through the application of multi-criteria evaluation (MCE) and Analytical Hierarchy Process (AHP) techniques. Topics also include forecasting of climate change and its effects on agriculture.

Rather than try to turn students into experts, this unit makes a start by showing how to use GIS and spatial analysis where necessary, thereby enabling participants to ultimately become experts in the future through further practice. Emphasis is on the application of the techniques in several hands-on tutorial/project exercises which address various regional development issues. Students may select a project relating to regional issues in her/his own country (Australia or overseas).

After undertaking this unit students will be able to select and apply techniques for pursuing spatial analysis and modelling of the kind that practically supports decision making and policy generation within any regional, rural authority.

Presentation is organised around explanations of various applied spatial and modelling techniques within a holistic approach towards regional development, and GIS is employed as a major implementing platform for such techniques.

## Assessment

- 6 maps (5% each) 30%
- Group project report 30%
- Examination 40%

## SLE761 – Research Planning and Communication

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waurin Ponds (Geelong)*

*Trimester 2: Burwood (Melbourne), Waurin Ponds (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jim Rookes*

*Trimester 2 Unit Chair: Jim Rookes*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 1 hour classes per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

The aim of this unit is to introduce students to the principles of academic writing and broad presentation skills in science communication, along with developing an understanding of a range of topics related to research planning which include; scientific research policies and procedures, accessing scientific literature, research project planning, ethics and integrity. Students will also gain an understanding of intellectual property and research commercialisation.

## Assessment

- Problem solving tasks and essay (15% each) 30%
- Poster 30%
- Research proposal project 40%

## SLE762 – Research Impact and Management

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mark Ziemann*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): 2 x 1 hour online workshops per week*

### Content

This unit focuses on knowledge and skills required to successfully manage or evaluate a research group or unit and includes strategies to maximize or assess research impact, minimise risk and how to measure research quality. As such, this unit places research activities and outcomes in a broader organisational context, but also emphasises the key considerations that individual researchers need to take into account to maximise research outcomes for themselves and their organisation. Key topics will include the nature of “quality” and “impact” in research assessment and research risk management, how to identify and successfully publish in leading journals, measures of research impact, reach and influence using bibliographic and related on-line tools, the role and value of science research communication, including popular articles and use of on-line media. Other elements of this unit include the use of research management systems, the role and implementation of research codes of conduct, animal and human ethics and safety, commercialization of research at the institutional level, project evaluation methodologies, grant assessment and management and the kinds of national and international research assessment systems.

### Assessment

- Problem solving tasks and essay (15% each) 30%
- Research assessment essay 30%
- Research assessment project 40%

## SLE763 – Research Frontiers Project

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jim Rookes*

*Trimester 2 Unit Chair: Jim Rookes*

*Prerequisite: SLE761*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour meeting with supervisor per week.*

### Content

This unit is for students to apply critical analysis and logical reasoning skills in evaluating existing scientific knowledge in a selected field of study. Students will be expected to communicate in a clear and persuasive way, insights gained from critical review of literature, formulation of research question and proposing a research project for scientific investigation. Students will be required to work closely with advice from an academic supervisor to plan and implement a research project. Frequent feedback to the academic supervisor in the form of progress reports is essential. Assessment in this unit emphasises identification of a research question and formulating appropriate aims and objectives and discuss ways in which research can make a contribution to knowledge creation. This unit also provides the opportunity for students to develop depth of knowledge within an area of scientific study, methodologies for scientific research and scientific communication skills.

### Assessment

- Literature review 40%
- Research proposal report 40%
- Research proposal seminar 20%

## SLE764 – Research Thesis 1

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)

Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)

Credit point(s): 4

EFTSL value: 0.500

Trimester 1 Unit Chair: Jim Rookes

Trimester 2 Unit Chair: Jim Rookes

Prerequisite: Must have passed 7 level 7

SSC/SLE-coded units

Corequisite: Must be enrolled in S820, S772, S721

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 1 hour meeting with supervisor per week.

Scheduled learning activities – cloud (online): 1 x 1 hour online meeting with supervisor per week.

### Content

This unit is for students to develop independent research skills. Students will be required to work on their research project and undertake scientific inquiry following successful confirmation of candidature for a Master of Science (Research) program. Students are required to work closely with advice from their supervisor for the duration of their candidature. The research project is to be undertaken over two trimesters full time duration. At the end of their study in this unit students will be required to complete a major research thesis, which gives them an opportunity to apply and present knowledge gained through their research investigation in a chosen field of study. Assessment of student learning will include the submission of a major thesis that will be assessed by at least two examiners and presentation of research and research findings in a formal seminar.

### Assessment

- Major thesis 80%
- Research seminar 20%

## SLE765 – Research Thesis 2

### Enrolment modes:

Trimester 1: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)

Trimester 2: Burwood (Melbourne), Waurn Ponds (Geelong), Cloud (online)

Credit point(s): 4

EFTSL value: 0.500

Trimester 1 Unit Chair: Jim Rookes

Trimester 2 Unit Chair: Jim Rookes

Prerequisite: Must have passed 7 level 7

SSC/SLE-coded units

Corequisite: Must be enrolled in S820, S772, S721

Incompatible with: Nil

Scheduled learning activities – campus: 1 x 1 hour meeting with supervisor per week.

Scheduled learning activities – cloud (online): 1 x 1 hour online meeting with supervisor per week.

### Content

This unit is for students to develop independent research skills. Students will be required to continue work on their research project commenced in unit SLE764 – Research Thesis 1 and undertake scientific inquiry. Students are required to work closely with advice from their supervisor for the duration of their candidature. The research project is to be undertaken over two trimesters full time duration, with this unit forming the final trimester of study. At the end of their study in this unit students will be required to complete a major research thesis, which gives them an opportunity to apply and present knowledge gained through their research investigation in a chosen field of study. Assessment of student learning will include the submission of a major thesis that will be assessed by at least two examiners and presentation of research and research findings in a formal seminar.

### Assessment

- Major thesis 80%
- Final research seminar 20%

## SLE766 – Industry Practice

*Enrolment modes: Trimester 2: Burwood (Melbourne), Warrn Ponds (Geelong)*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Trimester 2 Unit Chair: Colin Barrow*

*Prerequisite: STP710. Must have successfully completed 8 credit points of study in level 7 SLE-coded units and must be enrolled in S721, S772, S820*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Approximately 450–500 hours working in industry. Students are expected to attend meetings with their internship supervisor and the academic supervisor.*

### Content

Integrating study and work experience in a systematic way is essential for forging close links between the university education process and the workplace. Students will have the opportunity to gain professional work experience with an approved host organisation. The exact nature, activities and emphasis in each industry placement will vary according to the context, resources and expertise of staff as well as the experience, qualities and aspirations of the student. This systematic opportunity will provide students with experiences with which they can learn about and with an organisation, critically reflect on their Course and Graduate Learning Outcomes, and discipline-specific and generic competencies in the context of work. There are many benefits to students and employers from undertaking relevant work placements / industry placements during study. The key benefit is that it prepares students for work. Learning and assessment activities in this unit will help students develop an appreciation for work-life and make decisions about personal and professional development. Most importantly, it will provide students relevant evidence when applying for future work.

*Note: For this unit you are required to source your own course related placement.*

*Students must contact the Unit Chair prior to enrolling in this unit.*

*Note also that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

### Assessment

- 'Me in a minute' recording 5%
- Formal learning contract 25%
- Performance evaluation 20%
- Professional portfolio 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must:

- achieve at least 50% of the total mark allocated for the professional portfolio assessment task; and
- demonstrate that they are working to the satisfaction of the host organisation (including skill competency levels, professional code of conduct and project output requirements) at both the mid and end of placement phases.

## SRA010 – Safety Induction Program

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Dominic Ahiaga-Dagbui*

*Trimester 2 Unit Chair: Stewart Seaton*

*Trimester 3 Unit Chair: Hong Xian Li*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Students are expected to complete a 90 minute online safety induction program module on CloudDeakin.*

### Content

SRA010 is designed for students to learn how to develop and maintain a safety culture within the University, including within the A+B workshop and studio spaces. In this unit students will examine occupational health and safety procedures required by Deakin University and the School of Architecture and Built Environment to ensure student safety and wellbeing during their studies. Students will develop an awareness of building evacuation procedures and industry requirements for visits to building sites as part of course requirements.

### Assessment

Multiple choice test 100%.

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a minimum mark of 70% in the online test.

## SRA143 – Art and Society

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Md Mizanur Rashid*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week (for 10 weeks); 1 x 2 hour seminar per week; a full day fieldtrip.*

### Content

SRA143 is the first unit in the sequence of history and theory units in the discipline of Architecture. Art and Society explores the human relationship with our natural and cultural environment since the dawn of time; creating place, seeking shelter and expressing beliefs. The unit focuses upon the history and theory of architecture, painting and sculpture and considers how distinct cultures have developed form, technique and their own iconography. This opens up the opportunity to discuss shared attitudes, ideas and to celebrate difference.

### Assessment

- Journal 55%
- Research paper 30%
- Group oral presentation 15%

### Prescribed texts

Roth, 2013, *Understanding Architecture: Its Elements, History and Meaning*, 3rd Ed, Hachette Livre, USA.  
Available as an e-Book in the Deakin Library.

Kleiner, 2014, *Gardners Art through the Ages*, 15th Ed, Cengage Learning, USA.

## SRA215 – Utopian Ideals in the Modern World

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Ursula de Jong*

*Prerequisite: SRA143*

*Corequisite: Nil*

*Incompatible with: SRA319*

*Scheduled learning activities – campus: 1 x 1 hour class per week (for 10 weeks); 1 x 2 hour seminar per week; a full day fieldtrip.*

### Content

Unit SRA215 builds on skills and concepts learned in SRA143 Art and Society. Utopian ideals have in one way or another characterised our modern western 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. European and American 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

- Literature review 40%
- Oral presentation 15%
- Essay 45%

### Prescribed texts

Frampton, 2007, *Modern Architecture*, 4th Ed, Thames & Hudson, London, United Kingdom.



## SRA224 – Austral-Asian Architecture

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Md Mizanur Rashid*

*Prerequisite: SRA143*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week*

### Content

The unit SRA224 builds on skills and concepts learned in SRA215 Utopian Ideals in the Modern World. Students will investigate the social, material and symbolic role of architecture in traditional, changing and contemporary Australian Pacific Island and Southeast Asian societies, developing an understanding of its social and philosophical underpinnings and an appreciation of its creativity. Students will learn about important aspects of architecture in the region; indigenous traditions and cultures, the influence of Hinduism, Buddhism and Islam, the effects of colonialism and imperialism, the relationship between architecture and postcolonial identity, modernism, regionalism and prospects for the future.

### Assessment

- Debate 20%
- Essay 40%
- Model 40%

## SRA323 – Contemporary Architecture

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Sanja Rodes*

*Prerequisite: SRA215 or SRA224*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

### Content

This unit examines architecture as a cultural discipline from 1968 to the present day. It seeks to critically discuss and engage with particular architects and works of architecture from Europe, Australia, the US, and Asia. It also demonstrates the ways in which particular theoretical frameworks impact the direction and currents of architectural enquiry and production. These architects and works are critically analysed to enable students to develop their own understanding of the very nature of critical attitudes in architecture through selected books, essays, articles and other media outputs. The unit emphasises the essential role of critique in architecture and complements design studios by introducing the most relevant contemporary theories and concepts in architecture.

### Assessment

- Critique (video format) 30%
- Essay 40%
- Reflective portfolio 30%

### Prescribed texts

Nesbitt, 1996, *Theorizing a New Agenda for Architecture*, 1st Ed, Princeton Architect, New York, USA

Krista Sykes (Ed.), 2010, *Constructing a New Agenda: Architectural Theory 1993–2009*, 1st Ed, Princeton Architect, New York, USA

## SRA341 – The City

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRS341*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Yolanda Esteban*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### 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 as a means to understand influences that create and shape cities. 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 in different time periods, are discussed.

