

COLLEGE OF ARTS HANDBOOK 2017

DISCLAIMER

The information contained in Victoria University's 2017 College of Arts was current at 28 November 2016

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

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

IMPORTANT INFORMATION

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

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

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HOW TO USE THIS HANDBOOK

Victoria University's 2017 College of Arts Handbook is designed to provide students with detailed information on course structures and unit details for undergraduate and postgraduate courses offered by the college in 2017.

The definition of fields used in course tables throughout this handbook include:

Credit Point – the number of credit points a unit contributes towards the total points needed to complete a course.

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University's College of Arts in 2017.

Although all attempts have been made to make the information as accurate as possible, students should check with the college that the information is accurate when planning their courses.

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

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

OTHER INFORMATION

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

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SPECIALISATIONS

UNITS

College of Arts

Below are details of courses offered by the College of Arts in 2017.

This information is also available online on the University's searchable courses database at www.vu.edu.au/courses

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

Bachelor of Arts

Course Code: ABAB

Campus: Footscray Nicholson, Footscray Park.

About this course: The Bachelor of Arts is an induction into diverse ways of knowing in the Humanities, Creative Arts, and Social Sciences, providing the student with the critical ability to analyse perspectives, claims, experiences and evidence. It is a versatile program offering a range of studies across a broad knowledge spectrum and supports students to utilise judgement and to adapt skills and knowledge in different contexts. The BA affords opportunities to pursue one's own interests in depth whilst adding career-oriented breadth, with a view to simultaneously developing capacities of critical and complex thinking and communication and professional skills. The ability to read, listen and think analytically and critically, as well as to communicate complex ideas clearly and ethically, is extremely valuable in the workplace and broader community. Graduates of the Bachelor of Arts are prepared for a broad range of careers locally and globally, either straight from university or after specialist postgraduate training. Frequent career destinations include: journalists and other media professionals, corporate professionals, teachers, creative arts administrators, public administrators and policy workers, community professionals and creative artists. The Victoria University Bachelor of Arts is distinctive for its emphasis on scholarly disciplines that are highly engaged with the workplace and the broader community. It offers conceptual, theoretical and practical development in a range of Arts disciplines and fields of study within the context of issues that prevail in Australia now. It draws on the strengths of fully supported learning at each year level, developed through Learning and Teaching research over many years. Bachelor of Arts graduates will complete one or two majors. The major or majors that each graduate completes will be listed in her or his qualification (in parenthesis). The third year Graduating Project brings students together in research-based learning tasks that engage with the workplace, academic research and the broader community. VU is also a leading university in the provision of Study Abroad opportunities for students. The course's intellectual breadth and its structural flexibility make it especially well-suited to students who wish to pursue a semester or a year of study at one of VU's partner institutions in a range of countries. The Bachelor of Arts course has options within Year 1 to meet the needs of an accredited Psychology major and introduction to language studies in Vietnamese or supported learning for speakers of languages other than English. These options are available to students enrolling in either Nicholson or Footscray Park campus.

Course Objectives: Graduates of this course will be able to:

- Critically review theory, research and practice in the humanities, social sciences and creative arts;
- Critically reflect on the patterns of social, cultural, historical and political experience of society;

- Initiate, organise, undertake, and communicate research and critical inquiry into the lives of communities of diverse places, experiences, discourses and time;
- Exemplify a high degree of proficiency in active reading of complex texts, including collection and organisation of resource materials including the presentation of oral and written material
- Work with independence, self-reflection and creativity to meet goals and challenges in professional and academic pursuits
- Employ advanced interpersonal and collaborative skills, consistent with professional and ethical practice, when working with people of diverse cultural backgrounds.

These six learning outcomes are integrated into the curriculum, pedagogy, and assessment for all students. The Bachelor of Arts common first year is likewise mapped in relation to these outcomes and shows an investment in each major with learning outcome coverage across its sequence of disciplinary and capstone units. The first year and the majors are mapped in conjunction with the CLOs, and the Graduate Capabilities in that section of this proposal.

Careers: An Arts degree lays an excellent foundation for independent research and entry into many professions accessed via graduate coursework study. It provides a solid base for postgraduate courses, including law, secondary teaching, arts management, information management, journalism, international development and communications. BA graduates build on disciplinary areas studied at undergraduate level in a wide range of fields, such as criminology, community work, and psychology. Important opportunities of employment for BA graduates who do not go onto further study may also include: journalism and other media, public service and policy work, corporate administration and management, community sector work, strategic communication, and creative arts. There are also opportunities in public administration through graduate employments programs, project coordination, research, advocacy, media and communications, online content management, employment in arts and cultural organisations and human resources.

Course Duration: 3 years

Admission Requirements: Units 3 and 4 - a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

Admission Requirements VET: VET applicants will be considered and pathways are available from a range of VET courses.

COURSE STRUCTURE

To attain the Bachelor of Arts students will be required to complete 288 credit points (equivalent to 24 units) consisting of: · 96 credit points (equivalent to 8 Units) of Core Arts studies · 96 credit points (equivalent to 8 units) of Major 1 (from the list below) AND · 96 credit points (equivalent to 8 units) of Major 2 (from the list below) OR · 2 x 48 credit points Discipline/Breadth Minor studies (from the list below) Note: Students intending to select 'Psychology' as their Major undertake

APP1012 Psychology 1A, APP1013 Psychology 1B, ABA1000 Academic Discourse and Experience, ABA1002 Knowledge, Inquiry and Research plus any Four (4) units from the Core studies in Year 1. Students intending to select 'Vietnamese Studies' as their Major undertake ACV1001 Basic Vietnamese A, ACV1002 Basic Vietnamese B, ABA1000 Academic Discourse and Experience, ABA1002 Knowledge, Inquiry and Research plus any Four (4) units from the Core studies in Year 1.

Core Arts Units:

ABA1000	Academic Discourse and Experience	12
ABA1001	Reason and Revolution	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1003	Introduction to Sociology	12
ABA1004	Text and Representation	12
ABA1005	The Era of Controversy	12
ACU1002	Creativity, Communication and the Digital Age	12
AEK1204	Aboriginal History and Political Movements	12

Psychology Introductory Units

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

Vietnamese Introductory Units

ACV1001	Basic Vietnamese A	12
ACV1002	Basic Vietnamese B	12

Majors

AMAGEN	Gender Studies
AMAYUL	Aboriginal Yulendj
AMALIT	Literary Studies
AMAVIE	Vietnamese Studies (Advanced)
AMAPOL	Political Science
AMASLY	Sociology
AMAHIS	History
AMAVSU	Visual Art
AMACOM	Communication Studies
AMARIT	Writing

AMAPSY	Psychology
Minors	
ESPIDG	Global Indigenous Challenge
ESPGLP	Global Leadership
AMWRI	Writing
AMIGEN	Gender Studies
AMIDIG	Digital Media
AMILIT	Literary Studies
AMIPSY	Psychology
AMIHIS	History
AMIINT	International Development
AMIPOP	Popular Music Studies
AMIYUL	Aboriginal Yulendj
AMVEE	Vietnamese Studies
AMVIE	Vietnamese Studies (Advanced)
AMIPOL	Political Science
AMPCO	Professional Communication
AMISLY	Sociology
AMVSU	Visual Art
AMICOM	Communication Studies
AMIPHI	Philosophy

Bachelor of Community Development

Course Code: ABCD

Campus: Footscray Park.

About this course: The Bachelor of Community Development is designed to produce graduates with the knowledge and skills to help build participatory and inclusive communities, both in Australia and internationally. The course is made up of core units in community development and a specialisation in either International, or community development for an Australian context. In the core units students learn the theory of community development and the practical skills needed to equip them as community development workers. They also undertake an extensive placement program. The course, given its multidisciplinary nature, would appeal to those who would like to work in diverse careers. It would be attractive to people who wish to make sense of the current social, political, economic and international workings, and their influence on concerns such as social justice, human rights, the environment and

livelihoods. This course prepares students for lifelong learning and to work effectively in the face of the many challenges that the world faces today. Students who have completed relevant Diplomas such as the Diploma of Community Development, the Diploma of Community Services Work and the Diploma of Youth work will receive credit for prior study.

Course Objectives: Graduates of this course will be able to:

- Evaluate community development approaches in both international and local contexts;
- Design community development interventions relating to social and cultural contexts;
- Analyse theory and practice of community development;
- Develop a scholarly approach to researching in community development;
- Exhibit effective communication, advocacy and community organising skills for social change;
- Interrogate the policy contexts of government and non-government organisations.

Careers: Community development worker, researcher or policy officer in non-government organisations, community organisations, international development agencies or government.

Course Duration: 3 years

Admission Requirements: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Successful completion of an Australian Diploma or Advanced Diploma (or equivalent). Successful completion of a cognate (similar discipline) Australian Diploma will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma).

COURSE STRUCTURE

To attain the Bachelor of Community Development students will be required to complete 288 credit points (equivalent to 24 units) in total consisting of:

- 48 credit points (equivalent to 4 units) College Core studies;
- 144 credit points (equivalent to 12 units) Professional Core studies including 24 credit points (equivalent to 2 units) Capstone studies;
- 48 credit points (equivalent to 4 units) from List A Minor studies;
- 48 credit points (equivalent to 4 units) from List B Minor studies.

Year 1

College Core Units

ABA1003	Introduction to Sociology	12
AEK1204	Aboriginal History and Political Movements	12
AFX1101	Place, Time, Experience	12
ASS2004	Sociology of Social Control	12

Year 1

Professional Core Units

ASA1023	Community Development from the Local to the Global	12
ASA1024	Applied Human Rights	12
ASC1013	Communication for Sustainable Development	12
ASS1003	Social Issues in Contemporary Asia	12

Year 2

Professional Core Units

ASA2025	Transnational Social Movements	12
ASA2033	Management in Non-Government Organisations	12
ASA2034	Project Design and Implementation	12
ASC2011	Community Development Placement	12

Plus

48 credit points (equivalent to 4 units) from List A or B Minors studies

Year 3

Professional Core Units

ASC3095	Conflict Resolution in Groups and Communities	12
ASS3050	Migration, Mobility and Globalisation	12

Plus

Capstone Units

ASA3001	Community-Based Practice and Research	12
ASA3002	Managing and Reporting Community-Based Research	12

Plus

48 credit points (equivalent to 4 units) from List A or B Minor studies

Minors

ESPIDG Global Indigenous Challenge

AMIWRI Writing

AMIGEN	Gender Studies
AMIHIS	History
AMICON	Contemporary Society and Social Change
AMINT	International Development
AMVEE	Vietnamese Studies
AMVIE	Vietnamese Studies (Advanced)
AMPOL	Political Science

Bachelor of Criminal Justice

Course Code: ABCJ

Campus: Footscroy Park.

About this course: Criminal justice has becoming increasingly complex, with systemic interactions with social welfare organisations, law and judicial administration, penal and correctional institutions, family and community, and policing. Key parts of the industry and profession, including Victoria Police, have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice and the role of various agencies within it. This course responds to recent needs of the profession, as well as the development of new knowledge and understandings in the social sciences and law, including criminology, sociology and social philosophy.

Course Objectives: Graduates of this course will be able to:

- Exhibit high levels of responsibility, accountability and ethical practice required to work as a professional in the criminal justice system;
- Initiate professional judgement in diverse and challenging settings within the modern criminal justice system;
- Exhibit a range of intellectual and social skills in their understanding of the application of legislation and social policy;
- Develop critical analysis and understanding of relevant areas of criminal justice social science research in specific areas of study;
- Generate, organise and undertake research into relevant aspects of criminal justice;
- Exemplify advanced academic skills in analysis, critical thinking and communication; and
- Advocate, dispute and negotiate with professional competence using a range of well developed communication and interpersonal skills.

Careers: When students graduate, they will be qualified to seek employment in the criminal justice system, which is increasingly becoming professionalised and requiring graduates with a broad knowledge of justice in a range of professional and community settings. Graduates can also seek employment in community legal settings, law firms, security and intelligence organisations and related welfare and support agencies.