### Assessment

- Poster presentation 30%
- Essay 30%
- Applied project 40%

## SRA710 – Safety Induction Program

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*Previously coded as: SRA010*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Dominic Ahiaga-Dagbui*

*Trimester 2 Unit Chair: Stewart Seaton*

*Trimester 3 Unit Chair: Hong Xian Li*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SRA010*

*Scheduled learning activities – cloud (online): Students are expected to complete a 90 minute online safety induction program module on CloudDeakin.*

### Content

SRA710 is designed for students to learn how to develop and maintain a safety culture within the University, including within the A+B workshop and studio spaces. In this unit students will examine occupational health and safety procedures required by Deakin University and the School of Architecture and Built Environment to ensure student safety and wellbeing during their studies. Students will develop an awareness of building evacuation procedures and industry requirements for visits to building sites as part of course requirements.

### Assessment

Multiple choice test 100%.

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve a minimum mark of 70% in the online test.

## SRA742 – Urban Perspectives

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Surabhi Pancholi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SRA442*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### 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

- Structured image display 30%
- Visual display 30%
- Poster and narration (20% poster and 20% video/ PowerPoint voiceover narration) 40%

## SRA743 – Critical Futures

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Mirjana Lozanovska*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 19 hours of classes per trimester, 14 hours of seminars per trimester (students are expected to attend 3 hours per week)*

## Content

The unit examines critical positions developed within the history and theory of architecture. Once an understanding of these positions is gained they will be applied towards contemporary architecture examples for students to develop perspective in the profound changing conditions of society in the 20th Century. This perspective is used as a mechanism to explain how architecture participates in the contemporary world and to consider architecture in the 21st century. SRA743 Critical Futures, embedded in history and theory, is complemented by the conditions and processes of architectural and urban practices and aims to establish 'critical tools' for students to analysis of those practices on society.

## Assessment

- Exercises and structured bibliography (individual) 40%
- Either a critical essay 60% OR critical creative research project 60%

## SRA744 – Urban Patterns and Precedents

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Rollo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x 1 day seminars per trimester (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## 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

- Mapping exercise 30%
- Visual essay and presentation 30%
- Written essay 40%

## SRA760 – Urban Ecologies

*Enrolment modes: Not available in 2018, please refer to SRA760 Geo-Planning and Design*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: Students enrolled in S700 or S701 must enrol in campus mode*

*Unit chair: John Rollo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

SRA760 involves an examination of the large scale urban development processes. Through the trimester the student is exposed and will experience the typical professional practice process involved in regional-scale designing and urban ecological inquiries that implicate prospective land identification, selection and evaluation as to its capacity to accommodate development including the environmental and aesthetic quality, physical and environmental carrying capacity and performance of land, its ability to economically and environmentally cater for and accommodate built environment developments and their associated infrastructure including a range of different built environment forms, densities, and land use typologies, and the scope as to staging, different environmental and economic values and attributes.. The unit as also includes a broad critical analysis of the contemporary social, economic and environmental challenges, theories and precedents that have shaped and currently inform the making of Australia's built environment including various strategies for forming new or regenerating existing urban territories.

The project-based format of the unit is scaffolded with classes that oversee the inquiry, its staging and its different levels and scales of inquiry, the use of geographic information systems (GIS) as a tool in research and modelling activities, while also addressing the theoretical parameters of urban ecology practice and theory. Students are presented with regional-scale extant or prospective urban contexts and conditions that introduce increasing complexity of physical, social, and environmental. Within this learning context, students are asked to critically consider contemporary greenfield/brownfield existing/prospective urban environments and their relation to differing ecologies.

## Assessment

- Morphological analysis (individual 15%, group 20%) 35%
- Strategic ecological considerations (group) 30%
- Speculative design 35%

## SRC163 – Drawing Studio

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Sharman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SRM140*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour studio per week, 1 x 2 hour practical per week*

## Content

This unit allows students to develop creative thinking through design drawing. Learning and assessment activities in this unit will require the student to explore design media and techniques and develop a full range of skills necessary to imagine, generate, conceive, and analyse design ideas using the language of architecture, and its codes and conventions. Students will develop a critical understanding of the agency of drawing and modelling, which will enable alternate ways of conceiving, communicating and evaluating design ideas. Creative outcomes of students in this unit will be representative of their ability to reflect and critique the implications of proposed and existing architectural designs, which will complement their theoretical and historical perspectives.

## Assessment

- Creative work 40%
- Portfolio 60%

## SRC221 – Modelling Studio

*Enrolment modes:*

*Trimester 2: Waterfront (Geelong)*

*Trimester 3: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Chin Koi Khoo*

*Trimester 3 Unit Chair: Michael Sharman*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SED102 and SED202*

*Scheduled learning activities – campus:*

*Trimester 2: 1 x 1 hour class per week, 1 x 2 hour studio per week, 1 x 2 hour practical per week.*

*Trimester 3: (Intensive) Students are required to attend 5 x 5 hours of studio per trimester.*

## Content

This unit challenges students to creatively think through principles computer-aided modelling and design communication. Students will learn about and engage in specific methods to imagine, conceive and represent the spatial geometry and form between digital environments and tangible manifestations. They will be provided with the opportunity to learn and apply new platforms and software for the digital engagement of architectural representation. Learning and assessment activities provide the opportunity to pursue visualisation of models through both preliminary and resolved mediums. Alongside the designated creative outputs, students will be required to demonstrate the process they have engaged and to develop a mode of presentation as the means to reflection and learning for professional practice.

## Assessment

- Creative work: digital conceptualisation 50%
- Creative work: spatial realisation 50%

## SRC362 – Documentation Studio

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: SRM462, SRP462*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Michael Sharman*

*Prerequisite: SRD264, SRC221 and SRT251*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour studio per week.*

## Content

This unit is a study of architectural development and detailing and its critical relationship with design implementation and progression to contractual enforcement in the management of a building project through process and product. Appropriate decision-making and transfer of information forms the framework for producing effective working documents through a process of information content development, and communication.

Research and speculation to refine project-specific construction knowledge is progressively evidenced in documentation from a basis of sound technical building practice. Students also engage with self-development of representation skills through assignment activity.

## Assessment

- Project design development (15% group, 15% individual) 30%
- Project documentation, detailing and scheduling 60%
- Reflection 10%

## SRD163 – Studio 01: Thoughtscapes

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Akari Nakai Kidd*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SRD161*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 4 hour studio per week*

## Content

Architectural design evolves through the exploration and reappraisal of a range of ideas and propositions that lead progressively to the eventual resolution of a coherent design proposal. SRD163 introduces students to Architectural Design by exploring the complex process of thinking, where experience, meaning and philosophy are positioned as essential to the aesthetic, spatial and physical resolution of design. Students must undertake study in areas of architectural enquiry including the language of Architecture (form and order, hierarchy, scale composition and proportion); the human body and anthropometrics; and drawing upon historical precedents evident in contemporary Architecture.

## Assessment

- Drawings 30%
- Design project 50%
- Design journal and folio 20%



## SRD164 – Architecture Design Studio 02: Matterscapes

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Lana Van Galen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 5 hours studio per week.*

### Content

SRD164 Studio 02: Matterscapes is an architectural design unit with a focus of tectonic influences in design processes. Student learning in this unit will focus on materiality and tectonic understanding integration of conceptual spatial thinking with elemental technology and fabrication strategies, structural and spatial orders, constructional and envelope systems and immediate context analysis. Students will also engage with architecture representational conventions, as essential tools to develop and communicate design strategies and selective resolution.

### Assessment

- Tectonic concept design and presentation 30%
- Fabrication proposal and presentation 50%
- Reflection 20%

## SRD263 – Studio 03: Earthscapes

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Stewart Seaton*

*Prerequisite: SRD163 and SRD164*

*Corequisite: Nil*

*Incompatible with: SRD261*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 3 hour studio per week.*

### Content

Climate change and sustainability are increasingly significant factors in the design process. In this studio unit, students will explore architectural design with a major focus on the relationship between sustainable design, functional requirements, climate, and site conditions. Students will gain knowledge of design quality, which is a holistic balance between inputs and outcomes with regard to cultures and resources. Student exploration will include: the use of diagrams to communicate ideas, site analysis, and ecologically sustainable building. Learning and assessment activities will require students to consider cultural, social, material and environmental requirements, as well as the importance of historical precedent and designing collaboratively as part of a team.

### Assessment

- Investigative project 20%
- Group project design 30%
- Individual project design 50%

## SRD264 – Studio 04: Publicscapes

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Yolanda Esteban*

*Prerequisite: SRD163 and SRD164*

*Corequisite: Nil*

*Incompatible with: SRD261*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 5 hour studio per week.*

### Content

SRD264 Studio 04 Publicscapes is a studio-based unit. It comprises a series of set exercises that feed into a design problem. Studio is the central component in the education of an architect. It is the place where students do and discuss their designs. No designer works in isolation. Due to its particular complexity, urban design requires specific and continuous collaboration and cooperation. Students are expected to attend all studio sessions with all the necessary equipment.

### Assessment

- Urban and site analysis report 30%
- Design project and presentation 50%
- Design reflective folio 20%

## SRD363 – Studio 05: Hybridsapes

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Chin Koi Khoo*

*Prerequisite: SRD263 and SRD264*

*Corequisite: Nil*

*Incompatible with: SRD361*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 3 hour studio per week*

### Content

In SRD363, students will explore architectural design from the perspectives of complex, contradictory and hybrid environment within which contemporary Architecture performs. Learning and assessment activities in the unit will require students to investigate the influences of architectural design in dense urban contexts, in particular to comprehend 'vertical' relationships and arrangements of the architectural space through high-rise building typologies.

### Assessment

- Group work: research project and presentation 10%
- Design: conceptual design project and presentation 40%
- Design: detailed project and presentation 50%

### Content

This is the capstone design unit of the Architecture undergraduate courses. Students will select from a range of projects offered by specific staff members. All proposed projects will have similar scale, ambition and design complexity. Students will be required to demonstrate, through their design production, the integration and application of all the skills, capacities and knowledge learnt in previous design units, as well as the integration of knowledge gained in all other units of the course. Projects will emphasise the integration of the five major topics that have characterised the design studios in the Architecture courses: Architecture as a meaningful and relevant discipline strongly linked to the overall cultural and philosophical panorama; architectural compromise with materiality; environmental responsibility of the work of the architect in the built environment; the fundamental public role of Architecture; and physical and conceptual hybrid condition of the current urban environment.

Students will have the opportunity to select their main field of interest in architectural design (Thought, Matter, Earth, Public, Hybrid). Students will also integrate components from the remaining design inputs in their proposal, demonstrating the application of their individual approach to Architecture.

### Assessment

- Design: project analysis and concept development (includes oral presentation) 20%
- Design: project final presentation 50%
- Reflective portfolio 30%

## SRD364 – Superstudio

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Akari Nakai Kidd*

*Prerequisite: SRD263 and SRD264*

*Corequisite: Nil*

*Incompatible with: SRD361*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 4 hour studio per week*

## SRD741 – Architectural Design Research Studio

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong)*

*Trimester 3: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Tuba Kocaturk*

*Trimester 3 Unit Chair: Cecilia De Marinis*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour studio per week*

## Content

SRD741 aims to introduce ADR theory; use a range of ADR techniques to extend your design skills; and in the process generate schematic designs that you can develop in SRD766 Architecture Masterclass Studio.

A series of lectures introduce ADR theory and techniques, in support of the central activity of the unit – designing in the studio. ADR is a form of abductive reasoning, where a proposition is explored through a cyclic process of iterative design and critical reflection. You probably have used iteration process in other design units. The difference with this ADR studio is the range of techniques you will use and the explicit documentation of your design process and thinking.

For the first 8 weeks, each studio will involve intense drawing and modelling iteration sessions using different approaches to formulating a design idea. The approaches used will range from the theoretical and contextual to the functional and technical. In the final 3 weeks, you will select what you consider the most promising of your design iterations and extend these to propose a schematic design – diagrams, drawings and models that describe the essential aspects of an architectural project. This schematic design will form the starting point for SRD766 Architecture Masterclass Studio.

## Assessment

- Design exploration portfolio stage 1 30%
- Design exploration portfolio stage 2 30%
- Schematic design 40%

## SRD742 – Architectural Design Master Studio B

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Ross T Smith*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 3 hour class per week, 1 x 4 hour studio per week*

## Content

SRD742 Architectural Design Master Studio B introduces students to design studio practices at master level through three streams, of which students can select one for the duration of the unit: theory, urban or technology. All three streams and the design project briefs that each of them will undertake in the unit will:

- focus on the public and political agenda of architecture and
- holistically integrate sustainability approaches, concepts and principles considering project specific requirements.

Through a framework of quantitative and qualitative measures, the projects will be focused on the design of a building, a group of buildings, or any other type of complex architectural intervention in real and hypothetical scenarios that explore the programmatic richness and diversity of architecture and the urban context. The environmental agenda integrated in this studio will focus on the performance of materialisation of architecture, from the selection of building material to tectonics and analysis of specialised building envelopes. The context into which the conceptual, architectural or urban proposal is integrated will play a major role in both the analysis and synthesis phases of the design process. Conceptual, architectural, and urban spaces will be explored, defined and described through a wide range of architectural tools and documents.

## Assessment

- Analysis and project concept exploration 20%
- Project presentation 50%
- Environmental performance analysis portfolio 30%

## SRD760 – Geo-Planning and Design

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRA760*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Surabhi Pancholi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SRA760*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week, 1 x 3 hour practical for 5 weeks.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

SRD760 involves an examination of the large scale urban development processes. Through the trimester the student is exposed and will experience the typical professional practice process involved in regional-scale designing and urban ecological inquiries that implicate prospective land identification, selection and evaluation as to its capacity to accommodate development including the environmental and aesthetic quality, physical and environmental carrying capacity and performance of land, its ability to economically and environmentally cater for and accommodate built environment developments and their associated infrastructure including a range of different built environment forms, densities, and land use typologies, and the scope as to staging, different environmental and economic values and attributes.. The unit as also includes a broad critical analysis of the contemporary social, economic and environmental challenges, theories and precedents that have shaped and currently inform the making of Australia's built environment including various strategies for forming new or regenerating existing urban territories.

The project-based format of the unit is scaffolded with classes that oversee the inquiry, its staging and its different levels and scales of inquiry, the use of geographic information systems (GIS) as a tool in research and modelling activities, while also addressing the theoretical parameters of urban ecology practice and theory. Students are presented with regional-scale extant or prospective urban contexts and conditions that introduce increasing complexity of physical, social, and environmental. Within this learning context, students are asked to critically consider contemporary greenfield/brownfield existing/prospective urban environments and their relation to differing ecologies.

## Assessment

- Morphological analysis (group) 25%
- Strategic ecological considerations (group) 25%
- Speculative design 50%

## Prescribed texts

Wilpen L. Gorr And Kristen S. Kurland, 2013, GIS Tutorial 1, Basic Work Book, Esri Press, USA

# SRD761 – Designing Urban Environments

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Rollo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 4 x 1 day seminars per trimester (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

This unit aims to provide a high level of design 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 will be able to understand the urban condition through scale, built form, land-use and movement and have an appreciation for determining when a more innovative design might fit in better urban outcomes.

## Assessment

- Project work 60%
- Report 30%
- Generative journal 10%

## SRD762 – Interdisciplinary Planning and Design

*Enrolment modes: Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Surabhi Pancholi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 day seminars (from weeks 1–2 – 6 hours per day) as well as independent study.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### 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

- Project work and presentation (group) 40%
- Scoping paper 20%
- Major report 40%

## SRD763 – Architectural Design Master Studio A

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Cecilia De Marinis*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SRD463*

*Scheduled learning activities – campus: 1 x 3 hour class per week, 1 x 4 hour studio per week*

### Content

SRD763 Architectural Design Master Studio A introduces students to design studio practices at master level through three streams that students can select From: theory, urban or technology. All three streams and the design project briefs that each of them will undertake in the unit will:

- focus on the human and social agenda of architecture and
- holistically integrate sustainability approaches, concepts and principles considering project specific requirements.

The projects will involve the development of an architectural intervention with a degree of programmatic complexity focussed on the social and residential challenges faced by contemporary urban context. The physical, historic, cultural and environmental contexts into which these architectural proposals are inserted will play a major role in the analysis and propositional phases of the design process. Projects are intended to express a critical position towards the sometimes conflictive and controversial situations that characterize urban coexistence and create a design that reflects environmental responsibility. Theoretical, architectural, and urban spaces will be explored, defined and described through a wide range of architectural tools and documents. The expectation of the unit is that each of the documents elaborated to communicate the projective reality that students propose, achieve a level of professionalism and persuasiveness in accordance with the masters level of the architectural course.

### Assessment

- Analysis and conceptual design proposal 20%
- Design project presentation 50%
- Environmental responsibilities portfolio 30%

## SRD764 – Urban Design Studio

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Rollo*

*Prerequisite: SRD761 (students enrolled in S700, S701 – nil)*

*Corequisite: Nil*

*Incompatible with: SRD464*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 3 hour studio per week*



## Content

The design projects undertaken in the unit will be based on urban design and strategic planning issues in three areas critical to the future growth of Australia's urban environment: metropolitan urbanism, urbanism on the periphery and regional urbanism. The unit allows students to identify the existing fabric of specific precincts in transition; analyse the artificial and natural boundaries which shape or limit their place setting; and propose a range of sustainable design strategies that resolve areas of discontinuity and open up options for stimulating urban renewal. On completion of the unit students should be able to develop an informed understanding of the place of architecture, landscape and planning within the context of the city, and to explore methodologies for evaluating and responding to an urban context with respect to environmental, economic, community, cultural, and heritage issues.

## Assessment

- Group collaborative design poster presentation 50%
- Individual design poster presentation 50%

## SRD765 – Architectural Design and Resolution

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong)*

*Trimester 3: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Scott Eldridge*

*Trimester 3 Unit Chair: Stewart Seaton*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 3 hour studio per week.*

## Content

In SRD765 students will investigate architectural design as a discipline of philosophic intention essentially coupled with compositional, structural, and material development. This will require students to undertake a process of architectural design development, where designs will be analysed and the design intentions developed through investigations into compositional and material methods alongside reference to the works of selected architects.

Students will be required to develop their design 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 up to a scale of 1:20.

## Assessment

- Mid-trimester project presentation 40%
- Final folio and demonstration 60%

## SRD766 – Architecture Masterclass Studio

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: Scott Eldridge*

*Prerequisite: Students enrolled in S700: 8 credit points of level 7 SR\* coded units including SRD763, SRD742 (or SRD764 if completed before 2017), SRD741 and SRD765. Students enrolled in S701: 3 credit points of level 7 SR\* coded units including SRD763. Students enrolled in S711: 6 credit points of level 7 SR\* coded units including 1 unit from SRD763 or SRD742 and SRD741, SRD765. (Note: It is strongly recommended that continuing S700 students complete SRD763, SRD742, SRD741 and SRD765 prior to commencing SRD766.)*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 4 hour studio per week*

## Content

This unit stands as the critical summation of the knowledge and capabilities developed in design for the Master of Architecture. Students are required to produce an architectural design project using an advanced design methodology underpinned by an essential theoretical intention. Each student shall formulate a project brief, and move to a position where a substantial body of work can be developed using a range of complex architectural factors and sophisticated principles of design. This will require students to integrate their body of knowledge and methods, and demonstrate the use of contextual, functional, technical and theoretical factors to explore, test and clarify their architectural design project. Each student will be appointed a supervisor with whom they will work with throughout the trimester, and with whom they will meet as a group on a weekly basis. The Progress Evaluation, Final Project Submission, and Formal Presentation constitutes the total grade for this unit.

## Assessment

- Progress Evaluation 20%
- Final project submission 60%
- Formal presentation 20%

## SRD768 – Landscape Design Masterclass

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 2 Unit Chair: David Jones*

*Prerequisite: Students enrolled in S703: 8 level 7*

*SR\* coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 4 hour studio per week.*

## Content

This unit stands as the critical summation and capstone of the knowledge and capabilities developed in design for the Master of Landscape Architecture course. Students are required to produce a landscape architectural design project using an advanced design methodology underpinned by an essential theoretical intention. Each student shall formulate a project brief, and move to a position where a substantial body of work can be developed using a range of complex landscape architectural approaches and sophisticated principles of design. This will require students to integrate their body of knowledge and methods, and demonstrate the use of contextual, functional, technical and theoretical factors to explore, test and clarify their landscape architectural design project.

Each student will work with the Unit Chair and the Tutors whom they will engage with throughout the trimester, and with whom they will meet with on a weekly basis. The Progress Evaluation, Final Project Submission, and Formal Presentation constitutes the total grade for this unit.

## Assessment

- Progress evaluation 20%
- Final project submission 60%
- Formal presentation 20%

## SRE170 – Construction Finance

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Kite*

*Trimester 3 Unit Chair: Nick Jahnecke*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

## Content

In SRE170, students will learn fundamental accounting principles and practices to financial transactions on building works and in construction companies. Students will identify how accounting is one of a number of systems which provide information to managers in the construction industry. Learning and assessment activities will focus on 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

- Group research report 30%
- Accounting report 30%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRE270 – Building Economics

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Farnad Nasirzadeh*

*Prerequisite: SRE170*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### 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

- Essay 25%
- Group research report 25%
- Examination 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRE272 – Building Measurement

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: SRQ271*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Argaw Gurm*

*Prerequisite: SRT151 or SRT112*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

SRE272 introduces students to the principles and practices of building measurement in simple low-rise residential construction through the use of the Australian Standard Method of Measurement (ASMM). The distinct differences in roles and responsibilities between the quantity surveyor and the contractor's estimator will also be discussed. Students will also be introduced to the use of computer programs for the measurement of building works.

### Assessment

- Online quiz (2 x 10% each) 20%
- Group practical measurement task 40%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

### Prescribed texts

AIQS, 2016, Australian Standard Method of Measurement of Building Works, 6th Ed, Australian Institute of Quantity Surveyors

## SRE302 – Building Measurement and Estimating

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Argaw Gurm*

*Trimester 3 Unit Chair: Reza Taban*

*Prerequisite: SRE272 and SRT251*

*Corequisite: Nil*

*Incompatible with: SRE373*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 1 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online):*

*Trimester 3: Learning experiences are via CloudDeakin plus 3 x 1 hour online seminars per trimester. Students also have the option to attend half day seminars (8 hours in total) at the Waterfront (Geelong).*

## Content

SRE302 is designed for students to develop greater understanding of measurement and estimating principles and practices in commercial and industrial construction. Students will learn concepts including preliminaries, trade preambles, measurement and billing of quantities for a wide range of trades. They will develop and apply technical skills including the use of specialised computer software in compiling documentation and estimating of unit rates. The application of Building Information Modelling (BIM) for measurement and estimating is encouraged in this unit.

## Assessment

- 2 x online quizzes 20%
- Group practical measurement and estimating task 40%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## Prescribed texts

AIQS, 2018, Australian and New Zealand Standard Method of Measurement of Building Works, (2018 edition), Australian Institute of Quantity Surveyors  
OR AIQS, 2016, Australian Standard Method of Measurement of Building Works, (6th edition), Australian Institute of Quantity Surveyors.