Course Duration: 3 years

Admission Requirements: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

COURSE STRUCTURE

To attain the Bachelor of Criminal Justice students will be required to complete 288 credit points (equivalent to 24 units) in total consisting of:

- 48 credit points (equivalent to 4 units) College Core studies;
- 192 credit points (equivalent to 16 units) Professional Core studies including 24 credit points (equivalent to 2 units) Capstone studies;
- 48 credit points (equivalent to 4 units) of Minor studies from the list below

Year 1		
ABA1003	Introduction to Sociology	12
AEK1105	Aboriginal Traditions and Policy	12
ASX1003	Foundations of Social Science Research	12
ASS2004	Sociology of Social Control	12
Year 1		
ASL1003	Criminal Justice Systems	12
BLB1101	Australian Legal System in Context	12
BLB1114	Legal Research Methods	12
LLW1000	Introduction to Public Law	12
Year 2		
ASL2003	Ethics	12
ASL2005	Forensic Investigation in Social Context	12
ASS2009	Making Modern Identities	12
ASS2051	Child and Society	12

ASS3009	Sociology of Law	12
LLW1001	Criminal Law	12
Plus		
24 credit points (equivalent to 2 units) from Minor studies listed		
Year 3		
ASL3002	Law and Governance	12
BLB3138	Criminal Law 2	12
ASP3002	International Security	12
ASS3007	Space, Knowledge and Power	12
Plus		
ASS3043	Inquiring Into the Social Sphere 1	12
ASS3044	Inquiring Into the Social Sphere 2	12
Plus		
24 credit points (equivalent to 2 units) from Minor studies listed		
Minors		
AMGEN	Gender Studies	
AMIPSY	Psychology	
AMIHIS	History	

Bachelor of Creative Industries

Course Code: ABCR

Campus: Footscray Nicholson, Footscray Park.

About this course: The Bachelor of Creative Industries is an exciting and dynamic course that supports engagement with diverse creative arts industries. Through engagement with the course, students reflect upon and develop skills in contemporary practices, languages, materials and technologies. The Bachelor of Creative Industries is designed to enable students to investigate, develop and express their professional identities with reference to contemporary interdisciplinary creative arts practices of local and international industries. A central focus of the course is the development of scholarly practices of relevance for the creative arts. Students engage with methodologies that enable them to reflect upon and critique practices and to develop original ideas, concepts and processes. Students work both independently and collaboratively. As they engage in these activities, they consider diverse social, cultural and ethical issues that can impact on practice. Students take twelve core units of study that include practical studio-based creative incubators, theoretically-oriented units and professional practice units. Students also select one major or two minor areas of study from Creative Writing, Digital Media, Music, Visual Art, Kyinandoo Arts and related fields. Through production of a graduating project, students have opportunity to extend and showcase their creative practices through public presentations, performances, publications or exhibitions to engage diverse arts audiences.

Course Objectives: Graduates of this course will be able to:

- Articulate and exemplify skills and knowledge of the practices, languages, forms, materials, technologies and techniques in the Creative Arts.
- Research and evaluate ideas, concepts and processes through creative, critical and reflective thinking and practice.
- Exemplify and apply relevant skills and knowledge to produce and realise works, artefacts and forms of creative expression.
- Interpret, adapt and present ideas, problems and arguments in modes suited to a range of audiences.
- Exemplify independence and collaboration working in the Creative Industries in response to project demands.
- Reflect upon social, cultural and ethical issues, and adapt to local and international perspectives in the practice of the Creative Industries.

Careers: The course equips students to pursue diverse career paths in the Creative Industries, utilising their specialised areas of study. Careers include: Creative Producer, Community Arts Director, Art Director, Arts Administrator, Cultural Policy Worker, Community and Cultural Development worker, Creative Entrepreneur, Creative Writer, Festival Director, Editor, Freelance Designer, Interactive Art Director, Musician, Designer, Cultural/Arts Project Manager, Publisher, Scriptwriter, Sound Artist, Visual Artist, Curator, Animator, Filmmaker, Video Producer, Broadcaster, Radio Producer, Television Producer, Web Designer, Advertising Creative, Marketing Creative, Content Developer.

Course Duration: 3 years

Admission Requirements: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0.

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

COURSE STRUCTURE

To attain the Bachelor of Creative Industries students will be required to complete 288 credit points (equivalent to 24 units) in total, consisting of:

- 48 credit points (equivalent to 4 units) College Core studies;
- 144 credit points (equivalent to 12 units) Professional Core studies including 24 credit points (equivalent to 2 units) of Capstone studies;
- 96 credit points (equivalent to 8 units) from Major studies listed below; OR

- 2 x 48 credit points from Minor studies listed below.

Year 1

ABA1000	Academic Discourse and Experience	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1004	Text and Representation	12
ACU1002	Creativity, Communication and the Digital Age	12
ACI1000	The Creative Process	12
ACI1002	Creative Industries	12
ACI1007	Creativity and Innovation	12
ACI1009	Arts Industries: the Inside Story	12

Year 2

ACC2010	Television Production	12
ACC2011	Radio Production	12
ACI2101	Creative Arts in Context	12
ACI3104	The Creative Producer	12

Plus

48 credit points (equivalent to 4 units) from Minor 1 studies listed

Year 3

ACI3102	Critical Theory	12
ACI3103	The Global Creative	12

Plus

Capstone Units

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Plus

48 credit points (equivalent to 4 units) to complete a Major or Minor 2 studies listed

Majors

AMAMUS	Music
AMAFIN	Fine Art
AMACRE	Creative Writing

Minors

AMIWRI	Writing
AMIDIG	Digital Media
AMMUS	Music
AMIPOP	Popular Music Studies
AMIKYI	Kyinandoo in the Arts
AMIFIN	Fine Art

Bachelor of Criminal Justice and Psychological Studies

Course Code: ABCY

Campus: Footscray Park.

About this course: This professional degree combines the strengths of undertaking studies in criminal justice with an accredited psychology major. Students will gain a strong theoretical, research, and applied understanding of human behaviour and the interplay between psychological and social contributors to crime. Completion of this course will also facilitate understanding of the legal, political and community responses to social dislocation and disorder. This course incorporates criminal justice and psychology units with selected sociology and law units. The criminal justice units provides an overview of criminal justice systems, ethics and crime investigation. Students also gain an understanding of law and governance from a legal and sociological perspective. Completion of selected sociology units and the psychology major will foster students' critically analysis of contextual and individual factors underpinning human behaviour and development. The capstone units provide students with the opportunity to consolidate and apply the knowledge gained in the criminal justice and psychology majors. Graduates of this course will be equipped with analytical and problem solving skills that will allow them to undertake a range of roles in criminal justice, government, police and correctional services, health care and welfare systems.

Course Objectives: Graduates of this course will be able to:

- Exhibit high levels of responsibility, accountability and ethical practice required to work in a range of professional settings;
- Demonstrate a critical analysis and application of key theoretical areas in psychology and criminal justice;
- Generate, organise and undertake research into relevant aspects of criminal justice and psychology;
- Apply skills in independent research, theoretical analysis and critical evaluation in criminal justice and psychology;
- Advocate, dispute and negotiate with professional competence using a range of well developed communication and interpersonal skills; and
- Communicate clearly and effectively and in a socially and culturally responsible manner.

Careers: Expected career outcomes include careers in the justice sector (for example, victim support officer, investigator), health and community services (for example, child protection worker), policy development and related service provision using multi-disciplinary approaches to client services. Students successfully completing this course are eligible to apply for further study in psychology for example, Honours in Psychology. Subsequent to successful completion of an Honours degree in

psychology, students may pursue postgraduate studies in such fields as Forensic and Clinical Psychology. Students may also pursue postgraduate studies in Criminal Justice/ Criminology or further professional training in preparation for more senior roles in the justice and welfare sectors.

Course Duration: 3 years

Admission Requirements: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Successful completion of an Australian Diploma or Advanced Diploma (or equivalent).

COURSE STRUCTURE

To attain the Bachelor of Criminal Justice and Psychological Studies students will be required to complete 288 credit points (equivalent to 24 units) in total consisting of the following:

- 264 credit points (equivalent to 22 units) of Core studies
- 24 credit points (equivalent to 2 units) of Psychology Elective studies as required by APAC accreditation.

Year 1

ABA1003	Introduction to Sociology	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP1016	Foundations of Psychological Research	12
ASL1003	Criminal Justice Systems	12
ASS2004	Sociology of Social Control	12
ASX1003	Foundations of Social Science Research	12
BLB1101	Australian Legal System in Context	12

Year 2

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12
APP2101	Intercultural and Developmental Issues in Psychology	12
ASL2003	Ethics	12

ASL2005	Forensic Investigation in Social Context	12
ASS2051	Child and Society	12
ASS3009	Sociology of Law	12

Plus

12 credit points (equivalent to 1 unit) of Psychology Electives from the list below

Year 3

APP3035	Research Methods in Psychology	12
APP3036	History and Theories in Psychology	12
APP3037	Clinical Aspects of Psychology	12
ASL3002	Law and Governance	12
ASS3007	Space, Knowledge and Power	12
ASS3043	Inquiring Into the Social Sphere 1	12
ASS3044	Inquiring Into the Social Sphere 2	12

Plus

12 credit points (equivalent to 1 unit) of Psychology Electives from the list below

Psychology Electives

APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3021	Psychology of Adjustment	12
APP3025	Psychological Assessment	12
APP3026	Cognitive Psychology	12

Bachelor of Music

Course Code: ABMC

Campus: Footscray Park.

About this course: The Bachelor of Music is a three-year degree course which equips students with the artistic knowledge, musicianship, technical fluency, creativity, critical listening and analytical skills for the music, creative arts and music education industries. The focus of the course is on popular and contemporary music with an international perspective. Students study 14 Professional Core music units across the areas of practical performance, music theory, listening skills, arranging, music technology and music history. Students also undertake four foundation academic units, and in their final year undertake a year-long graduating project of their choice, taken as two consecutive units. In addition, students may undertake their choice of a

breadth minor sequence in popular music studies, music cognition + psychology, visual art, digital media, or creative writing. The course will qualify students for a range of potential career options beyond that of professional performers. It is widely recognised that a professional musician's career will take many turns as they move from one role to another, or indeed undertake multiple roles simultaneously in the industry; the course will prepare students for this likelihood. Students are able to apply their studies in preparation for a career in music through a range of Learning in the Workplace and Community assessments and projects. The internet is now the world's largest marketplace for music distribution and promotion, and students are introduced to a range of strategies for maximising success in this area. Popular western music, jazz, electronic music, and non-western 'world' music are explored through practice, theory, cultural analysis and critical listening. Cutting-edge music technology underpins units that explore songwriting and arranging techniques. Music cognition is a rapidly emerging field of study that will be explored in the context of developing students' listening skills and musicianship. This course allows advanced standing for students who have undertaken a Diploma or Advanced Diploma in Music Performance, or who have experience as a professional musician. Upon completion of this course, there are opportunities to continue further study for a career in secondary music teaching by undertaking a Masters of Teaching. There are also opportunities to undertake further study in Honours and postgraduate study. Students interested in preparing for further study in Music Therapy will be assisted with meeting eligibility requirements.

Course Objectives: Graduates of this course will be able to:

- Devise, compose, transform and analyse musical works by employing theory, practice and research in the fields of music performance, music theory, music technology, music culture and music cognition;
- Conceptualise and adapt their knowledge and skills to implement new and emerging technologies and practices in music;
- Reflect on their knowledge and interpersonal skills to network with other professionals, and negotiate their own roles as professionals, in the music industry;
- Contextualise music practice in relation to other creative arts disciplines, and adapt to the diversity of fields required for music practitioners;
- Integrate technical skills and craft in music with the creative, cultural, technological and entrepreneurial acumen required for successful participation and employment in the music industry;
- Exhibit academic skills in independent research, critical analysis, reading, note-taking and collection and organisation of resource materials, including the presentation of oral and written material, and online and digital media resources.