## SRE372 – Measurement and Estimating 2

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*

*Previously coded as: SRQ271*

*EFTSL value: 0.125*

*Unit chair: Roshani Palliyaguru*

*Prerequisite: SRE272*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

SRE372 is designed for students to develop greater understanding of measurement and estimating principles and practices in commercial and industrial construction. Students will learn concepts including preliminaries, trade preambles, measurement and billing of quantities for a wide range of trades. They will develop and apply technical skills including the use of specialised computer software in compiling documentation and estimating of unit rates.

## Assessment

- Online quiz (2 x 10% each) 20%
- Group practical measurement and estimating task 40%
- Examination 40%

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRE373 – Measurement and Estimating 3

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Roshani Palliyaguru*

*Prerequisite: SRE372*

*Corequisite: Nil*

*Incompatible with: Nil*

## Content

SRE373 will allow students to develop a deep understanding of measurement and estimating practice for complex building works as well as the procedural rules that apply in practice. Students will be introduced to measurement of building services and civil engineering and to the role of Building Information Modelling (BIM) in the preparation of estimates and tender documents.

## Assessment

- Estimating practice report 20%
- Group practical measurement and estimating task 40%
- Examination 40%

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRE464 – Building Development Appraisal

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Dominic Doe Ahiaga-Dagbui*

*Prerequisite: SRE270 or MMP213*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week per trimester.*

### Content

This unit focuses on the role of property development and building professionals 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

- Individual report 30%
- Group report 30%
- Individual research project 40%

## SRL731 – Landscape Narrating and Meaning

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Jones*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 1 day class/seminars (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### Content

SRL731 challenges students to consider the position, evolution and 'art' of designing landscapes (whether small or large) and the antecedents and thinking processes that were employed to chart and construct these places. But, unlike most landscape architectural history-theory units around Australia, while their emphasis is upon the history of place and designed landscapes, this Unit places a greater emphasis upon analysing the 'making' and 'narrating' of the designed landscape to enable you to question the logic behind the design, the intent and words of the designer(s) in ideating and crafting the place, and their attention to the qualities and post-design outcomes of the place.

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. The first part of this unit addresses theories inherent in landscape architecture including reviewing authors, precedent texts, and exemplars arising from these theories. A second part explores 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 examines the ethos of the Australian landscape architecture profession including its advocates, key influencers and precedents, and the role and activity of the Australian Institute of Landscape Architects (AILA). The last part of the Unit considers the significant texts and projects that embody the aims and objectives of the Australian profession together with engaging in and appreciating the narrating of design, constructing designs, and illustrating designs.

### Assessment

- Individual visual diary (illustrative and textual) 20%
- Visual diary (illustrative and textual) 20%
- Individual narrated powerpoint 20%
- Individual illustrative essay and narrated powerpoint 40%



## SRL732 – Plants, Design and Ecologies

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Jones*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 1 day class/seminars (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### Content

SRL732 considers the role of plants and plant material in landscape design and landscape architecture. The thrust of this unit is upon planting design, and learning about plants and their applications and possibilities as a design medium. Planting design is the art and process of designing and creating plans for layout and planting of public domain areas, gardens, and landscapes.

This unit explores and reviews the realm of plant science and natural ecology as it pertains principally 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 nurtures an individual appreciation and palette of plant materials pertinent to the practice of planting design. A third part explores fundamental 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 examines two select 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, ecological restoration, 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. Lastly, the unit considers the use of plants as a medium in design culminating in a planting design exercise.

### Assessment

- Plant identification assignment 20%
- Plant research file 50%
- Site analysis 10%
- Planting design assignment and presentation 20%

## SRL733 – Indigenous Narratives and Processes

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: David Jones*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 1 day class/seminars (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### Content

SRL733 considers contemporary engagements and relationships with Australian and international Indigenous communities in design and planning practice and projects. Part of the unit examines Indigenous peoples and their cultural and spiritual relationships to land, territory, Country, language, name, knowledge transferal, sedentary patterns, custodianship, curatorship, alternate approaches to 'natural science', personal and environmental health and their symbiotic use and curatorship of natural resources as legitimate land design, planning and management tools and approaches. A second part examines a set of Australian and international exemplar case studies where Indigenous peoples have served either as client or consultant in the formulation of design and planning projects that have resulted in international and or highly significant, innovative and creative outcomes that demonstrate respect and cultural richness. A third part considers processes of managing cultural-rich projects including consultation, engagement and protocols. A fourth part draws upon on-site engagement with a place rich in Indigenous meanings, associations, history, myth, and provide a first-hand understanding of Indigenous protocols.

### Assessment

- Cultural protocol 30%
- Cultural project esquisse 30%
- Cultural project critique 30%
- Project oral presentation 10%

## SRM161 – Contract Administration 1

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: SRP161*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dominic Ahiaga-Dagbui*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

SRM161 introduces students to the legal system and its role in society. Students will learn 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 and the law of tort. This will enable students develop knowledge of contractual and legal requirements, which they will apply to built environment projects.

### Assessment

- Business structure report 20%
- Legal principles report 40%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRM165 – Introduction to Building Information Modelling

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: M Reza Hosseini*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week*

### Content

Effective management of information is central to the success of construction projects. In SRM165, students will have the opportunity to gain knowledge of the concepts as well as hands-on experience with related information management systems and methodologies. The unit focuses on major aspects associated with adoption and implementation of information management systems for data creation, visualisation, usage and sharing on construction projects. Students will also be introduced to leading Building Information Modelling (BIM) packages.

### Assessment

- Report (including application of software tools) 20%
- Building Information Modelling (BIM) model development 30%
- Group BIM report (including presentation) 50%

## SRM181 – Project Management 1

*Enrolment modes:*

*Trimester 1: Burwood (Melbourne), Waterfront (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Linda Tivendale*

*Trimester 3 Unit Chair: M. Reza Hosseini*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour scheduled online class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### Content

SRM181 provides students with an overview of all the essential knowledge required to operate successfully as a project manager in the construction industry. In this unit students will learn about purpose of project management and the context of project management within the Australian construction industry. Learning and assessment activities in the unit will allow students to discuss the lifecycle of a project with a particular focus on the initiation stage and planning stage. Students will also be introduced to project management activities of planning, monitoring and control.

## Assessment

- Project lifecycle poster presentation (group) 30%
- Project management essay 50%
- Research report and discussion (group) 20%

## SRM261 – Contract Administration 2

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adam Krezel*

*Prerequisite: SRM161 or MLC101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour scheduled online class per week, 1 x 1 hour seminar per week.*

## Content

SRM261 extends the study of the law related to building introduced within SRM161 Contract Administration 1. In this unit, students will examine standard form contracts and investigate the contractual responsibilities and obligations of the parties to a contract. They will learn about the contractual position with respect to time, cost, quality and scope in both residential and commercial contracts.

## Assessment

- Construction contract report 20%
- Group contract administration manual and poster presentation 40%
- Contractual resolution report 40%

## SRM281 – Project Management 2

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Farnad Nasirzadeh*

*Prerequisite: SRM181*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

## Content

In SRM281 students will extend the knowledge gained in SRM181 with a particular focus on the construction stage and finalisation stage of a project. They will learn about the tools, techniques and practices required to ensure successful delivery of a construction project and to meet client requirements.

## Assessment

- Discussion of individual project analysis 20%
- Project management report 30%
- Group PMP (project management plan) presentation 50%

## SRM310 – Project Planning and Scheduling

*Enrolment modes:*

*Trimester 2: Waterfront (Geelong)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Jun Wang*

*Trimester 3 Unit Chair: Hong Xian Li*

*Prerequisite: one of SRT151 or SRT112 and one of SRT251 or SRT214*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 2: 1 x 1 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online):*

*Trimester 3: Learning experiences are via CloudDeakin plus 3 x 1 hour online seminars per trimester. Students also have the option to attend half day seminars (8 hours in total) at the Waterfront (Geelong).*

## Content

SRM310 will provide students with knowledge and skills required for planning and scheduling of construction projects. Students will develop skills to prepare, read, monitor and adjust project schedules, using common tools and techniques. Students will be introduced to the use and benefits of Building Information Modelling (BIM) in planning and scheduling.

## Assessment

- Group project planning report and presentation 40%
- Individual scheduling assignment 20%
- Individual scheduling assignment with problem solving report 40%

## SRM381 – Project Management 3

*Enrolment modes:*

*Trimester 2: Waterfront (Geelong)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Adam Krezel*

*Trimester 3 Unit Chair: Abid Hasan*

*Prerequisite: SRM281*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### Content

SRM381 builds on the knowledge gained in SRM181 and SRM281. In this unit, student learning will focus on the project management tasks of problem solving, communications and negotiation to ensure successful project delivery and to meet client requirements. Project management in practice is researched to provide an understanding of benchmark performance and innovation within the global construction industry.

### Assessment

- Presentation of group project management analysis 40%
- Research paper with poster 30%
- Interpersonal skills report and discussion (group) 30%

## SRM461 – Contract Administration 3

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gayani Karunasena*

*Prerequisite: SRM261*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week*

### Content

SRM461 completes the contract administration suite of units in the Bachelor of Construction Management (Honours). In this unit, students will learn about decision making and problem solving with respect to contracts in built environment projects. Student learning will particularly focus on procurement, risk and tender evaluations and dispute resolution. Students will also develop technical skills for the administration of construction contracts using specific software packages introduced within the unit.

### Assessment

- Individual strategic procurement report 20%
- Group tender evaluation and risk analysis report 30%
- Case study report 50%

## SRM489 – Professional Practice

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Asheem Shrestha*

*Prerequisite: 3 level 3 or 4 SR% coded units*

*Corequisite: Nil*

*Incompatible with: SRM570 and SRR512*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

In SRM489 students will investigate the current and future roles of professionals practice within the Australian construction industry. Student learning will focus on examining the application of key principles and 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. Learning and assessment activities will require students to explore the implications of employment laws and industrial relations on construction organisations and examine the impacts of internationalisation, globalisation, global economy, and cultural diversity.

### Assessment

- Individual research report 30%
- Group report and oral presentation 50%
- Learning outcome portfolio 20%

## SRM750 – Built Environment Professional Practice

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Igor Martek*

*Cohort rule: Students enrolled in S700, S701 or S711 must enrol in campus mode*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SRM470 and SRM591*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### Content

This unit has two purposes; the first is to introduce professional practice principles and the second is to explore the roles and functions of, and interactions between different types of built environment professionals. The unit has an emphasis on professional practitioner involvement in the building construction industry and the roles of architects, landscape architects and land use planners in working with the respective disciplines as well as urban designers, construction managers and other building industry professionals

In terms of principles, the students will explore the legal and ethical responsibilities of built environment professionals to clients, consultants and other parties. This exploration will enable students to contextualise professional practices, ensuring they are critiqued, understood and realised within economic, social, cultural and professional contexts. The unit also introduces the bases for professional competency and registration, principles of the law of contract, law of tort, copyright, moral rights and professional codes of conduct as they relate to built environment professionals.

Students will also learn about establishment and organisation of small practices; the collaboration process with clients; feasibility studies, negotiations with planning and building authorities, tendering, methods of building procurement (in particular the specifics of architect- or landscape architect- or planner-administered contracts), the control of the staging of pre-design, design, contract documentation and contract administration stages, and the broader relationship between the local and global contexts of professional practice.

### Assessment

- Project initiation 30%
- Planning work 30%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRM751 – Principles of Building Information Modelling

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: M. Reza Hosseini*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### Content

The unit enables students to integrate work-based case studies with the theory and practice of management of an integrated multidisciplinary information system/model of a complex projects. The unit examines information creation, ownership, usage, development and management and for planning, modelling and simulation to support effective decision making using BIM methodology. The students will examine such themes as: software and hardware tools, data compatibility, interoperability, procurement strategies, model/system ownership, contractual obligations, legal frameworks and security. The relationship between managing intellectual capital through knowledge management systems will also be examined. Students are challenged in development of execution plans to support implementation of integrated project information system/model through adoption of BIM for a case construction project.