Careers: This course equips students to pursue a range of career paths in the music, creative arts and education industries. Careers include: music performer; composer/songwriter (freelance); composer; sound artist; music producer; instrumental music teacher; music theory teacher; band leader; musical director; copyist; arranger; accompanist; music administrator.

Course Duration: 3 years

Admission Requirements: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including at least one of the following subjects: Music OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0 Completion of a secondary school qualification equivalent to Australia's Year 12 or VCE, including equivalent studies in music. IELTS minimum 6.0 (no band less than 6) or equivalent.

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

Admission Requirements Other: Required: interview and/or audition.

COURSE STRUCTURE

To attain the Bachelor of Music students will be required to complete 288 credit points (equivalent to 24 units) in total consisting of:

- 48 credit points (equivalent to 4 units) College Core studies;
- 192 credit points (equivalent to 16 units) Professional Core studies including 24 credit points (equivalent to 2 units) of Capstone studies;
- 48 credit points (equivalent to 4 units) of Minor studies from the list below.

Year 1

ABA1000	Academic Discourse and Experience	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1004	Text and Representation	12
ACU1002	Creativity, Communication and the Digital Age	12
ACO1008	Music Techniques 1	12
ACO1011	Practical Music 1A	12
ACO1012	Practical Music 1B	12
ACO1014	Music Theory 1	12

Year 2

ACO2005	Music Techniques 2	12
ACO2009	Music Theory 2	12
ACO2011	Practical Music 2A	12
ACO2012	Practical Music 2B	12

ACO2014	Popular Music History	12
ACO2015	Technology of Music and Audio	12
Plus		
24 credit points (equivalent to 2 units) from Minor studies listed		
Year 3		
ACO3010	Arranging for Popular Music	12
ACO3011	Practical Music 3A	12
ACO3012	Practical Music 3B	12
ACO3014	Music Theory 3	12
Plus		
Capstone Units		
ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12
Plus		
24 credit points (equivalent to 2 units) from Minor studies listed		
Minors		
AMWRI	Writing	
AMDIG	Digital Media	
AMIPOP	Popular Music Studies	
AMMIN	The Musical Mind	
AMVSU	Visual Art	

Bachelor of Marketing Communication

Course Code: ABMM

Campus: Footscray Nicholson, Footscray Park.

About this course: The Bachelor of Marketing Communication equips graduates for roles as early career professionals within the diverse and dynamic marketing communication industry. This degree puts marketing communication theory into practice by working on real projects for real clients, including managing client projects in Victoria University's Student-led Communication Agency and undertaking a professional placement in a chosen career path. Students experience and learn how to develop integrated marketing communication campaigns. This includes the importance of strategic planning, understanding consumer behaviour, public relations outcomes, media management, writing for public relations and advertising, digital engagement, web design and online publishing, how to pitch messages, the importance of communication research in reaching the target audience, measuring campaign messages and analytics, and client relationship management. Students work on communication campaigns at international, national and local levels with a

focus on emerging trends in the marketing communication industry, including digital engagement strategies and social marketing for social enterprises, not-for-profit and Government communications. Students gain broad experience in corporate and brand communications. Through the Student-led Communication Agency, students pitch for communication jobs and gain valuable experience in managing client briefs and working to client deadlines. It complements other practice-based learning such as professional placements, industry mentoring and working on real client projects within a classroom. It offers a unique real world experience of working in a communication agency within a supported, managed learning environment. Students are also encouraged to internationalise their skills by participating in VU's Study Abroad and Exchange program. Students have the opportunity to complete their professional placements overseas in international organisations, and undertake a semester or year in a related program at a VU International Partner. This course is taught out of VU's Footscray Park or Footscray Nicholson campus. The Student-led Communication Agency is based at Footscray Park. The Bachelor of Marketing Communication is seeking accreditation with the Public Relations Institute of Australia and Australian Marketing Institute. It is supported by the International Advertising Association, and as such is recognised by industry around the world.

Course Objectives: The course learning outcomes align with AQF Level 7. Graduates of the Bachelor of Marketing Communication will be able to:

- Exhibit sound understanding of the principles and practice which support creative development of Marketing Communication practices.
- Analyse, evaluate and synthesise ideas and concepts of Marketing Communications through creative, critical and reflective practice.
- Pitch knowledge, ideas and opinions verbally and in writing, both independently and collaboratively.
- Interpret, communicate and present ideas and solutions in response to client and interpersonal challenges.
- Exemplify entrepreneurial skills including creativity, initiative, adaptability, leadership and resourcefulness.
- Critically reflect on social, cultural and ethical issues by applying local and international perspectives to practices in Marketing Communications.

Careers: VU's Marketing Communication graduates work in communications agencies, corporate communications, public affairs, media agencies, PR and advertising consultancies, government communications, event management, digital production houses, and many have successfully established their own creative agencies. This means graduates from this degree have the opportunity to work in a varied and diverse industry that spans government, corporate, small business and not-for-profit – be it local, national and / or global. Graduates are job ready for work as a communication coordinator, account coordinator, advertising planner, public relations officer, engagement coordinator, strategy planner, media relations officer, reputation manager, publicity officer, community relations officer, corporate affairs officer, events coordinator, fundraiser and marketing coordinator. The course is seeking accreditation with the Public Relations Institute of Australia (PRIA) and Australian Marketing Institute (AMI).

Course Duration: 3 years

Admission Requirements: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

Admission Requirements Other: Students opting to transfer from a VU General Degree to ABMM Bachelor of Marketing Communication Professional Degree can transfer without required Distinction GPA. Students interested in transferring into ABMM are encouraged to discuss this with the ABMM Course Coordinator.

COURSE STRUCTURE

To attain the Bachelor of Marketing Communication students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 48 credit points (equivalent to 4 units) of College Core units.
- 192 credit points (equivalent to 16 Units) of Marketing Communication Professional Core units.
- 48 credit points (equivalent to 4 units) of Minor studies from the list below

COLLEGE CORE

ABA1000	Academic Discourse and Experience	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1003	Introduction to Sociology	12
ACU1002	Creativity, Communication and the Digital Age	12

PROFESSIONAL CORE

ACM1010	Introduction to Web Technologies	12
ACY1002	Public Speaking and Communication	12
ACY1003	Principles and Practice of IMC	12
BHO1171	Introduction to Marketing	12
ACY2005	Communication Research	12
ACY2006	Media Management	12
ACY2007	Client Relationship Management	12
ACY2008	Writing for Public Relations and Advertising	12

BHO2434	Consumer Behaviour	12
BHO2265	Integrated Marketing Communications	12
ACC3003	Ethical and Legal Issues in Communication	12
ACY3005	Communication Professional Practice	12
ACY3006	Marketing Communication	12
ACY3007	Student-Led Communication Agency	12
ACY3008	Campaign Management	12
BHO3435	Marketing Planning and Strategy	12

Minors

AMIWRI	Writing
AMIGEN	Gender Studies
AMICON	Contemporary Society and Social Change
AMIINT	International Development
AMIKYI	Kyinandoo in the Arts
AMISCR	Screen Media

Bachelor of Psychological Studies

Course Code: ABPA

Campus: Footscray Park.

About this course: The Bachelor of Psychological Studies is a three-year undergraduate course offered at the Footscray Park and St. Albans campuses for those students who want to study psychology in combination with Arts related units of study, eg. Interpersonal and Organisational Skills, Communication Studies, Sociology, Political Science, Vietnamese, Asian Studies, History, Literary Studies or Social Research Methods.

Course Objectives: This degree is designed to give students a strong foundation in the scientist-practitioner model of Psychology. It will prepare them to pursue professional studies in Psychology, or to use the theoretical, practical and research skills gained to pursue a wide range of career and study options.

Careers: The Bachelor of Psychological Studies is designed to provide preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation. Graduates of the course may also find employment in areas such as welfare, community services and human resources, or may undertake further study to qualify as teachers or social workers.

Course Duration: 3 years

Admission Requirements: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6) or equivalent

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence

Admission Requirements VET: VET applicants will be considered and a pathway is available.

COURSE STRUCTURE

To complete the Bachelor of Psychological Studies will be required to complete 288 credit points (equivalent to 24 units) in total consisting of:

- 120 credit points (equivalent to 10 units) Psychology specialisation;
- APP3028 Fieldwork;
- APS2030 Qualitative Social Research Methods and APS2040 Quantitative Social Research Methods;
- APP1016 Foundations of Psychological Research and ASX100 Foundations of Social Science Research (Compulsory first-year units);
- The Capstone Unit APP3023 Psychological Issues in the Workplace;
- 96 credit points (equivalent to 8 units) Elective units, 72 credit points of which must be selected from a single specialisation;

No more than eight first-year units of study can be counted towards the 24 units of study required for the degree.

Year 1, Semester 1

APP1012 Psychology 1A 12

APP1016 Foundations of Psychological Research 12

Plus Elective 1

Plus Elective 2

Year 1, Semester 2

APP1013 Psychology 1B 12

ASX1003 Foundations of Social Science Research 12

Plus Elective 3

Plus Elective 4

Year 2, Semester 1

APP2013 Psychology 2A 12

APP2101 Intercultural and Developmental Issues in Psychology 12

APS2030 Qualitative Social Research Methods 1 12

Plus Elective 5

Year 2, Semester 2

APP2014 Psychology 2B 12

APS2040 Quantitative Social Research Methods 1 12

Plus Psychology Elective 1

Plus Elective 6

Year 3, Semester 1

APP3035 Research Methods in Psychology 12

APP3036 History and Theories in Psychology 12

APP3023 Psychological Issues in the Workplace 12

APP3028 Fieldwork 12

Year 3, Semester 2

APP3037 Clinical Aspects of Psychology 12

Plus Psychology Elective 2

Plus Elective 7

Plus Elective 8

PSYCHOLOGY ELECTIVE UNIT OPTIONS

- may be available at St Albans and/or Footscray Park campus

- only a selection of these units will be offered each year

APP3015 Counselling Theory and Practice 12

APP3016 Group Behaviour 12

APP3018 Organisations and Work 12

APP3019 Psychobiology 12

APP3020 Psychoanalysis 12

APP3021 Psychology of Adjustment 12

APP3025 Psychological Assessment 12

APP3026 Cognitive Psychology 12

ELECTIVES:

Elective units may be selected from the following specialisations:

(ASPOIR) INTERPERSONAL AND ORGANISATIONAL SKILLS

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

(ASPASI) ASIAN STUDIES

(ASPCOM) COMMUNICATION STUDIES

(ASPGEN) GENDER STUDIES

(ASPHIS) HISTORY

(ASPLIT) LITERARY STUDIES

(ASPMED) MEDIA STUDIES

(ASPPES) PERFORMANCE STUDIES

(ASPPOL) POLITICAL SCIENCE

(ASPPRW) PROFESSIONAL WRITING

(ASPSRM) SOCIAL RESEARCH METHODS

(ASPSOC) SOCIOLOGY

(ASPVIS) VISUAL ARTS

(ASPVIE) VIETNAMESE

Specialisations

ASPIOR Interpersonal and Organisational Skills

Bachelor of Psychological Studies/Bachelor of Business

Course Code: AB PB

Campus: Footscray Park.

About this course: The Bachelor of Psychological Studies / Bachelor of Business degree allows students the flexibility to combine their studies in psychology with a business specialisation. Combining studies in psychology and business will enable students to gain expertise in understanding the behaviour of individuals in group and organisational settings. The combination of psychology and business specialisations will enable students to pursue careers in areas such as community services, human resource management and marketing. As this course is accredited by the Australian Psychology Accreditation Council, graduates are also eligible for entry into fourth year studies in psychology.

Course Objectives: The combined Bachelor of Psychological Studies / Bachelor of Business degree aims to provide a thorough educational experience to students. It exposes them to the psychological theory and practice, while at the same time giving them a variety of business, research and vocational skills which they can utilise directly in either a general business or related environment. Students will complete a psychology specialisation and also a business specialisation. Business specialisations include: Accounting, Banking and Finance, Financial Risk Management, Global Logistics and Transport, Human Resource Management, International Business, International Trade, Management, Marketing, Music Industry, Retail Commerce and Small Business and Entrepreneurship. Completion of the psychology and business specialisations will enable students to experience a range of educational processes and curricula that will equip graduates for entry into a constantly changing local and global workforce requiring intellectual, analytical, organisational, personal and interpersonal skills. Graduates will be able to:

- Locate, manage and use information efficiently and effectively;
- Solve problems effectively in a range of settings including industry and community;

- Exhibit high levels of numeracy skills in a range of organisational settings;
- Communicate effectively in spoken and written form on a range of topics to professional, industry and community groups;
- Apply an evidence-based research approach to interpersonal, group and organisational problems;
- Respond with social and cultural awareness within local and global environments;
- Work autonomously and collaboratively as a professional in both industry and community settings.

Careers: Graduates will be in demand for work in community service organisations, human resource departments, marketing research agencies, banking and financial institutions and government departments. A variety of professions are available to graduates as the degree is accredited by the Australian Psychological Accreditation Council and other accreditation bodies. For example completion of the human resource management specialisation counts as five years credit towards the mandatory eight-year chartered membership of the Australian Human Resources Institute whilst completion of the accounting specialisation has been accredited by CPA Australia and the Institute of Chartered Accountants Australia.

Course Duration: 4 years

Admission Requirements: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6).

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

Admission Requirements VET: Applicants with relevant VET study may be considered.

COURSE STRUCTURE

To complete the Bachelor of Psychological Studies / Bachelor of Business will be required to complete 384 credit points (equivalent to 32 units) in total consisting of:

- 132 credit points (equivalent to 11 units) Core psychological studies
- 24 credit points (equivalent to 2 units) psychology Elective units
- 36 credit points (equivalent to 3 units) Electives selected from the Bachelor of Arts
- 108 credit points (equivalent to 9 units) Core business units
- 84 credit points (equivalent to 7 units) Specialisation selected from one of the 12 Business specialisations list below

Business specialisations:

- Accounting
- Banking and Finance
- Financial Planning
- Human Resource Management
- International Business

<ul style="list-style-type: none"> • International Trade • Management • Marketing • Music Industry • Retail Commerce • Small Business and Entrepreneurship • Supply Chain and Logistics Management. 			APP3037	Clinical Aspects of Psychology	12
			APS2040	Quantitative Social Research Methods 1	12
				Business specialisation unit 2	
				Business specialisation unit 3	
				Year 4, Semester 1	
Year 1, Semester 1			APP3035	Research Methods in Psychology	12
APP1012	Psychology 1A	12		Business specialisation unit 4	
BE01105	Economic Principles	12		Business specialisation unit 5	
BMO1102	Management and Organisation Behaviour	12		Elective unit 3*	
Elective unit 1*				Year 4, Semester 2	
Year 1, Semester 2			APP3023	Psychological Issues in the Workplace	12
APP1013	Psychology 1B	12		Business specialisation unit 6	
BCO1102	Information Systems for Business	12		Business specialisation unit 7	
BPD1100	Integrated Business Challenge	12		Psychology elective 2 (Electives listed below)	
Elective unit 2*				Psychology Electives:	
Year 2, Semester 1			APP3015	Counselling Theory and Practice	12
APP2013	Psychology 2A	12	APP3016	Group Behaviour	12
APP2101	Intercultural and Developmental Issues in Psychology	12	APP3018	Organisations and Work	12
BE01106	Business Statistics	12	APP3019	Psychobiology	12
BHO1171	Introduction to Marketing	12	APP3020	Psychoanalysis	12
Year 2, Semester 2			APP3021	Psychology of Adjustment	12
APP2014	Psychology 2B	12	APP3025	Psychological Assessment	12
BA01101	Accounting for Decision Making	12	APP3026	Cognitive Psychology	12
BLO1105	Business Law	12			
Psychology elective 1 (Electives listed below)					
Year 3, Semester 1			ASX1003	Foundations of Social Science Research	12
APP3036	History and Theories in Psychology	12	APP3028	Fieldwork	12
APS2030	Qualitative Social Research Methods 1	12	OR		
BPD2100	International Business Challenge	12	BBB3100	Business Integrated Learning	12
Business specialisation unit 1				Specialisations	
Year 3, Semester 2			BSPACC	Accounting	

*Elective units (12 credit points each) may be selected from the Bachelor of Arts (ABBA). The following units are recommended:

BSPBAF	Banking and Finance
BSPIBU	International Business
BSPITR	International Trade
BSPMAN	Management
BSPMAR	Marketing
BSPMUI	Music Industry
BSPREC	Retail Commerce
BSPSBE	Small Business and Entrepreneurship
BSPSCM	Supply Chain and Logistics Management
BSPFIP	Financial Planning
BSPMHR	Human Resource Management

Bachelor of Psychology (Honours)

Course Code: ABPC

Campus: Footscray Park, St Albans.

About this course: The Bachelor of Psychology (Honours) is a four-year degree in psychology. In the first three years of the program students complete specialisations in psychology and social research methods, and a minor in an arts specialisation such as Communication Studies, Sociology, Political Science, Asian Studies, History, or Literary Studies. In the fourth (Honours) year, students complete advanced studies in quantitative and qualitative social research methods, professional practice units (psychological assessment and ethics) and a research thesis. In order to advance to the fourth (Honours) year of the course, students must meet the stringent academic admission criteria that are required for Honours programs in Psychology. Students who have successfully completed the first three years of study but have not met the academic entry requirements for the Honours year will be eligible to apply to graduate with a Bachelor of Psychological Studies degree.

Course Objectives: Graduates of this course will be able to:

- Utilise advanced cognitive, research and problem-solving skills to successfully undertake postgraduate research or a professional career in psychology;
- Satisfy the educational requirements for associate membership of the Australian Psychological Society;
- Apply skills in independent research, theoretical analysis and critical evaluation in psychology;
- Assess and evaluate the nature of psychology as a profession and the ethical and legal responsibilities of individuals practising the profession;
- Critically apply advanced knowledge in selected areas of psychology and applied psychology;
- Demonstrate communication and interpersonal skills when working with others that prepare students, including those students who do not intend to become psychologists, for employment in diverse work contexts.

The course is designed to meet Australian Psychology Accreditation Council requirements for a fourth-year course in Psychology.

Careers: Graduates of the Bachelor of Psychology (Honours) are eligible to apply for provisional registration as a psychologist. They may also apply for further training at the Masters and Doctoral level to become fully registered psychologists. Others may pursue research training via Masters or PhD programs. Graduates of the course may also find employment in areas such as welfare, community services and human resources, or may undertake further study to qualify as teachers or social workers.

Course Duration: 4 years

Admission Requirements: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: Completion of secondary school qualifications equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6) or equivalent.

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

Admission Requirements VET: VET applicants will be considered and a pathway is available.

COURSE STRUCTURE

All students must complete a total of 384 credit points. In the first three years of study students must complete 24 units of study (288 credit points). In order to be eligible to advance to the fourth (Honours) year of the course, students must achieve the stringent academic admission criteria that are required for Honours programs in Psychology. Academic admission standards are based on the average grade across all core second and third year psychology units. Students who have successfully completed the first three years of study but have not met the academic admission requirements for the Honours year will be eligible to apply to graduate with a Bachelor of Psychological Studies (ABPA) degree. In the fourth (Honours) year of study students must complete an additional six units of study (96 credit points).

Year 1, Semester 1

APP1012 Psychology 1A 12

APP1016 Foundations of Psychological Research 12

Plus Elective 1*

Plus Elective 2*

Year 1, Semester 2

APP1013 Psychology 1B 12

ASX1003 Foundations of Social Science Research 12

Plus Elective 3*

Plus Elective 4*

Year 2, Semester 1

APP2013	Psychology 2A	12	APT5005	Domestic Violence and Sexual Assault	12
APP2101	Intercultural and Developmental Issues in Psychology	12	APT5080	Cross-Cultural Issues in Counselling	12
APS2030	Qualitative Social Research Methods 1	12	APH4050	Current Issues in Psychology A	12
Plus Elective 5*			**only a selection of these units will be offered each year		
Year 2, Semester 2			Psychology Electives available to second and third year students		
APP2014	Psychology 2B	12	- may be available at St Albans and/or Footscray Park campus		
APS2040	Quantitative Social Research Methods 1	12	- only a selection of these units will be offered each year		
Plus Psychology Elective 1			APP3015	Counselling Theory and Practice	12
Plus Elective 6*			APP3016	Group Behaviour	12
Year 3, Semester 1			APP3018	Organisations and Work	12
APP3028	Fieldwork	12	APP3019	Psychobiology	12
APP3035	Research Methods in Psychology	12	APP3021	Psychology of Adjustment	12
APP3036	History and Theories in Psychology	12	APP3025	Psychological Assessment	12
APS3020	Qualitative Social Research Methods 2	12	APP3026	Cognitive Psychology	12
Year 3, Semester 2			ELECTIVES*		
APP3037	Clinical Aspects of Psychology	12	Elective units may be selected from the following specialisations:		
APS3021	Quantitative Social Research Methods 2	12	(ASPOIR) INTERPERSONAL AND ORGANISATIONAL SKILLS		
APS3040	Independent Research Project	12	(ASPAES) ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)		
Plus Psychology Elective 2			(ASPASI) ASIAN STUDIES		
Year 4, Semester 1			(ASPCOM) COMMUNICATION STUDIES		
APH4012	Research Thesis	24	(ASPGEN) GENDER STUDIES		
APH4071	Professional Orientation (Psychological Assessment)	12	(ASPHIS) HISTORY		
Plus one of the following two units:			(ASPLIT) LITERARY STUDIES		
APH4016	Social Research Methods in Context - Quantitative	12	(ASPMED) MEDIA STUDIES		
APH4017	Social Research Methods in Context - Qualitative	12	(ASPPES) PERFORMANCE STUDIES		
Year 4, Semester 2			(ASPPOL) POLITICAL SCIENCE		
APH4013	Psychology in Practice	12	(ASPPRW) PROFESSIONAL WRITING		
APH4015	Extended Research Thesis	24	(ASPSOC) SOCIOLOGY		
Plus one** of the following units:			(ASPVIS) VISUAL ARTS		
APA4015	Community Psychology	12	(ASPVIE) VIETNAMESE		
APH4061	Principles and Practice of Cognitive Behaviour	12	Specialisations		

Bachelor of Screen Media

Course Code: ABSN

Campus: Footscray Nicholson, Footscray Park.

About this course: The Bachelor of Screen Media prepares students to be critically informed media professionals with skills in delivering innovative media content across existing and emerging media platforms. The course has a highly contemporary focus, and is designed to deliver both practical and theoretical knowledge in all aspects of Screen Media. In practically-oriented subjects, students reflect upon and develop skills in media production for the purposes of online distribution, video-on-demand, use of streaming sites such as YouTube, television, radio and intellectual property. Underpinning the practical focus is an emphasis on the theoretical knowledge and critical thinking skills that are essential for successful careers in contemporary media industries. Students explore emerging and transitioning industries with reference to multiple established traditions in theory and professional practice. Working individually and in teams, students produce creative outcomes which include cross-platform projects, podcasts, narrative film, non-fiction short films and documentaries, motion graphics and visual effects, television and radio programs. The Bachelor of Screen Media is recommended for students with interests in industries that include film, television, radio, screen culture, education, online and mobile media production. The course is designed to equip students to enter into and succeed within a range of professional roles that include producers, directors, cinematographers, production managers, sound recordists, post production supervisors & editors, distributors and cross-platform content creators.