### Assessment

- Individual project 15%
- Individual essay 45%
- Group project and presentation 40%



## SRM752 – Advanced Project Management

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Krezel*

*Trimester 3 Unit Chair: Adam Krezel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### Content

The unit integrates the historical development of the project management profession with contemporary internationalised project management practice. A case study approach is used to examine project management theories, methodologies and techniques for large-scale, construction projects. Learning and assessment activities will enable students to explore strategic, tactical and operational challenges of project management and investigate appropriate methodologies and techniques used in successful delivery of complex construction projects. Students will investigate and evaluate various project organisational structures in the context of the case study project parameters. Learning through case study approach will aid students to develop leadership and project management skills enabling successful project initiation, planning, delivery and closeout.

### Assessment

- Critical analysis report 40%
- Project management plan 60%

## SRM771 – Work Place Assessment

*Enrolment modes: not available from 2018*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: John Rollo (Trimester 2), Scott Eldridge (Trimester 3)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

This unit enables students to complete a built environment 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 and health urban conscious environments. 'Industry' is defined as including both private (design, planning, development entities) and public (community activist, local government, state government, and quasi-government entities). 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

- Progress report 40%
- Final report 60%

## SRM772 – Built Environment Practical Assessment

*Enrolment modes: Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Yolanda Esteban*

*Trimester 3 Unit Chair: John Rollo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

The work integrated learning strategies adopted in this unit include student-initiated through reflective and action learning and or applied practice-based experiences including professional creative work at approved venues. The application of these learning strategies is embedded in a guided program of assessable components that give students the opportunity to develop generic skills in career-related skills, aligned to their course discipline, as well as developing the specific skills and knowledge required of a built environment professional in practice. Involving formal learning, this practice-based experience for students is intended to enable the development and advancement of knowledge and skills typically sought from graduate professional built environment practitioners.

*Note: Entry to this unit is via application and approval of the Unit Chair.*

## Assessment

- Learning plan 10%
- Placement/practice-based project or creative work 60%
- Reflective journal 30%

## SRM777 – Construction Management Practice

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 2: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.25*

*Trimester 1 Unit Chair: John Kite*

*Trimester 2 Unit Chair: John Kite*

*Trimester 3 Unit Chair: John Kite*

*Prerequisite: 8 level 7 SR\* coded units*

*Corequisite: STP710 and must be enrolled in S792*

*Incompatible with: SRR724*

*Scheduled learning activities – campus: 2 hours of class/seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin, plus 5 x 1 hour online seminars per trimester.*

## Content

SRM777 provides students with an opportunity to gain a better understand of the construction industry workplace through real or simulated work placement. Simulated work placements will be offered through the use of the simulated work environment software program where students will form construction companies and work together to bid on projects, manage staff and stakeholders, make financial decisions and grow the wealth of their company. In this unit students will be required to apply discipline and course specific knowledge across a range of construction industry roles. Students will learn skills to improve their employability, build work ready professional capabilities and gain knowledge of the career development required of someone seeking to become a Built Environment Professional.

*Note: Most students undertake the simulated version of this unit and do not require a work placement. If you source your own placement, please note that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

## Assessment

- Career development plan 20%
- Company brochure (group) 20%
- Report on work practices 40%
- Presentation 20%

## SRM781 – Managing Change and Innovation

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Yolanda Esteban*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 2 x 2 days intensive seminars (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

The purpose of this unit is to provide participants with concepts and methods that will help them be successful leaders of change as they apply to cultivating and implementing policies and strategies in the design of sustainable and creative cities. 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.

## Assessment

- Essay 30%
- Urban change project 40%
- Critique presentation 30%

## SRP733 – Contemporary Planning and Design Challenges

*Offering information: 2019 is the final offering of this unit*

*Enrolment modes: Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: AIA718*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Surabhi Pancholi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AIA718*

*Scheduled learning activities – campus: 4 x 1 day class/seminars per trimester (6 hours per day) as well as independent study.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin*

## Content

SRP733 challenges students to consider the historical nature of Western land use and the implications of planning and design practice. Notions of ethical planning and design practice and the public interest will be explored along with the idea of conflict of interest. Finally, the unit will focus on current issues, both legislative and those places and topics that are exciting the popular imagination including Smart Cities, Creative Cities and the Anthropocene.

## Assessment

- Essay (theory) 30%
- Essay (practice) 50%
- Oral presentation 20%

## SRP761 – Ecological Cities and Futures

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Phillip Roos*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 6 x 1 day classes/seminars (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

Urban ecologies through the lens of creative vegetation use and practice, linked to water sensitive design and urban design, is increasingly becoming a tenet of built environment design internationally. This unit explores urban ecology history, theory and contemporary practice in the design and planning of the built environment, offering insights into new projects, new technologies and approaches that use vegetation to achieve sustainable outcomes at regional, metropolitan, local and specific building levels. This includes a review of urban ecology theory as it relates to urban environments, water systems, urban wildlife systems, coastal and riverine environments, wetland systems, and mono-cultural open spaces as habitat shapers, manipulators and healthy community indicators, and thereupon consideration of urban ecology in design applications including design properties, use in open space and streetscapes, human and wildlife habitat formation and manipulation through a design and planning lens. It also reviews the role and potential of plant materials and plants (trees, shrubs, ground covers, etc) in design and planning applications in mediating environmental effects, heat island mediation, offering environmental psychological benefits and quality environmental outcomes, therapeutic landscapes as place making, and in establishing the identity and distinctiveness of places whether historically or contemporary through a design and planning lens.

## Assessment

- Research essay 25%
- Critique essay 25%
- Planning/design proposal 35%
- Oral presentation 15%

## SRP781 – Planning Processes and Practice

*Offering information: 2019 is the final offering of this unit*

*Enrolment modes: Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: Surabhi Pancholi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend 4 x 1 day classes/seminars (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### Content

This unit provides 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 North American approaches they have drawn upon.

### Assessment

- Strategic and statutory planning appraisal (written critique) 60%
- Appraisal report (planning application) 40%

## SRP782 – Smart Cities and Infrastructure

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: David Jones*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Students are required to attend 4 x 1 day classes/seminars (6 hours per day).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### 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. These influences shape urban settlements and cities and combine to make each urban place distinctive. In this unit, students will develop foundational knowledge in geographic and economic theories that explain the form and distribution of settlement and uses. Particular attention is paid, in this unit, to the forces that can influence urban change or that may be harnessed to pursue preferred future forms. This unit has particular relevance for addressing emerging scenarios as contemporary society recognises the prospect of low carbon future, climate change, oil supply vulnerability and changing demographic profiles. Students will also consider 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

- Essay 20%
- Research paper 30%
- Case study report 50%

## SRQ301 – Building Cost Planning

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Nick Jahnecke*

*Prerequisite: SRE272 and SRT251*

*Corequisite: Nil*

*Incompatible with: SRQ462*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

SRQ301 students will consider the principles of design economics applied to buildings and the role of cost planning during design development. They will learn the purpose of and apply techniques of cost planning and control. Learning and assessment activities in the unit will focus on the examination of the effect of design constraints and variables on total building costs, and the accuracy of different estimating approaches.

### Assessment

- Preliminary estimate and budget 30%
- Group report 30%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRQ460 – Quantity Surveying Practice

*Enrolment modes:*

*Trimester 2: Waterfront (Geelong)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Abdul-Manan Sadick*

*Trimester 3 Unit Chair: Gayani Karunasena*

*Prerequisite: SRQ301 or SRQ462*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus:*

*Trimester 1: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online):*

*Trimester 3: Learning experiences are via CloudDeakin plus 3 x 1 hour online seminars per trimester. Students also have the option to attend half day seminars (8 hours in total) at the Waterfront (Geelong).*

### Content

In SRQ460 students will develop an understanding of Quantity Surveying practice in the construction industry. Students will learn relevant skills to enable them to provide advice on building design and management based on economic factors at various stages during a project's lifecycle. Consideration of building performance is also considered.

### Assessment

- Feasibility report 30%
- Pre-tender report 30%
- Group quantity surveying research report 40%

## SRQ462 – Building Cost Planning

*Enrolment modes: Not available from 2017*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Roshani Palliyaguru*

*Prerequisite: SRT351 and SRE272 (students enrolled in S346, D364, D365)*

*Corequisite: Nil*

*Incompatible with: Nil*

### Content

In SRQ462 students will methodically consider the principles of design economics applied to buildings and the role of cost planning during design development. They will learn the purpose of and apply techniques of cost planning and control. Learning and assessment activities in the unit will focus on the examination of the effect of design constraints and variables on total building costs, and the accuracy of different estimating approaches. Students will also develop an appreciation for life cycle costing and its importance in the assessment of environmental sustainability.

### Assessment

- Preliminary estimate and budget 30%
- Group cost plan report 30%
- Examination 40%

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.



## SRQ745 – Construction Company Management

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Asheem Shrestha*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### 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

- Company business plan 30%
- Group report and oral presentation on business activities for complex project 50%
- Construction industry portfolio 20%

## SRQ762 – Cost Planning

*Enrolment modes:*

*Trimester 2: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Farnad Nasirzadeh*

*Trimester 3 Unit Chair: Argaw Gurmu*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### Content

In SRQ762 students will consider the principles of design economics applied to buildings and the role of cost planning during design development.

They will learn to analyse the influence of design decision making on project costs and how design constraints and variables impact on total building costs. Students will gain knowledge in their role in enabling sound economic decision making in early project phases and how to ensure cost accuracy for clients and other project stakeholders for the term of the project. Students will examine the concept of economically sustainable projects through the theory and practice of life cycle costing and evaluation.

### Assessment

- Individual professional report 20%
- Group professional cost plan and report 40%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRQ763 – Legal Risk Management

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Dominic Ahiaga-Dagbui*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### Content

SRQ763 examines complex construction projects from a legal risk management framework perspective and its implications for projects' scope, quality, cost and time parameters. Students will learn about legal and business contexts of construction organisations and projects. Through learning and assessment activities students will engage in analysis of strategic approaches for risk allocation and contractual arrangements.

The unit introduces standard forms of contracts used in the Architecture, Engineering and Construction (AEC) industry including best practice in contract administration. Theories 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. Learning through case study approach will aid students in developing skills and knowledge of risk identification, analysis and mitigation that integrates projects strategic objectives of risk and conflict avoidance.

## Assessment

- Individual essay 30%
- Group report 30%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve at least 40% in the examination.

## SRQ764 – Building Project Evaluation

*Enrolment modes:*

*Trimester 2: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Xin Hu*

*Trimester 3 Unit Chair: Olubukola (Bukky) Tokede*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Trimester 2: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

## Content

This unit examines the processes and techniques used in property development appraisal and the economic evaluation of building projects. Students will learn about 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. Learning and assessment activities will enable student's appreciation of the role that project financing arrangements play in influencing the size, scale and success of building project 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

- Group research report 30%
- Property valuation report 30%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRQ774 – Construction Measurement

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Reza Taban*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

## Content

In SRQ774 students will be able to develop a greater understanding of the principles and practice of measurement and estimating in low-rise and medium-rise construction. Learning and assessment activities will focus on construction documentation as a critical form of information transmission, the roles and uses of bills of quantities, builders' quantities and estimates, measurement and billing of quantities for a wide range of construction trades and estimating of unit rates. Students will be required to learn and apply appropriate computer software packages in this unit.

## Assessment

- Practical task 20%
- Group practical task 40%
- Examination 40%

## Hurdle requirement

In order to obtain a pass in this unit students must achieve a mark of 40% in the examination.