Course Objectives: The course provides students with the opportunity to:

- Exhibit critical awareness and understanding of theory and research in the field of screen media production across existing and emerging media platforms,
- Plan and implement media productions for the purposes of online distribution, video-on-demand, online streaming, television and radio,
- Analyse and critically reflect on screen media production techniques and legal and business requirements across various platforms,
- Develop skills and abilities to adapt knowledge and skills to participate effectively in screen media production processes and teams,
- Exemplify advanced level communication and interpersonal skills consistent with professional practice in the screen media industry.

Careers: The Bachelor of Screen Media is recommended for students with interests in industries that include film, television, radio, screen culture, education, online and mobile media production. The course is designed to equip students to enter into and succeed within a range of professional roles that include producers, directors, cinematographers, production managers, sound recordists, post production supervisors & editors, distributors and cross-platform content creators.

Course Duration: 3 years

Admission Requirements: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian 20

Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0.

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

Admission Requirements Other: Applicants may also apply on an Alternative Category Entry basis.

COURSE STRUCTURE

To attain the Bachelor of Screen Media students will be required to complete 288 credit points (equivalent to 24 units) in total consisting of:

- 48 credit points (equivalent to 4 units) College Core studies
- 192 credit points (equivalent to 16 units) Professional Core studies including 24 credit points (equivalent to 2 units) Capstone studies
- 48 credit points (equivalent to 4 units) from Minor studies.

Year 1

ABA1000	Academic Discourse and Experience	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1004	Text and Representation	12
ACU1002	Creativity, Communication and the Digital Age	12
ASN1001	Online Screen Media	12
ASN1002	Introduction to Screen Media	12
ASN1003	Motion Graphics	12
ACM1006	Digital Sound and Video	12

Year 2

ACC2010	Television Production	12
ACC2011	Radio Production	12
ACI2101	Creative Arts in Context	12
ACP2005	Writing the Documentary	12
ASN2001	Cross Media Practice	12
ASN2002	Visual Effects	12
ASN2003	Screen Media Careers	12

ASN2004	Post-Production	12
Year 3		
ASN3001	Screen Media Enterprise	12
ASN3002	Screen Media Practice	12
Plus		
24 credit point (equivalent to 2 units) of Capstone studies		
ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12
Plus		
48 credit points (equivalent to 4 units) of Minor studies listed		
Minors		
AMWRI	Writing	
AMDIG	Digital Media	
AMMAR	Marketing Communication	
AMVSU	Visual Art	

Bachelor of Social Work

Course Code:ABSW

Campus:Footscray Nicholson, All units of study in Year 1 and some later year units are offered at Footscray Park Campus..

About this course:Social Work is a key profession in the promotion of social justice and social welfare in Australian society, and internationally. Social workers are involved with people at individual, family, and community levels to bring about change. Social workers require strong analytical skills and a high level of knowledge in order to understand and address the causes and dynamics of social disadvantage. At the same time, they require a large repertoire of skills for working with individuals, groups and communities to assist them in gaining greater control over resources and decision-making. The degree course is designed to provide students with the knowledge and skills necessary for contemporary social work practice. Upon completion of the course, students will have a strong grounding in the following areas: interpersonal and groupwork, community development, policy analysis, social research and social action. Industry-based education is an integral part of the teaching program and over the duration of the course, students will normally complete two field education placements in different human services agency settings. The Bachelor of Social Work course is accredited by the Australian Association of Social Workers. Maximum Credit Transfer Policy Bachelor of Social Work students may apply for credit transfer for previous studies. Students who believe they may be eligible for credit transfer, will need to consult with the course coordinator and unit coordinators for the relevant units. In accordance with Victoria University policy, BSW students must complete a minimum of eight units of study in addition to Field Education placements.

Course Objectives: Graduates of this course will be able to: 1. Articulate and contextualise the role and value of social work in the community and prepare for professional social work practice; 2. Analyse and apply knowledge from related disciplines including the humanities and social sciences that informs social work; 3. Investigate how society has developed and is organised; 4. Critically analyse knowledge that enables students to broaden their understanding of themselves and the world; 5. Appraise knowledge and understanding of social welfare in the Australian context, emphasising origins, ideological bases, power relations, development, functions, contradictions, and administrative forms; 6. Critique social work theory and the historical development of social work and of social work practice, including its scope and limitations, its internal debates, and its interrelationship with other bodies of knowledge; 7. Appraise the origins, manifestations, dynamics, causes and consequences of social inequality and oppression; 8. Exemplify purposeful and ethical use of skills within a wide range of social work roles and methods of intervention necessary for the elimination of social inequality and obstacles to social functioning; and 9. Exhibit intellectual inquisitiveness, creative problem-solving skills, reflective practice, and proper use of a range of research methods, including a facility for critical questioning, and a goal of life-long learning.

Careers:The course is aimed at preparing graduates for employment across a range of settings including: local government human services, federal and state government, hospitals and community health centres, and non-government and community-managed human services organisations. Graduating students will be qualified to practise as professional Social Workers and will be eligible for membership of the Australian Association of Social Workers (AASW). There is an additional English requirement for International students to be eligible for membership of the Australian Association of Social Workers (AASW).

Course Duration: 4 years

Admission Requirements: VCE with a minimum study score of 25 in English (EAL) or at least 20 in any other English.

Admission Requirements International: Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6) or equivalent.

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

Admission Requirements VET: VET applicants will be considered and pathways are available from a range of VET courses.

COURSE STRUCTURE

To attain the Bachelor of Social Work students will be required to complete 384 credit points (equivalent to 28 units) consisting of:

- 48 credit points (equivalent to 4 units) of College Core units.
- 228 credit points (equivalent to 19 Units) of Social Work Professional units.
- 72 credit points (equivalent to 2 Units) of Field Education units.
- 36 credit points (equivalent to 3 units) of Advanced Elective studies.
- 1,000 hours of Field Education Placement.

Year 1				from the recommended list below. At least one must be an ASW unit of study.
ABA1003	Introduction to Sociology	12		Advanced Professional Units of Study
AEK1105	Aboriginal Traditions and Policy	12	ACW2024	Gender in Public Life 12
AFX1101	Place, Time, Experience	12	ACW3028	Gender, Community and Social Change 12
ASS2004	Sociology of Social Control	12	ASA2025	Transnational Social Movements 12
ASW1001	Introduction to Social Work	12	ASA3023	Theory and Practice of International Development 12
ASW2094	Working in Human Service Organisations	12	ASC3095	Conflict Resolution in Groups and Communities 12
ASX1003	Foundations of Social Science Research	12	ASS2028	Contemporary Africa and Social Change 12
ASW2203	Interpersonal and Communication Skills	12	ASW3096	Understanding and Responding to Family Violence 12
Year 2			ASW3097	Social Work and Trauma Informed Care 12
ASW2102	Social Welfare: History and Current Context	12	ASW3106	Schools and Student Wellbeing 12
ASW2013	Introduction to Social Policy	12		
ASW2090	Groupwork Theory and Practice	12		
ASW2103	Human Development in Social Context	12		
ASW2104	Critical Social Work Theories	12		
ASW2202	Social Work Theories	12		
ASW3105	Community Development	12		
ASW3901	Social Research 2	12		
Year 3				
ASW3101	Skills for Social Work Direct Practice	12		
ASW3103	Social Work Practice: Legal Context	12		
ASW3104	Health and Mental Health: Practice and Policy	12		
ASW3108	Professional Practice Seminar	12		
ASW3205	Field Education 1	36		
ASW3300	Working With Individuals and Families	12		
Year 4				
ASW3109	Social Work in Contemporary Contexts	12		
ASW3206	Field Education 2	36		
ASW4901	Social Policy Analysis: Current Issues	12		
Plus				
	3 Advanced Professional Units of Study (equivalent to 36 credit points) selected			

Bachelor of Social Work (Honours)

Course Code: ABSX

Campus: Footscray Nicholson.

About this course: Social Work is a key profession in the promotion of social justice and social welfare in Australian society, and internationally. Social workers are involved with people at individual, family, and community levels to bring about change. Social workers require strong analytical skills and a high level of knowledge in order to understand and address the causes and dynamics of social disadvantage. At the same time, they require a large repertoire of skills for working with individuals, groups and communities to assist them in gaining greater control over resources and decision-making. The degree course is designed to provide students with the knowledge and skills necessary for contemporary social work practice. Upon completion of the course, students will have a strong grounding in the following areas: interpersonal and groupwork, community development, policy analysis, social research and social action. Industry-based education is an integral part of the teaching program and over the duration of the course, students will normally complete two field education placements in different human services agency settings. The Bachelor of Social Work with Honours course is accredited by the Australian Association of Social Workers. Maximum Credit Transfer Policy Students may transfer into ABSX after completing 3 years of ABSW, if they have achieved a distinction or better in at least 50% of their Bachelor of Social Work (ABSW) units of study. As for the Bachelor of Social Work, Honours students may apply for credit transfer for previous studies. Students who think they may be eligible for credit transfer, will need to consult with the course coordinator and unit coordinators for the relevant units. In accordance with Victoria University policy, BSW students must complete a minimum of eight units of study in addition to Field Education placements.

Course Objectives: The Bachelor of Social Work with Honours course consists of four years of full time university level study. It aims to prepare students for effective professional practice as social workers in the social and community services sector, and to equip students with advanced knowledge and skills in preparation for further learning in the field of social research. (a) General Objectives The general objectives of the curriculum are associated with the liberal arts component of the BSW Course, which in time sequence precedes the professional component of the

BSW course. The objectives of the liberal arts component of the BSW course at Victoria University are:

- to obtain knowledge from the humanities and social sciences that informs social work;
- to gain an understanding of the socioeconomic, political, psychological, and cultural forces that impinge upon people's lives;
- to become aware of how society has developed and is organised; and
- to obtain knowledge that enables students to broaden their understanding of themselves and the world.

(b) Professional Objectives The objectives of the professional component of the BSW programs are:

- to prepare students for professional social work practice;
- to increase students' knowledge and understanding of social welfare in the Australian context, emphasising origins, ideological bases, development, functions, contradictions, administrative forms, and impacts on oppressed groups including Indigenous people, poor people, women, people of colour and people with disabilities;
- to expand students' understanding of the historical development of social work and of social work practice, including its scope and limitations, its internal debates, and its interrelationship with other bodies of knowledge;
- to introduce students to the origins, manifestations, dynamics, causes and consequences of social inequality and oppression;
- to facilitate students' development of purposeful use of skills within a wide range of social work roles and methods of intervention necessary for the elimination of social inequality and obstacles to social functioning;
- to enhance students' development, intellectual inquisitiveness, creative problem-solving skills, reflective practices, and proper use of a range of research methods; a facility for critical questioning, and a goal of life-long learning; and
- to strengthen students' understanding of, and commitment to, social work purposes, values, ideals, beliefs, and identity; particularly to understand it from an anti-oppressive framework.

c) Research Objectives

- In addition to the general objectives and professional objectives detailed above, the Bachelor of Social Work with Honours provides students with first level research training;
- Students undertake an Honours seminar in addition to their standard coursework, design, carry out and write a minor thesis about a small piece of research, under the supervision of an academic staff member;
- This training prepares students for advanced roles in the social welfare field as well as preparing them to undertake further academic research at a postgraduate level.

Careers: The course is aimed at preparing graduates for employment across a range of settings including: local government human services, federal and state government, hospitals and community health centres, and non-government and community-managed human services organisations. Graduating students will be

qualified to practise as professional Social Workers and will be eligible for membership of the Australian Association of Social Workers (AASW). In addition graduates will have completed first level research training.

Course Duration: 4 years

Admission Requirements International: Completion of the first three years of ABSW Bachelor of Social Work or equivalent with at least half of the completed Bachelor of Social Work units passed with a distinction average. Students accepted into the course will receive credit for all units already undertaken in their Bachelor of Social Work, normally consisting of a full three years of credit. IELTS minimum 6.0 (no band less than 6) or equivalent.