## Prescribed texts

AIQS, 2018, Australian and New Zealand Standard Method of Measurement of Building Works, (2018 edition), Australian Institute of Quantity Surveyors  
OR AIQS, 2016, Australian Standard Method of Measurement of Building Works, (6th edition), Australian Institute of Quantity Surveyors

## SRQ780 – Strategic Construction Procurement

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Gayani Karunasena*

*Trimester 3 Unit Chair: Nateque Mahmood*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

## 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 businesses which underpin strategic construction procurement decision making to achieve economic, environmental, social and cultural sustainable objectives. The interdependency between procurement strategy decisions – making on the 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 relationship contracting, construction culture, ethical procurement, internationalisation and supply chain management. The unit shall engage students on the impact of procurement systems on project delivery as it applies to a global construction market.

## Assessment

- Critical review 20%
- Strategic procurement report 30%
- Critical analysis (group report) 50%

## SRR311 – Built Environment Research Project

*Enrolment modes: Trimester 3: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: James Doerfler*

*Prerequisite: Must have completed 8 credit points of study*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Minimum study commitment of 10 hours per week, the Unit Chair will clarify the exact scheduled learning activities (campus) on application.*

## Content

In consultation with the Unit Chair, students will be required to undertake activities including defining a research topic or project that examines a topic in the built environment. The tasks may involve planning a research program; delineation of a design process; undertaking a project as part of a domestic or overseas study tour; collecting and analysing data appropriate to the research topic or project; and documenting and/or expressing the results of the research in a range of suitable assessable media. The specific research or project topic and the details of the research or project are to be determined in consultation with the Unit Chair.

*Note: Entry to this unit is via application and/or interview and approval of the Unit Chair.*

## Assessment

- Research/project journal 50%
- Research/project report 50%

## SRR367 – Built Environment Study Tour

*Enrolment modes: Trimester 3: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Susan Ang*

*Trimester 2 Unit Chair: Susan Ang*

*Trimester 3 Unit Chair: Susan Ang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Study Tour: 3 x 2 hour pre-study tour seminar, 1 x 2 hour pre study tour travel safe workshop, minimum one week of study tour, 1 x 3 hour post study tour seminar.*

### Content

SRR367 is a study tour unit designed for undergraduate students that draws on the area of the student's study which may be drawn from any discipline or campus. The unit offers students collaborative, immersive and experiential learning opportunities. The study tour enables students to address topical challenges associated with real world problems and to engage first hand with design understanding of the built environment within diverse contexts and cultures. Skills will include cross cultural communication, personal goal setting, self-management and organisational skills, reflection, analysis and design, and development and implementation of study tour project. The substantive outcomes will vary according to the stream of study and will include exhibition quality presentation of both individual and collective effort.

*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.*

### Assessment

- Pre study tour report 20%
- Study tour presentation 50%
- Post study tour reflection 30%

## SRR401 – Introduction to Construction Research

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong)*

*Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Linda Tivendale*

*Trimester 2 Unit Chair: Imriyas Kamardeen*

*Prerequisite: 3 level 3, 4, or 5 SR coded units*

*Corequisite: Nil*

*Incompatible with: SRR491*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week*

### Content

SRR401 provide students with an introduction to research to assist in the development of a research topic for SRR402 – Construction Research Thesis. Students will learn about research problems and proposals, search for relevant literature and gain knowledge of contemporary research principles and methodologies that are relevant to research in construction management. Students will learn how to undertake a critical literature review, the ethics of data collection, how to prepare a research proposal, and research process and communications.

### Assessment

- Report on research topic and oral presentation 20%
- Research proposal 40%
- Literature review 40%

## SRR402 – Construction Research Thesis

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong)*

*Trimester 2: Waterfront (Geelong)*

*Trimester 3: Waterfront (Geelong)\**

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Olubukola (Bukky) Tokede*

*Trimester 2 Unit Chair: Jun Wang*

*Trimester 3 Unit Chair: Linda Tivendale*

*Prerequisite: SRR401*

*Corequisite: Nil*

*Incompatible with: SRR491*

*Scheduled learning activities – campus: Students are expected to attend campus for assignment presentations, 3 x 1 hour briefings per trimester with the Unit Chair and weekly meetings with their supervisor.*

## Content

SRR402 gives students the opportunity to undertake an in-depth investigation of a chosen topic. This topic will usually be chosen as part of your studies in SRR401. Students will be required to confirm their research proposal, identifying research objectives, performing research activities and communicate research results. This includes both oral and written communication. Students are encouraged to express their views, develop ideas and carry out such study and research as is necessary under the guidance of an appropriate supervisor.

Where data collection involves ethics approval, an application needs to have been approved by the University before fieldwork can begin. If final approval is not received by Week 4 then students must pursue an alternate methodology.

*Note: \*Trimester 3 enrolment is subject to approval by Unit Chair as part of agreed research project.*

*Note also that delays in completing the thesis could mean that the course will take longer to complete than the stated duration.*

## Assessment

- Project confirmation 5%
- Interim presentation 10%
- Written thesis with supervisor reports 60%
- Poster and oral defence 25%

## SRR711 – Thesis

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 2: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Astrid Roetzel*

*Trimester 2 Unit Chair: Angela Kreutz*

*Trimester 3 Unit Chair: Astrid Roetzel*

*Prerequisite: Students enrolled in S701 or S711 – SRR782 in addition to 2 level 7 SR\* coded units. Students enrolled in S700 – SRR782 in addition to 3 level 7 SR\* coded units. Students enrolled in S791 or S792 – SRR782 or SRR720 in addition to 3 level 7 SR\* coded units. Students enrolled in S703, S764, S702 or S795 – SRR782.*

*Corequisite: Must be enrolled in S700, S701, S702, S703, S711, S764, S791, S792 or S795*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week (weeks 1, 2, 3, 4, and weeks 9 and 10); (supervision to be arranged with supervisor, minimum study commitment of 20 hours per week).*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin (supervision to be arranged with supervisor, minimum study commitment of 20 hours per week).*

## Content

In this Unit students will undertake a Masters level thesis or research project related to their course of study, following one of two Inquiry Pathways: either a written research thesis, or a research exegesis (undertaken via a research project). By the end of the Unit students will have developed knowledge and skills to become independent researchers.

*Note: Also note that delays in completing the thesis could mean that the course will take longer to complete than the stated duration.*

## Assessment

- Feasibility study (outline thesis/exegesis) 20%
- Developed thesis/exegesis 65%
- Digital oral presentation 15%

## SRR720 – Construction Research Frontiers

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Asheem Shrestha*

*Trimester 3 Unit Chair: Linda Tivendale*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in S791 or S792*

*Incompatible with: SRR782*

*Scheduled learning activities – campus: Weeks 1–5: 1 x 1 hour class per week, 1 x 1 hour seminar per week. Weeks 6–11: 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin and includes 1 x 1 hour online seminar per week for 6 weeks.*



## Content

The unit provides students with the opportunity to explore key issues in construction management and the construction industry.

Students will learn how to search for relevant literature and undertake a critical literature review in order to identify the frontiers of existing knowledge on a given topic. Students will gain knowledge of contemporary research principles and methodologies that are relevant to research in construction management. They will develop an understanding of the research process, the ethics of data collection and analysis, and how to design research.

At the conclusion of this unit students will have developed a project proposal that can be undertaken in SRR721 Construction Research Project.

## Assessment

- Concept map 20%
- Research design 30%
- Project proposal 50%

## SRR721 – Construction Research Project

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 2: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Trimester 1 Unit Chair: Olubukola (Bukky) Tokede*

*Trimester 2 Unit Chair: Hong Xian Li*

*Trimester 3 Unit Chair: Adam Krezel*

*Prerequisite: SRR720 or SRR782 plus 3 level 7*

*SR-coded units*

*Corequisite: Must be enrolled in S791 or S792*

*Incompatible with: SRR711*

*Scheduled learning activities – campus:*

*Weeks 1, 5 and 8 – 1 x 1 hour class. 1 x 2 hour small group seminar per week for 11 weeks.*

*Scheduled learning activities – cloud (online):*

*Learning experiences are via CloudDeakin, including 2 x 1 hour online group seminars per week for 11 weeks.*

## Content

In this unit students will undertake an in-depth investigation of the topic of current importance to the construction industry that was identified in the prerequisite unit. Students will be required to establish research objectives, undertake research activities using an appropriate research method and communicate research results. Research results will be communicated through a fully documented written work and poster. By the end of the Unit students will have developed knowledge and skills to conduct independent research.

## Assessment

- Refined project proposal 20%
- Research report 60%
- Poster and oral presentation 20%

## SRR722 – Built Environment Research Project

*Enrolment modes: Trimester 3: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 3 Unit Chair: James Doerfler*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Minimum study commitment of 10 hours per week, the Unit Chair will clarify the exact scheduled learning activities (campus) on application.*

## Content

In consultation with the Unit Chair, students will be required to undertake activities including defining a research topic or project that examines a topic in the built environment. The tasks may involve planning a research program; delineation of a design process; undertaking a project as part of a domestic or overseas study tour; collecting and analysing data appropriate to the research topic or project; and documenting and/or expressing the results of the research in a range of suitable assessable media. The specific research or project topic and the details of the research or project are to be determined in consultation with the Unit Chair.

*Note: Entry to this unit is via application and/or interview and approval of the Unit Chair.*

## Assessment

- Research/project journal 50%
- Research/project report 50%

## SRR724 – Construction Research Paper

*Enrolment modes: Not available from 2019*

*Credit point(s): 2*

*EFTSL value: 0.250*

*Unit chair: Chunlu Liu (Trimester 1 and 2), Linda Tivendale (Trimester 3)*

*Prerequisite: One of SRR714, SRR711 or SRR721*

*Corequisite: Only available to students enrolled in S792*

*Incompatible with: Nil*

### Content

In this unit, students prepare research papers ready for submission to quality construction journals based on research results from SRR711/SRR714 Thesis or SRR721 Construction Research Project. Students integrate feedback from examiners of the thesis and presentation in SRR711/SRR714 Thesis or SRR721 Construction Research Project, expand their previous research works if necessary and present a specifically targeted journal paper based on original research involving theoretical, interpretative and analytical work, in consultation with appointed supervisors. Supervisors are normally the same for SRR711/SRR714 or SRR721 and SRR724. In this research unit, students not only carry out research tasks to develop new knowledge themselves but also communicate research findings through writing journal papers to advance the science of construction management.

*Note: Students would normally be expected to complete SRR711/SRR714 Thesis or SRR721 Construction Research Project and SRR724 Construction Research Paper in two successive trimesters. Enrolment into this unit is subject to a course minimum average mark of 65% and Unit Chair approval.*

### Assessment

- Expanded abstracts 20%
- Written papers 60%
- Poster presentation 20%

## SRR767 – Built Environment Study Tour

*Enrolment modes: Trimester 3: Study Tour*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Susan Ang*

*Trimester 2 Unit Chair: Susan Ang*

*Trimester 3 Unit Chair: Susan Ang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Study Tour: 3 x 2 hour pre study tour seminar, 1 x 2 hour pre study tour travel safe workshop, minimum one week of study tour, 1 x 3 hour post study tour seminar.*

### Content

SRR767 is a study tour unit designed for the postgraduate student, which will draw on the area of the student's study irrespective of their discipline or campus. The unit offers students collaborative, immersive and experiential learning opportunities. The study tour enables students to address topical challenges associated with real world problems and to engage first hand with design understanding of built environment within diverse contexts and cultures. Skills will include cross cultural communication, personal goal setting, self-management and organisational skills, reflection, analysis and design, and development and implementation of study tour project. The substantive outcomes will vary according to the stream of study and will include exhibition quality presentation of both individual and collective effort.