Admission Requirements Mature Age: Completion of the first three years of ABSW Bachelor of Social Work or equivalent with at least half of the completed Bachelor of Social Work units passed with a distinction average. Students accepted into the course will receive credit for all units already undertaken in their Bachelor of Social Work, normally consisting of a full three years of credit.

COURSE STRUCTURE

The structure of the Bachelor of Social Work with Honours includes the first three years of ABSW, followed by a year specialising in research.

YEAR ONE

Advanced Standing Year 1 - Full Credit

YEAR TWO

Advanced Standing Year 2 - Full Credit

YEAR THREE

Advanced Standing Year 3 - Full Credit

Year 4, Semester 1

ASW3105	Community Development	12
ASW3203	Field Education 2	24
ASW4902	Social Work Honours Seminar	12

Year 4, Semester 2

ASW3204	Field Education 2: Integrative Seminar	12
ASW4901	Social Policy Analysis: Current Issues	12
ASW4903	Social Work Honours Thesis	24

Bachelor of Professional and Creative Writing

Course Code: ABWR

Campus: Footscray Nicholson, Footscray Park.

About this course: The course is a three-year Bachelor of Professional and Creative Writing degree, providing core studies in contemporary writing and communication theories and applications. The focus is necessarily broad, but there is also much room for students to specialise, providing in depth education across the spectrum of writing

genres and forms for graduates seeking to pursue careers in Australia and internationally. Students will develop skills in: the principles and practice of creative and professional writing and gain expertise and knowledge in the analysis of journalistic and non-fiction texts; professional writing and content provision in print and online environments, editing, and page and publication design for digital and print media. Equally as importantly, students will also gain expertise and practical experience across a range of creative genres, styles and forms including: fiction, autobiography, memoir, literary nonfiction, and writing for film and television and digital media. There is a strong emphasis on writing practice and working towards creating texts that meet industry standards appropriate for publication. Students are also schooled in elements of freelancing, industry awareness and engagement, and career planning. All units in the degree use an integrated range of learning and teaching strategies and approaches including workshops, tutorials, lectures (and guest lecturers), case studies, and collaborative and reflective learning. Students will learn to employ their imagination and creativity and build their writing skills and experience so that they develop into confident and adaptable writers able to critically respond to and communicate ideas in a global context. This is accompanied by a thorough grounding in critical theory and its application in understanding the cultural and societal place and function of Professional and Creative Writing. All students undertake studies in career development for writing professionals and have an opportunity to practice in simulated workplace environments. In the final year all students undertake a major graduating project which prepares them for honours, postgraduate study and or entry into industry. This up-to-date course is taught by expert academics with current industry knowledge and by visiting professionals in the field via guest lectures and workshops.

Course Objectives: The course learning outcomes embody the concepts theories and ideas central to both Professional and Creative Writing. Aligned with AQF level 7, it is expected that successful graduates of the Bachelor of Professional and Creative Writing will be able to:

- Exhibit skills and knowledge in the practices, languages, forms, materials, technologies and techniques of the Professional and Creative Writing disciplines;
- Research and evaluate ideas, concepts and processes through creative, critical and reflective thinking and practice;
- Interpret, communicate and present ideas, problems and arguments in various modes suited to a range of audiences;
- Exemplify working independently and collaboratively in the Professional and Creative Writing disciplines in response to project demands;
- Apply initiative and critical and creative judgement in planning, problem solving and decision making in your professional practice; and
- Recognise and critically reflect on social, cultural and ethical issues, and apply local and international perspectives to practice in the Professional and Creative Writing Disciplines.

Careers: Graduates from this degree will have collated a marketable folio that displays their ability to pursue a variety of career options. Employment for writers in all facets of the Communication, Publications and Media Industries can be as diverse as policy writing, content development, creative writing (including but not limited to: novel writing, poetry, script writing), journalism, digital publishing, editing, publications management, media management, human resource training and development, teaching, and research and development. Graduates of this degree are agile and are

employable in government, commercial and not-for-profit organisations on contract, full-time, part-time and freelance bases making this degree one of the most applicable and flexible across a range of industries. Graduates will be able to apply for membership in writing-related associations such as the Australian Society of Editors, the Australian Society of Technical Communicators, the Fellowship of Australian Writers, The Media Entertainment and Arts Alliance and the Australasian Association of Writing Programs depending upon their areas of specialisation and ongoing professional practice.

Course Duration: 3 years

Admission Requirements: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience will be considered for admission to the course.

Admission Requirements VET: Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

COURSE STRUCTURE

To attain the Bachelor of Professional and Creative Writing students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 48 credit points (equivalent to 4 units) of Core College studies
- 144 credit points (equivalent to 12 Units) of Professional and Creative Writing Core studies including 24 credit points (equivalent to 2 units) of Capstone units.
- 2 x 48 credit points (equivalent to 4 units) of Minor studies from the list below

Year 1

ABA1000	Academic Discourse and Experience	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1004	Text and Representation	12
ACU1002	Creativity, Communication and the Digital Age	12
ACP1003	Copy: Targeting Audiences	12
ACP1004	Editing and Publishing	12
ACP1005	Memoir: Secrets and Lies	12

ACP1055	Story: Transforming the Blank Page	12
Year 2		
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2087	News and Social Media	12
Plus		
24 credit points (equivalent to 2 units) from Minor (1) studies listed		
Plus		
24 credit points (equivalent to 2 units) from Minor (2) studies listed		
Year 3		
ACP3003	Industry Engagement	12
ACP3008	Crossing Borders: Between Fact and Fiction	12
ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12
Plus		
24 credit points (equivalent to 2 units) from Minor (1) studies listed		
Plus		
24 credit points (equivalent to 2 units) from Minor (2) studies listed		
Minors		
AMIGEN	Gender Studies	
AMDIG	Digital Media	
AMLIT	Literary Studies	
AMIHIS	History	
AMIKYI	Kyinandoo in the Arts	
AMIMC	Integrated Marketing Communication	

Diploma of Arts

Course Code:ADAB

Campus:Footscray Nicholson, Footscray Park.

About this course:The Diploma of Arts is an induction into diverse ways of knowing in the Humanities, Creative Arts, and Social Sciences, providing the student with the critical ability to analyse perspectives, claims, experiences and evidence. It offers students a foundation into a range of studies across a broad knowledge spectrum and supports students the adaptation of skills and knowledge in different

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disciplines. The ability to read, listen and think analytically and critically, as well as to communicate complex ideas clearly and ethically, is extremely valuable in the academic environment in any discipline, and the Graduates of the Diploma of Arts are prepared for a broad range of undergraduate pathways that will lead into specialist career or postgraduate training. Frequent study destinations include degrees that prepare for careers as: journalists and other media professionals, corporate professionals, teachers, creative arts administrators, public administrators and policy workers, community professionals and creative artists. Diploma of Arts graduates will complete eight core units that are tailored to lead into a wide range of majors in the Arts degree at second year. The course has enrolment options at either Footscray Nicholson or Footscray Park campus.

Course Objectives: Graduates of this course will be able to:

- Locate and evaluate reflective and analytical readings of theory, research and practice in the humanities, social sciences and creative arts;
- Reflect on patterns of social, cultural, historical and political experience of society;
- Plan, organise and undertake academic study in humanities, social sciences and creative arts;
- Develop fundamental academic skills in reading, note-taking and collection and organisation of resource materials including the presentation of oral and written material;
- Demonstrate written and spoken communication skills to meet key goals in academic study; and
- Collaborate in discussions and activities with groups of people whose cultural backgrounds differ from their own.

Careers:The Diploma of Arts leads to a number of degree options in the College of Arts and Education and lays an excellent foundation for further coursework study. It provides a solid base for degrees in fields in the Creative Arts, Humanities and Social Sciences.

Course Duration: 1 year

Admission Requirements:Units 3 and 4 - a study score of at least 25 in English (EAL) or 20 in any other English.

Admission Requirements International:Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 5.5 (no band less than 5.0)

Admission Requirements Mature Age:Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

Admission Requirements VET:VET applicants will be considered and pathways are available from a range of VET courses

COURSE STRUCTURE

To attain the Diploma of Arts, students will be required to complete 96 credit points (equivalent to 8 units) of Core units:

Year 1:

ABA1000	Academic Discourse and Experience	12
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ABA1001	Reason and Revolution	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1003	Introduction to Sociology	12
ABA1004	Text and Representation	12
ABA1005	The Era of Controversy	12
ACU1002	Creativity, Communication and the Digital Age	12
AEK1204	Aboriginal History and Political Movements	12

Graduate Diploma in Communication

Course Code:AGCN

Campus:City Flinders.

About this course:The Graduate Diploma in Communication combines knowledge and skill development for professionals in Communication roles, or seeking to enter this field (career conversion). The course blends campus-based burst mode and conventional delivery with some online components to present flexible study options, along with fostering supportive peer networks. This course develops advanced knowledge and skills in contemporary communication theory and research, analysis and practice in the context of a rapidly changing and expanding global communication environment. Graduates will understand global trends and issues that impact on professional practice in diverse workplaces, and will have advanced knowledge and skills for professional work in the communication and public relations fields. On successful completion of the program graduates will be able to: 1. Critically apply advanced communication knowledge and theories to decision making in contemporary professional contexts; 2. Identify and investigate complex organisational challenges, and employ creative and evidence-based approaches to their resolution; 3. Investigate and analyse contemporary trends and cultural shifts, and their impact on organisational and communication management practice; 4. Critically and ethically assess communication practices and principles; 5. Demonstrate creativity, innovation and strategic thinking to communicate effectively in written and oral to diverse cohorts (such as peers, scholars and industry professionals)

Course Objectives:The Graduate Diploma in Communication develops advanced knowledge and skills in contemporary communication theory and research, analysis and practice in the context of a rapidly changing and expanding global communication environment. Graduates will understand global trends and issues that impact on professional practice in diverse workplaces, and will have advanced knowledge and skills for professional work in the communication and public relations fields. On successful completion of the program graduates will be able to:

- Critically apply advanced communication knowledge and theories to decision making in contemporary professional contexts;
- Investigate complex organisational challenges, and employ creative and evidence-based approaches to their resolution;
- Investigate and analyse contemporary trends and cultural shifts, and their impact on organisational and communication management practice;
- Critically and ethically assess communication practices and principles;

- Demonstrate creativity, innovation and strategic thinking to communicate effectively in written and oral to diverse cohorts (such as peers, scholars and industry professionals).

Careers:Communication professionals work in a range of roles in organisations and consultancies, managing internal and external partnerships, managing media engagements, creating documents and online material in relation to organisational activities, providing strategic internal communication advice, policy communication advice and managing in-house communication during organisational change processes.

Course Duration: 1 year

Admission Requirements: Domestic applicants with a Bachelor Degree in Communication or similar discipline.

Admission Requirements International:Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age: Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course. Without these, applicants will be required to enter via the Graduate Certificate as an entry point.

COURSE STRUCTURE

To attain the Graduate Diploma in Communication students will be required to complete 96 credit points (equivalent to 8 units) in total consisting of:

- 48 credit points (equivalent to 4 units) of Core Communication studies
- 48 credit points (equivalent to 4 units) of Elective studies

Core

ACG5200	Approaches to Research	12
ACG5097	Professional Public Relations for the 21st Century	12
ACG5214	Media 2.0	12
ADM5004	Analysing the Web and Social Networks	12

Plus

48 credit points (equivalent to 4 units) of Electives from the list

Elective List

Note: Not all units are offered every year or every semester

ACG5001	Professional English for Non-Native Speakers of English	12
ACG5010	International Communication	12

ACG5050	Communication Across Cultures	12
ACG5098	Managing Public Relations Campaigns	12
ACG5099	Public Relations Writing	12
ACG5100	Ethics and Regulations in Communications Practice	12
ACG5203	Print and Web Journalism	12
ACG5206	Creative Writing	12
ACG5208	Crisis and Risk Communication	12
ACG5212	Organisational Communication	12
ACG5213	Media and Audiences	12
ACG5215	Professional Internship	12
ACG5216	Professional Public Speaking	12
ADM5001	Visuals, Digital Media and a Global World	12
ADM6003	Cross-Platform Media Production	12
BH05505	Business to Business Marketing	12

Graduate Diploma in Public Relations

Course Code:AGCR

Campus:City Flinders.