*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.*

### Assessment

- Context analysis report 20%
- Study tour presentation 50%
- Post study tour reflection 30%

## SRR782 – Research Methodology

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Luther*

*Trimester 3 Unit Chair: Astrid Roetzel*

*Prerequisite: Students enrolled in S700 or S701 must enrol in campus mode*

*Corequisite: Nil*

*Incompatible with: SRR481*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### Content

The unit provides an introduction to research methodology typically undertaken in the architecture and built environment disciplines to enable progression to subsequent thesis and research units in Masters Courses in the School of Architecture and Built Environment. By the end of the unit students will have a critical understanding of research methodology in architecture and the built environment, and have developed a scholarly critical literature review for a research proposal for the subsequent thesis/exegesis.

### Assessment

- Outline research proposal 40%
- Developed research proposal 60%

## SRT112 – Sustainable Construction

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP112, MMP112*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Krezel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MMP112 and SRT151*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### 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 concepts – being increasing important in today's society and 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 property value.

### Assessment

- 2 x written reports (25% each) 50%
- Examination 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 50% in the examination.

### Prescribed texts

Wilkie, 2011, Building Your Own Home (Revised edition with Green Supplement), 3rd Ed, New Holland, Chatswood NSW.

## SRT141 – Building Safety

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: John Kite*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

## Content

SRT141 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 will learn about fire safety and life safety principles, including basic first aid. Students will also learn about site safety and supervision of onsite operatives specifically with respect to site induction requirements and compliance requirements.

## Assessment

- Individual report on construction safety 30%
- Individual online quiz 20%
- Individual report on hazard analysis report 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must attain the OH&S construction induction card (white card) in this unit.

# SRT151 – Construction and Structures 1

*Enrolment modes: Trimester 2: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Glenn Costin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SRT112*

*Scheduled learning activities – campus: 1 x 1 hour scheduled online class per week, 1 x 1 hour seminar per week.*

## Content

SRT151 introduces students to construction processes and structural systems. Students will learn about the building elements that comprise a simple residential building, such as footings, flooring, walls, roofs, and internal fit-out. Students will also learn about different structural systems in use, such as brick veneer, trusses and waffle slabs. Students will consider the engineering requirements that bear on house construction, such as loads, forces, fixing techniques, and material properties. Finally, students will be introduced to domestic building processes, such as site preparation, temporary structures, scheduling, safety, management, fabrication, equipment, permits and codes.

## Assessment

- Presentation of group case study analysis 40%
- 4 x online quizzes 10%
- Construction technology portfolio 10%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

# SRT153 – Building Materials Science

*Enrolment modes: Trimester 1: Burwood (Melbourne), Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Olubukola (Bukky) Tokede*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour scheduled online class per week, 1 x 1 hour seminar per week.*

## Content

SRT153 introduces students to the properties of materials used in a wide range of building applications. In this unit, students will learn about the chemical and physical properties and the procedures for selection of appropriate materials and their uses in buildings. Learning and assessment activities include the study of materials such as timber, concrete, metals, stone and ceramics, plastics and glass and the environmental significance of materials. Students will examine these material within the framework of sustainability and embodied energy.

## Assessment

- 5 online quizzes (2% each) 10%
- Building material report 20%
- Material comparison report 30%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## Prescribed texts

Ward-Harvey K, 2009, Fundamental Building Materials, 4th Ed, Ingram, USA

## SRT159 – Construction Projects 1

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Glenn Costin*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week (for 8 weeks), 1 x 2 hour workshop practical (for 3 weeks)*

### Content

SRT159 focuses on residential construction in terms of technical and regulatory requirements for design and construction. In this unit, students will gain an understanding of how Australian standards, National Construction Code (NCC) and other regulatory requirements are used in analysing construction drawings. They will gain practice in preparing and using construction drawings and documentation.

### Assessment

- Group report on analysis of regulatory requirements 20%
- Report on analysis of construction plans and process 50%
- Group construction of a model with report and presentation 30%

## SRT214 – Commercial Property Construction Studies

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRP214, MMP214*

*Trimester 1 Unit Chair: Adam Krezel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MMP214 and SRT251*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

### 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

- 2 x written report (25% each) 50%
- Examination 50%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 50% in the examination.

### Prescribed texts

Riley et al, 2014, Construction Technology 2 : Industrial & Commercial Building, 3rd Ed, Palgrave, United Kingdom.

## SRT251 – Construction and Structures 2

*Enrolment modes: Trimester 1: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Glenn Costin*

*Prerequisite: SRT151 or SRT112*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

This unit builds on the knowledge gained in the construction of simple residential building covered in SRT151, and develops that knowledge in the construction of larger, more complex, industrial and commercial buildings. Students will learn about the various structural solutions available to carry significant dead and live loads, and to span and cover wide areas, such as portal frames, and web truss systems. Students will also learn about the characteristics of various proprietary products, such as roofing materials, framing systems, walling components, and building services.



Structural processes and issues will also be covered in matters such as, site preparation, fabrication techniques, construction methodologies, as well as component detailing and joining.

### Assessment

- Presentation of group case study analysis 40%
- Online quizzes 10%
- Construction technology portfolio 10%
- Examination 40%

### Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRT257 – Building Environmental Studies 1

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Hong Xian Li*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

SRT257 allows students to investigate the climatic and environmental factors that influence the design and construction of buildings in the context of ecologically sustainable development. Students will be introduced to tools to rate the energy use of simple buildings. A trimester long project requires multi-disciplinary teams of architecture and construction management students to analyse and improve upon the resource efficiency of houses designed by local built environment professionals.

### Assessment

- 2 x individual reports (25% each) 50%
- Individual reflection 10%
- Energy performance re-appraisal (group) – video and report (video 12%, report 28%) 40%

## SRT259 – Construction Projects 2

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Kite*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

In SRT259 students will gain a detailed understanding of the regulatory environment of the Australian construction industry, National Construction Code (NCC) and associated standards for the construction of a range of low-rise buildings. Students will develop knowledge and skills in identifying, analysing and applying technical codes and materials standards in construction of low-rise residential and commercial buildings

### Assessment

- Individual report on regulatory compliance 20%
- Individual report on project control 30%
- Group regulatory report and presentation 50%

## SRT351 – Construction and Structures 3

*Enrolment modes: Trimester 2: Waterfront (Geelong)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Glenn Costin*

*Prerequisite: SRT251 or SRT214*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

### Content

SRT351 is the final unit in the construction and structures stream. Students will extend their knowledge from residential and low-rise commercial to the particular issues faced in the construction of multi-storey and high-rise buildings. Students will learn about constructing below ground floors, as well as working and building at height. Students will further investigate site preparation, equipment usage, erection and fabrication techniques, services provision, as well as the

material and structural demands on building elements. Students will learn about the integration of structure, enclosure, and services with building utility, and how various engineering systems, along with approaches to construction, impact these in terms of building speed, cost, quality and construction complexity.

## Assessment

- Technology portfolio 20%
- Group case study analysis report and presentation 40%
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

# SRT358 – Building Environmental Services

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong)*

*Trimester 3: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: SRT355, SRT356 and SRT458*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Luther*

*Trimester 3 Unit Chair: Mark Luther*

*Prerequisite: SRT257*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 1 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin, plus 5 x 1 hour online seminars per trimester.*

## Content

SRT358 allows students to investigate the range of building services used primarily in commercial buildings, including HVAC (heating, ventilation and air conditioning), electrical, vertical transportation and fire services. Students will learn about the spatial and location requirements as well as the component 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.

*Note: \*In Trimester 3 students are expected to work in teams and to physically visit an Australian building as part of their major assessment. All learning materials are online.*

## Assessment

- Online quizzes 20%
- Preliminary group analysis and report 10%
- Interim group analysis and report 10%
- Final group analysis and report 20% (including video or similar)
- Examination 40%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## Prescribed texts

Parlour, 2016, Building Services Engineering for Architects Building Design Professionals; A Guide to Integrated Design, 4th Ed, Integral Publishing

# SRT722 – Sustainable Construction Studies

*Enrolment modes: Trimester 1: Cloud (online)*

*Credit point(s): 1*

*Previously coded as: MMP722*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Adam Krezel*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MMP722*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars per trimester.*

## Content

This unit has a focus on building studies in the context of sustainability and covers residential and non-residential (including high-rise) construction technology, building costs, plans and specifications, materials, depreciation and maintenance. The aim of this unit is to introduce students to the principles of building construction technology, materials and procedures and the key social, economic and environmental factors affecting sustainability.

## Assessment

- Two written reports (25% each) 50%
- Examination 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit students must achieve at least 50% in the examination.

## SRT750 – Sustainable Futures

*Enrolment modes: Trimester 2: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: Carlos Bartesaghi Koc*

*Cohort rule: Students enrolled in S700 and S711 must enrol in campus mode*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 2 hour class per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin, plus 5 x 1 hour online seminars per trimester.*

### Content

The building sector has significant potential for climate change adaptation and mitigation. This unit investigates contemporary building design in the context of its environmental responsibilities. Building design, building structure, envelope, services, fit-out and environmental technology as well as the impact of building occupants are evaluated holistically with regard to climatic suitability, resource usage and occupant comfort.

### Assessment

- Poster presentation 40%
- Environmental assessment report 60%

## SRT757 – Building Systems and Environment

*Enrolment modes: Trimester 1: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Mark Luther*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class for 10 weeks, 1 x 2 hour seminar for 10 weeks.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

### Content

The unit examines thermal, visual and aural environmental principles. Students will be able to evaluate and ascertain the salient problems occurring in building environments with respect to acoustics, energy and lighting. 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 recognise the appropriate selection of environmental system principle to enhance thermal, visual and aural comfort. Students will analyse building envelope materials and assemblies to respond to climatic conditions in order to reduce capital equipment, energy costs and CO2 emissions. Students will appraise various lighting concepts as well as colour classifications. The unit will introduce the application of day light modelling 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, background noise and speech intelligibility. They will be able to select suitable materials, understand noise problems and sound transmission through structures. Computational methods are introduced for evaluation and assessment of acoustical environments to support effective decision making to improve built environment performance.

### Assessment

- Acoustic task 35%
- Energy task (group) 30%
- Lighting task 35%

## SRV499 – Built Environment Integrated Research

*Enrolment modes:*

*Trimester 2: Waterfront (Geelong)*

*Trimester 3: Waterfront (Geelong)*

*Credit point(s): 1*

*Previously coded as: SRV599*

*EFTSL value: 0.125*

*Trimester 2 Unit Chair: John Kite*

*Trimester 3 Unit Chair: John Kite*

*Prerequisite: 3 level 3, 4 or 5 SR%-coded units*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week.*

## Content

SRV499 is the capstone unit for the Bachelor of Construction Management (Honours). In this unit students will apply research skills to integrate the knowledge and skills required of a construction management graduate. In SRV499, students will be required to undertake analysis and evaluation of a range of aspects of an authentic, large-scale complex building project. They will be required to apply knowledge of the discipline and research alternative technologies, materials, processes and methodologies for use and recommend solutions aimed at adding value to a design and construction project.

## Assessment

- Research report and poster 20%
- Innovation research paper 30%
- Group design – build tender proposal and tender presentation 50%

## SRV799 – Built Environment Integrated Project

*Enrolment modes:*

*Trimester 1: Waterfront (Geelong), Cloud (online)*

*Trimester 3: Waterfront (Geelong), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Igor Martek*

*Trimester 3 Unit Chair: Igor Martek*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 1 x 1 hour class per week, 1 x 2 hour seminar per week.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin plus 5 x 1 hour online seminars.*

## Content

SRV799 integrates knowledge and skills developed during the course of study through the adaptation of the design of a complex architectural project within the context of international practice. Learning and assessment activities in the unit will build on the concept of urban ecologies and sustainable urban development as students synthesise social, cultural, environmental information and economic objectives within a design management process. Students will draw on the theory and practice in the field of design management from the perspective of the architecture and construction disciplines. Students will

use design collaboration methodologies and processes to create strategic and functional briefs that achieve client requirements informed by debate, discourse and critical thinking. Learning through case study approach will aid students to develop skills and knowledge, and the ability to integrate processes for application in project evaluation and strategic decision-making within the context of a multidisciplinary environment.