About this course:The Graduate Diploma in Public Relations consists of six core units and two elective units. The six core units are designed to ensure that graduates have core theoretical and practical knowledge for public relations roles. The core units focus on advanced knowledge and skill, with two units providing the specific foundations for research and evaluation within the public relations industry. This will allow progression into Master level research projects focussed on the public relations field. This course is designed for those interested in a career in communication and public relations, or those wishing to upgrade their skills and qualifications for high level roles involving communication and public relations practice. The course develops graduate knowledge and skills in contemporary communication theory and practice in the context of a rapidly changing and expanding global communication environment. Graduates will understand global trends and issues that impact on professional public relations practice in diverse workplaces, and will have advanced knowledge and skills for professional public relations work. On successful completion of the course graduates will be able to: • Critically apply advanced communication knowledge and theories to work-related projects and decision making in contemporary professional contexts; • Identify and investigate complex organisational challenges, and employ creative and evidence-based strategies and approaches to their resolution; • Investigate and analyse contemporary trends and cultural shifts, and their impact on organisational and public relations management practice; • Critically and ethically assess public relations and communication practices and principles; • Demonstrate creativity, innovation and strategic thinking to communicate effectively in written and oral to diverse cohorts (such as peers, scholars and industry professionals).

Course Objectives:The Graduate Diploma in Public Relations develops graduate knowledge and skills in contemporary communication theory and practice in the

context of a rapidly changing and expanding global communication environment. Graduates will be able to analyse and assess global trends and issues that impact on professional public relations practice in diverse workplaces, and will have advanced knowledge and skills for professional public relations work. On successful completion of the program graduates will be able to:

- Critically apply advanced communication knowledge and theories to work-related projects and decision making in contemporary professional contexts;
- Investigate complex organisational challenges, and employ creative and evidence-based strategies and approaches to their resolution;
- Analyse contemporary trends and cultural shifts, and their impact on organisational and public relations management practice;
- Critically assess public relations and communication practices and principles in line with ethical professional standards;
- Generate innovative and strategic solutions to complex problems and communicate these to a variety of audiences (such as peers, scholars and industry professionals).

Careers:Communication and public relations professionals work in a range of roles in organisations and consultancies, designing and managing campaigns, managing internal and external partnerships, managing media engagements, creating documents and online material in relation to organisational activities, providing strategic internal communication advice, policy communication advice and managing in-house communication during organisational change processes.

Course Duration:1 year

Admission Requirements:Domestic applicants with a Bachelor Degree in Public Relations or similar discipline.

Admission Requirements International:Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age:Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

COURSE STRUCTURE

To attain the Graduate Diploma in Public Relations students will be required to complete 96 points (equivalent to 8 units) in total consisting of:

- 72 credit points (equivalent to 6 units) of Core studies
- 24 credit points (equivalent of 2 units) of Elective studies

Core

ACG5097	Professional Public Relations for the 21st Century	12
ACG5098	Managing Public Relations Campaigns	12

ACG5099	Public Relations Writing	12
ACG5100	Ethics and Regulations in Communications Practice	12
ACG5200	Approaches to Research	12
ACG5212	Organisational Communication	12

Plus

24 credit points (equivalent to 2 units) of Electives from the list below

Elective List

Not all units are offered every year or every semester

ACG5001	Professional English for Non-Native Speakers of English	12
ACG5010	International Communication	12
ACG5050	Communication Across Cultures	12
ACG5203	Print and Web Journalism	12
ACG5206	Creative Writing	12
ACG5208	Crisis and Risk Communication	12
ACG5213	Media and Audiences	12
ACG5214	Media 2.0	12
ACG5216	Professional Public Speaking	12
ADM5004	Analysing the Web and Social Networks	12

Graduate Diploma in Digital Media

Course Code:AGDM

Campus:City Flinders.

About this course:Digital media is at the point where ‘average’ users can achieve amazing outcomes: films, sound recordings, and magazines. Software and other digital products can be co-opted by people without substantial training for their own purposes. In the near future, it is possible that ‘average’ users will be able to configure their digital environments in fashions not imaginable now. So who is the digital media professional in this exciting and continually changing landscape? Community, industry and academia require graduates who can be leaders of digital media production; assisting others (individuals, community or commercial enterprises) to reach their goals using digital media, understanding and critiquing the potential of current and future technology, and generating research to push the limits of the field. This course is a postgraduate programme in the practice and theory of digital media innovation. To contribute to the culture of content creation (for instance, for mobiles, games and digital television), the course focuses on the intersection of video and cross-media production for a range of different contexts including sport, entertainment and business. After this course, students may wish to enter the Master of Digital Media.

Course Objectives:On successful completion of this course, students should be able to:

- Communicate complex knowledge to a variety of audiences, using known and yet to be developed tools in several contexts.
- Analyse and critique different theoretical positions within the field.
- Critically and creatively apply domain knowledge across a range of contexts.
- Exhibit effective problem solving in the management and delivery of digital media projects.
- Critically apply cognitive, technical and creative skills to identify, investigate, analyse, evaluate and scope complex problems, concepts and theories in a wide range of industry settings.
- Demonstrate understandings of different cultures, values and dispositions by developing designs for niche audiences.

Careers:This course prepares students for work in a diverse range of fields including: digital media practitioner, producer, digital media strategist, digital marketing manager, mobile web designer, cross-media practitioner, and digital post-production.

Course Duration: 1 year

Admission Requirements: Domestic applicants with a Bachelor Degree in any discipline.

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age: Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

COURSE STRUCTURE

To attain the Graduate Diploma in Digital Media students will be required to complete 96 credit points (equivalent to 8 units) consisting of the following:

- 72 credit points (equivalent to 6 units) of Core studies
- 24 credit points (equivalent to 2 units) of Elective studies.

ADM5001	Visuals, Digital Media and a Global World	12
ADM5002	Video Production	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12
ADM6002	Digital Media for Sport and Health	12
ADM6003	Cross-Platform Media Production	12

Plus

24 credit points (equivalent to 2 units) of Elective Studies from the list below

Note: Not all units are offered every year or every semester

ACG5010	International Communication	12
ACG5050	Communication Across Cultures	12
ACG5098	Managing Public Relations Campaigns	12
ACG5099	Public Relations Writing	12
ACG5100	Ethics and Regulations in Communications Practice	12
ACG5203	Print and Web Journalism	12
ACG5206	Creative Writing	12
ACG5212	Organisational Communication	12
ACG5213	Media and Audiences	12
ACG5215	Professional Internship	12
ACG5216	Professional Public Speaking	12
ADM6005	Design Management	12
ADM6006	Documentary	12
BH05505	Business to Business Marketing	12

Graduate Diploma in International Community Development

Course Code:AGID

Campus:Footscray Park.

About this course:This unique, practical and popular postgraduate program offers you a personalised education, including workplace training, for a career in community development in the local and international arena. The program is open to graduates of a bachelor in community development as well as degree graduates of other disciplines who are considering a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; leadership in community development; and governance of international organisations. Victoria University is one of the few universities in Australia that offers regional and contextual studies (e.g. Latin America, Africa and Asia) in community development. Specialised areas of study include: social action and change; advocacy and human rights; peace and conflict resolution; and environmental sustainable development. Other related studies can be selected from a long list of elective units. Applicants can apply directly for the Masters course. Alternatively, you can enrol in the Graduate Certificate and then proceed to the Graduate Diploma followed by the Masters. Victoria University values and respects cultural diversity and supports lifelong learning.

Course Objectives: Graduates of this course will be able to:

- Interpret and debate multidisciplinary theoretical perspectives, analyse and problem solve in international and local community development;

- Justify and review global and regional institutions, structures, challenges and trends and their impacts on development in the developing world as well as industrialised regions;
- Critically review different schools of thought on globalisation and development and their impacts on communities;
- Demonstrate critical analytical skills as well as effective communication in writing and other means to interrogate, interpret and debate key theories and academic concepts;
- Creatively design and develop ethical research project proposals that address social responsibility and sustainability of community development; and
- Apply knowledge, principles and theoretical frameworks to frame and inform practice as a reflective practitioner.

Careers:This course prepares students for work in a diverse range of fields including international humanitarian and development aid. Students will capably apply frameworks and adapt practices to suit various contexts; plan and manage community development projects; demonstrated initiatives in mobilising communities and building civil society capacity. Students will capably analyse community-based initiatives, recommending relevant approaches and strategies for contemporary investigations. Further, students will be able to manage conflicts that typically arise in groups and communities.

Course Duration: 1 year

Admission Requirements International:Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline Applicants with Bachelor degree in community development or social work can apply for Advanced Standing for up to 4 units (48 credit points). IELTS minimum 6.5 (no band less than 6.0) or equivalent.

Admission Requirements Mature Age:Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline Applicants with Bachelor degree in community development or social work can apply for Advanced Standing for up to 4 units (48 credit points).

Admission Requirements Other:Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline. Applicants with Bachelor degree in community development or social work can apply for Advanced Standing for up to 4 units (48 credit points).

COURSE STRUCTURE

The Graduate Diploma in International Community Development (AGID) is a 96 credit points, 12 months full-time award which may be studied in part-time mode. The course has three main components: 1. Five foundational (or core) units 2. Three elective units chosen from three specialisations: • Contextual units focusing on particular world regions; • Skills and professional interests units; or • Field, community and workplace experiential units. Elective units may be available during summer and winter semesters to give students the options of fast tracking their studies.

Year 1, Semester 1

ASA5001 Community Development: Theory and Practice

12

ASA5002	Community Development: Project Planning and Management	12
ASA5023	Building Capacity and Mobilising Civil Society	12

Plus one elective unit:

Year 1, Semester 2

AAA5002	Research Methods	12
ASA5010	Transnational Gender Issues and Human Rights	12

Plus two elective units

Recommended Electives

Please note that only a selection of these electives will be offered each semester

ELECTIVES FOCUSING ON REGIONAL AND CONTEXTUAL STUDIES

AAA5011	Interpreting 'Asia' and the 'Pacific'	12
ASS5027	Timor Leste: History, Politics and Society	12
ASS5002	Oceania in the Modern World	12
ASA5007	Latin America: Roots and Radicalism	12
ASS5080	Contemporary Africa and Social Change	12

ELECTIVES FOCUSING ON SPECIFIC AREA OF STUDIES AND SKILL SETS

ASA5022	Approaches to Globalisation	12
ASA5055	Regional and International Organisations and Policy	12
ASA5004	Engaging Communities for Sustainability	12
ASA5011	Human Rights Theory and Practice	12
ASA5012	Migration, Culture and Identity	12
ASA5008	Peace, Violence and Conflict	12
ACF5031	Women and International Development	12
ASA5024	Management in Non-Government Organisations	12
ASA5055	Regional and International Organisations and Policy	12
ASA5003	HIV/Aids and International Development	12
ASA5050	Conflict Resolution in Groups and Communities	12

ELECTIVE WITH STRONG EMPHASIS ON LiWC

ASX5000	Study Tour	12
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Graduate Diploma in Counselling

Course Code:AGPD

Campus:Footscray Nicholson, City Flinders.

About this course:The course is a two-year part-time qualification that is designed to provide a professional foundation in counselling theory and practice. The course is therefore appropriate for both individuals working within professional contexts that require the application of counselling skills or those wishing to move towards employment in these human service fields. Course participants have included social workers, nurses, teachers, community workers and students with an undergraduate psychology specialisation. The course provides students with the opportunity to develop their theoretical understanding of counselling, to practise skills acquired in the field placement and to integrate theory and practice of counselling. Afternoon and evening classes are usually available. The practicum units require daytime placement in a community or counselling agency. Please note: this course is not designed for students wanting an Australian Psychological Society (APS) accredited course. Professional accreditation of this course is currently being considered. The course is monitored to satisfy the requirements of these organisations as the accreditation requirements develop.