## Assessment

- Group video project progress presentation and accompanying report 25%
- Group video project progress presentation and accompanying report 25%
- Individual video project final presentation and accompanying report 50%

## SSC700 – Academic Writing and Communication

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Jane Allardyce*

*Trimester 2 Unit Chair: Jane Allardyce*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SSC900*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

This unit will focus on the development of high level written and communication skills that are integral to the research process. Students will gain an understanding of the essential elements of academic and scientific writing, including clarity, precision and the use of discipline-specific structure and style. Effective writing and editing strategies will be examined and applied, including planning, drafting, editing and proofreading. Students will develop and implement skills in critical analysis of the relevant literature and will have the opportunity to be guided through the process of writing and refining a completed draft of a piece of writing relevant to their research.

## Assessment

- Writing exercises (4 x 10%) 40%
- Self-assessment journal 10%
- Written report 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% in the written report.

## SSC900 – Academic Writing and Communication

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Credit point(s): 0*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Jane Allardyce*

*Trimester 2 Unit Chair: Jane Allardyce*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in a Higher Degree by Research Program*

*Incompatible with: Nil*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

This unit will focus on the development of high level written and communication skills that are integral to the research process. Students will gain an understanding of the essential elements of academic and scientific writing, including clarity, precision and the use of discipline-specific structure and style. Effective writing and editing strategies will be examined and applied, including planning, drafting, editing and proofreading. Students will be encouraged to begin writing early in their candidature through a series of writing exercises. They will develop and implement skills in critical analysis of the relevant literature and will have the opportunity to be guided through the process of writing and refining a completed draft of their literature review for the confirmation of candidature document.

This unit is a zero credit point unit and will be assessed as pass/fail. Satisfactory completion of all assessment tasks is required.

## Assessment

- Writing exercises (4 x 10%) 40%
- Self-assessment journal 10%
- Literature review 50%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% in the literature review.

## SSC940 – Climate Change Adaptation and Mitigation

*Enrolment modes: Trimester 1: Burwood (Melbourne), Cloud (online)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Trimester 1 Unit Chair: Robert Faggian*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: 3 face-to-face contact hours per week (2 x 1 hour class and 1 x 1 hour seminar) and 3 hours per week of problem-based exercises and/or reading.*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin.*

## Content

This unit will provide a broad introduction to climate change, climate change adaptation and mitigation from a scientific, societal and policy perspective. It will then focus on climate change in the context of regions and their natural resource base, including an exploration of linked issues such as sustainable food production, integrated water management (residential-industrial-environmental), land-use decision-making and common law liability, amongst others.

The unit will develop the knowledge and understanding required by professionals involved in natural resource management (including agriculture and food production, forest and resource management), spatial and economic planning, policy development, or anyone with an interest in climate change, to develop appropriate regional and local responses to the risks and opportunities posed by a changing climate.

Some of the topics covered include: climate science (global climate modeling, regional downscaling of projections, uncertainty); climate policy (including mitigation, decision-making, risk frameworks, uncertainty, no-regret policies); systems science (regional systems, resilience theory, adaptive capacity).

## Assessment

- 2 Assignments (30% each) 60%
- Examination 40%



## STP010 – Introduction to Work Placements

*Enrolment modes:*

*Trimester 1: Cloud (online) (Intensive)\**

*Trimester 2: Cloud (online) (Intensive)\**

*Trimester 3: Cloud (online) (Intensive)\**

*Credit point(s): 0*

*Previously coded as: STP710*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Adam Cardilini*

*Trimester 2 Unit Chair: Karen Hermon*

*Trimester 3 Unit Chair: Karen Hermon*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: STP710*

*Scheduled learning activities – cloud (online): (Intensive):*

*Learning experiences are via CloudDeakin (Between 4 and 6 hours).*

*\* Please note that this unit runs in the first six (6) weeks of each trimester.*

### Content

This zero credit point unit requires students to undertake and pass the introductory unit online prior to enrolling in a Faculty of Science, Engineering and Built Environment Professional Practice unit, Internship unit, Work Integrated Learning (WIL) project and or Industry Based Learning (IBL) unit.

### Assessment

This unit is assessed on a pass/fail basis.

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must complete the 3 assignments (baseline resume, capacity building plan and a 'Me in a Minute' script) and achieve a minimum mark of 70% in the online quiz. Three attempts to pass the quiz are permitted.

## STP050 – Academic Integrity

*Enrolment modes:*

*Trimester 1: Cloud (online)*

*Trimester 2: Cloud (online)*

*Trimester 3: Cloud (online)*

*Credit point(s): 0*

*Previously coded as: AAI018, MAI010, HAI010*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Anneke Veenstra*

*Trimester 2 Unit Chair: Anneke Veenstra*

*Trimester 3 Unit Chair: Anneke Veenstra*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: AAI018, MAI010, HAI010*

*Scheduled learning activities – cloud (online): Learning experiences are via CloudDeakin (approximately 3 hours). No compulsory campus attendance requirement.*

### Content

STP050 is a compulsory zero credit point unit in all courses in the Faculty of Science, Engineering and Built Environment. The unit learning and assessment activities provides students with guidance on what constitutes academic integrity. It will allow students to develop knowledge, skills and good practice principles to avoid plagiarism and collusion and thereby maintain academic integrity.

### Assessment

Multiple-choice test 100%.

### Hurdle requirement

To be eligible to obtain a pass in this unit, students must achieve a minimum mark of 85%. Students are allowed unlimited attempts of the on-line assessment.

# STP301 – Industry Based Learning

*Enrolment modes: Start Anytime*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Karen Young*

*Prerequisite: STP010 and Must have completed at least 12 credit points of study with a minimum average of 65%*

*Corequisite: Nil*

*Incompatible with: Nil*

*Scheduled learning activities – campus: Placement (Work Integrated Learning): This unit requires students to complete a placement (minimum of 6 weeks and a maximum of 12 weeks) with an approved organisation. In addition, students are required to complete the online Pre-placement Employability Modules.*

## Content

The purpose of the Work Integrated Learning (WIL) long-term 6–12 week full time paid placement unit is to provide students with an opportunity to work as a professional in their field by getting the ‘job done’ for an employer. The focus is on applying course knowledge and skills and to evidence development against Deakin’s Graduate Learning Outcomes in preparation for the next stage of their careers.

Approved placements must involve authentic tasks, the sum of parts of projects and other duties, and must be undertaken in a workplace so as to experience working within organisational cultures. Students must be mentored by an industry expert in their field of study so they can use their placement as context for integrating the material/concepts/skills and knowledge covered in the course, providing showcases of how the course learning outcomes and their experiences fit together to equip them for their next stage (either the final units of study or the workforce).

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the selection requirements.*

*Note also that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

## Assessment

- Goals 20%, work logs (4 x 5%) 20%
- Placement outcomes presentation 20%
- Placement evaluation 20%
- Employability skills reflection 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must demonstrate that they are working to the satisfaction of the host organisation (including skill competency levels, professional code of conduct and project output requirements) at both the mid and end of placement phases.

# STP341 – Career Placement

*Enrolment modes: Start Anytime*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Karen Hermon*

*Prerequisite: STP010 and successful completion of 6 units prior to the commencement of the placement.*

*Corequisite: Nil*

*Incompatible with: STP251 and STP351*

*Scheduled learning activities – campus: Placement (Work Integrated Learning): This unit requires students to complete a minimum of 112 hours – a maximum of 160 hours of placement. The work hours are to be undertaken over a minimum of a 4 week period (on average 28–40 hours per week) to a maximum of a 16 week period (on average 10 hours per week). In addition, students are required to complete the online Pre-placement Employability Modules.*

## Content

The purpose of this Work Integrated Learning (WIL) short term 112–160 hour placement unit is to provide students with an opportunity to work with others in an organisation to build work ready professional capabilities. The focus is on enhancing broad employability skills without a need to apply discipline/course-specific knowledge and skills. Approved placements must involve the sum of parts of projects and other duties, and must be undertaken in a workplace so as to experience working within organisational cultures.

Students must use their placement as context for integrating career development learning with their potential work ready skills, providing showcases of how their placement experience has provided an applied form of learning for preparing them for the next stage of study and the workforce.

This unit is designed for students who are not currently employed have an opportunity to develop their generic work ready and pre-graduation early professional skills via a non-course/discipline specific placement.

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the selection requirements.*

*Note also that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

## Assessment

- Goals 15%
- Work logs (4 x 5%) 20%
- Placement outcomes presentation 20%
- Placement evaluation 20%
- Employability skills reflection 25%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must demonstrate that they are working to the satisfaction of the host organisation (including skill competency levels, professional code of conduct and project output requirements) at both the mid and end of placement phases.

# STP381 – STEM Placement

*Offering information: Not available from April 2019*

*Enrolment modes: Start Anytime*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: Adam Cardilini*

*Prerequisite: STP010 and successful completion of 8 units prior to the commencement of the placement.*

*Corequisite: Nil*

*Incompatible with: STP251 and STP351*

*Scheduled learning activities – campus: Placement (Work Integrated Learning): This unit requires students to complete a 152–160 hour internship – minimum of a 5 week period (on average 30–32 hours per week) and a maximum of an 11 week period (14–15 hours per week). In addition, students are required to complete the online Pre-placement Employability Modules.*

## Content

The purpose of this Work Integrated Learning (WIL) short term 152–160 hour placement unit is to provide students with an opportunity to integrate discipline/ course-specific knowledge and skills in real world settings. The focus is on enhancing the re-shaping of course knowledge and skills by applying to a defined set of industry/profession-relevant employability skills.

Approved placements must involve authentic tasks, the sum of parts of projects and other duties, and must be undertaken in a workplace so as to experience working within organisational cultures. Students must be mentored by an industry expert in their field of study so they can use their placement as context for integrating the material/concepts/skills and knowledge covered in the course and providing showcases of how their placement has equipped them for their next stage of study and the workforce.

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the selection requirements.*

*Note also that delays in completing the placement could mean that the course will take longer to complete than the stated duration. Attendance at the placement may be required outside the trimester dates.*

## Assessment

- Goals 20%, logs (4 x 5%) 20%
- Placement presentation 20%
- Placement evaluation 20%
- Reflection 20%

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must demonstrate that they are working to the satisfaction of the host organisation (including skill competency levels, professional code of conduct and project output requirements) at both the mid and end of placement phases.

# STP710 – Introduction to Work Placements

*Enrolment modes:*

*Trimester 1: Cloud (online) (Intensive)\**

*Trimester 2: Cloud (online) (Intensive)\**

*Trimester 3: Cloud (online) (Intensive)\**

*Credit point(s): 0*

*Previously coded as: STP010*

*EFTSL value: 0.000*

*Trimester 1 Unit Chair: Adam Cardilini*

*Trimester 2 Unit Chair: Karen Hermon*

*Trimester 3 Unit Chair: Karen Hermon*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: STP010*

*Scheduled learning activities – cloud (online): (Intensive):*

*Learning experiences are via CloudDeakin (Between 4 and 6 hours).*

*\* Please note that this unit runs in the first six (6) weeks of each trimester.*

## Content

This zero credit point unit requires students to undertake and pass the introductory unit online prior to enrolling in a Faculty of Science, Engineering and Built Environment postgraduate Professional Practice unit, Internship unit, Work Integrated Learning (WIL) project and or Industry Based Learning (IBL) unit.

## Assessment

This unit is assessed on a pass/fail basis.

## Hurdle requirement

To be eligible to obtain a pass in this unit, students must complete the 3 assignments (baseline resume, capacity building plan and a 'Me in a Minute' script) and achieve a minimum mark of 70% in the online quiz. Three attempts to pass the quiz are permitted.