Course Objectives:The course learning objectives align with AQF Level 8. Graduates of the Graduate Diploma of Counselling will be able to:

- Critically review a range of theoretical orientations in counselling;
- Exhibit practical skills in the application of a range of counselling paradigms;
- Analyse the impact of social structures upon the counsellor/client relationship and the community to which the client belongs;
- Inquire into aspects of cultural difference relevant to counselling practice;
- Appraise ethical issues relevant to professional practice;
- Investigate the interface of counselling theory and practice;
- Develop and implement the skills acquired during field placement within a community organisation.

Careers:Upon completion of this course, students will have gained knowledge and experience in counselling and be qualified to work as counsellors and in counselling based roles. Furthermore, career outcomes include opportunities to obtain counselling and welfare positions within the human service field - community or government-based, or in educational settings.

Course Duration: 2 years

Admission Requirements: Domestic applicants with a Bachelor Degree in any discipline.

Admission Requirements International:Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age: Mature age applicants with significant professional experience in the field of counselling, without a Bachelor Degree, may qualify for admission into this course.

Admission Requirements Other:An interview may be required for applicants to this course.

COURSE STRUCTURE

To attain the Graduate Diploma in Counselling students will be required to complete 96 credit points (equivalent to 8 units) in total consisting of: GENERAL STREAM

- 72 credit points (equivalent to 6 units) of Core Counselling studies
- 24 credit points (equivalent to 2 units) of Elective studies

CHILD AND ADOLESCENT STREAM

- 84 credit points (equivalent to 7 units) of Core Counselling studies
- 12 credit points (equivalent to 1 unit) of Elective studies

Where students are eligible for exemption from APT5035 Theories and Techniques of Counselling, they will be required to complete an extra elective unit.

GENERAL STREAM

Year 1

Core Units

APT5025	Individual Awareness	12
APT5035	Theories and Techniques of Counselling	12
APT5060	Applied Techniques of Counselling	12

Plus

12 credit points (equivalent to 1 unit) of Electives from the list below

Year 2

Core Units

APT5070	Social and Ethical Issues in Counselling	12
APT6001	Practicum 1	12
APT6002	Practicum 2	12

Plus

12 credit points (equivalent to 1 unit) of Electives from the list below

Electives

APH4061	Principles and Practice of Cognitive Behaviour	12
APT5005	Domestic Violence and Sexual Assault	12
APT5010	Applied Techniques of Grief Counselling	12
APT5080	Cross-Cultural Issues in Counselling	12

CHILD AND ADOLESCENT STREAM

Year 1

Core Units

APT5025	Individual Awareness	12
APT5037	Child and Adolescent: Theories and Techniques of Counselling	12
APT5062	Child & Adolescent: Applied Techniques in Counselling	12

Plus

12 credit points (equivalent to 1 unit) of the following Elective

APT6008	Child and Family Development	12
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Year 2

Core Units

APT5070	Social and Ethical Issues in Counselling	12
APT6001	Practicum 1	12
APT6002	Practicum 2	12

Plus

12 credit points (equivalent to 1 unit) of the following Elective list below

APH4061	Principles and Practice of Cognitive Behaviour	12
APT5005	Domestic Violence and Sexual Assault	12
APT5080	Cross-Cultural Issues in Counselling	12
APT5010	Applied Techniques of Grief Counselling	12

Graduate Diploma in Psychology

Course Code:AGPS

Campus:Footscray Nicholson.

About this course:The Graduate Diploma in Psychology provides an integrated and comprehensive education within the discipline of Psychology. It provides a fourth year that is recognised by the Australian Psychological Society. In addition, students who complete this course are eligible to become Probationary Psychologists with the Victorian Psychologists' Registration Board. In this Graduate Diploma, students can pursue an advanced level of theoretical study and applied aspects within Psychology and receive advanced research training. **PROFESSIONAL RECOGNITION** This course is accredited by the Australian Psychological Society as an approved fourth year in Psychology.

Course Objectives: Graduates of this course will be able to:

- Utilise advanced cognitive, research, and problem-solving skills to successfully undertake postgraduate research or a professional career in psychology;
- Satisfy the educational requirements for associate membership of the Australian Psychological Society;
- Apply skills in independent research, theoretical analysis and critical evaluation in psychology;
- Critically apply advanced knowledge in selected areas of psychology and applied psychology;

- Assess and evaluate the nature of psychology as a profession, the ethical and legal responsibilities of the psychologist and the role of the Australian Psychological Society.

The course is designed to meet Australian Psychology Accreditation Council requirements for a fourth-year course in Psychology.

Careers: Students who complete one of the APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements International: The minimum requirement for entry to Honours in Psychology will normally be a three year undergraduate degree in psychology formally assessed by the Australian Psychology Accreditation Council (APAC). IELTS minimum 6.5 (no band less than 6.0) or equivalent

Admission Requirements Mature Age: The minimum requirement for entry to the Graduate Diploma in Psychology will normally be: the completion of all requirements for an ordinary degree conferred by Victoria University; the completion of an APAC accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Note that all applications are ranked according to academic merit, therefore the cut-off score for receiving an offer differs from year to year and may be somewhat higher than the minimum requirement of 70%. Students who have completed their APAC accredited major in psychology at another university or similar institution are also eligible to apply for this course.

COURSE STRUCTURE

To qualify for the award Graduate Diploma in Psychology, students must complete a total of 96 credit points.

Year 1, Semester 1

CORE UNITS

APA4019	Field Research	24
APH4071	Professional Orientation (Psychological Assessment)	12

Note that in some years APH4071 may be offered in Semester 2 instead of Semester 1. In this case, students must complete APH4013 in Semester 1 and APH4071 in Semester 2.

Plus ONE of the following:

APH4016	Social Research Methods in Context - Quantitative	12
APH4017	Social Research Methods in Context - Qualitative	12

Year 1, Semester 2

CORE UNITS:

APA4020	Extended Field Research	24
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APH4013	Psychology in Practice	12
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Note that in some years APH4013 may be offered in Semester 1 instead of Semester 2. In this case, students must complete APH4013 in Semester 1 and APH4071 in Semester 2.

Plus ONE elective selected from the following:

APA4015	Community Psychology	12
APH4050	Current Issues in Psychology A	12
APH4061	Principles and Practice of Cognitive Behaviour	12
APT5005	Domestic Violence and Sexual Assault	12
APT5080	Cross-Cultural Issues in Counselling	12

Note that not all electives are available every year.

Bachelor of Arts (Honours)

Course Code: AHBA

Campus: Footscray Park.

About this course: The BA Honours program provides a course of advanced study which consolidates and extends knowledge gained in the BA or a relevant undergraduate degree. It also provides students with research experience and the ability to plan and execute an independent research project. It develops advanced cognitive skills to review, analyse and synthesise knowledge. The Honours Program is the preferred prerequisite for a postgraduate higher degree by research (Masters or PhD) and provides a pathway for research and further learning. The course is delivered using a flexible blended approach with a combination of face-to-face seminars, workshops and on-line activities.

Course Objectives: The primary functions of this course are to: Provide students with the research experience, advanced analytical skills and theoretical background necessary as a pathway to a higher degree by research (Masters or PhD); Promote the development of creative, independent and innovative research; Promote the highest understanding of ethical research and the ethics of the emerging field of e-research; Facilitate the learning required to complete a year-long research thesis written under the guidance of a supervisor; Facilitate and extend understanding of the most contemporary theories and debates in the humanities and social sciences with a particular focus on the global context; Build on and extend the knowledge developed in the Bachelor of Arts or relevant undergraduate programs; Provide the opportunity for students to specialize in a chosen area of study or discipline or to engage in interdisciplinary research; Improve students success and entry into the graduate employment market as honours graduates with a recognized higher qualification; Facilitate effective learning in on-line, face-to-face, seminar and group contexts.

Careers: Students with the higher qualification of a BA honours degree have better employment prospects than students with a BA. Honours appears to give students a 'leading edge with employers' and is a criteria for acceptance into many of the graduate positions within the public and private sectors. Honours is also the preferred prerequisite for entry into postgraduate research degrees and is utilised as a ranking system for the awarding of postgraduate scholarships.

Course Duration: 1 year

Admission Requirements International: To be considered for entry into the Honours year, students must have: - completed a three-year undergraduate course with consistently high results at the level of Distinction or High Distinction (or equivalent grades) and - obtained results at the level of credit or above (or equivalent grades) in at least 60% of the total number of undergraduate units attempted. The selection process is competitive and the number of places in the program are limited. Students should contact the Honours Coordinator prior to application in order to discuss their research proposal and availability of supervision. To apply for the Honours year students must complete and submit a direct application form.

Admission Requirements Mature Age: To be considered for entry into the Honours year, students must have: - completed a three-year undergraduate course with consistently high results at the level of Distinction or High Distinction (or equivalent grades) and - obtained a minimum of results at the level of credit or above (or equivalent grades) in at least 60% of the total number of undergraduate units attempted. The selection process is competitive and the number of places in the program are limited. Students should contact the Honours Coordinator prior to application in order to discuss their research proposal and availability of supervision. To apply for the Honours year students must complete and submit a direct application form.

Admission Requirements Other: In consultation with the honours coordinator.

COURSE STRUCTURE

To qualify for the degree with honours, students must complete 96 credit points in their honours year. This comprises of 48 credit points of coursework units and a thesis to the value of 48 credit points. Each student's honours year program must be approved by the Honours Coordinator to ensure an appropriate balance of theoretical, methodological and disciplinary studies. Honours units other than the thesis may be provided through class work or through directed studies. The following units are specific to the Honours year and are offered subject to demand.

Year 1 Semester 1

ASH4004	Honours Research: Theory, Method and Debates	24
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Plus one of the following (after discussion with supervisor):

AAX4001	Asian Studies Honours	24
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AAX4003	History Honours 4	24
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ACX4001	Humanities Honours 4	24
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ASH4005	Social Theory Honours	24
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Year 1 Semester 2

ASH4001	Honours Thesis (Full-Time)	48
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Or, if part-time enrol in the following unit for two semesters:

ASH4002	Honours Thesis (Part-Time)	24
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Bachelor of Creative Arts (Honours)

Course Code: AHCA

Campus: Footscray Park.

About this course: The Bachelor of Creative Arts (Honours) is a one-year program, which allows students to specialise in their chosen Creative Arts discipline. This degree provides the opportunity for students to acquire and demonstrate the knowledge and skills required to independently conceptualise, design, complete and evaluate a research-based creative work in creative writing, digital media, music, performance studies, and visual art. The Bachelor of Creative Arts (Honours) extends the undergraduate program in Creative Arts Industries at VU, and provides a pathway for outstanding undergraduate students into higher degrees by research in Creative Arts. The program provides students with the knowledge and understanding necessary for the transition from undergraduate to postgraduate level study, developing their analytical and critical thinking, their understanding of practice-based and industry-applied research methodology and processes, and their potential to undertake prolonged independent research.

Course Objectives: The course aims to:

- Provide high quality and contemporary theoretical and applied learning in industry and practice-based research in Creative Arts, that responds to professional and industry trends and demands, and that enables students to work in an internationalised environment;
- Promote student development in Creative Arts-based research and professional expertise beyond the undergraduate degree level, and prepare students for entry into higher degrees by research;
- Prepare students to practice as honours graduates, with interdisciplinary expertise, in one or more Creative Arts specialisations in creative writing, digital media, performance and visual art;
- Provide effective learning in up-to-date facilities with industry-standard equipment and digital technology resources, to facilitate student entry and success in the graduate employment market and in higher degrees by research in Creative Arts;
- Develop independent and innovative Creative Arts professionals, with an understanding of socially inclusive and environmentally sustainable practices, for local and global professional careers.

Careers: The Creative Arts Honours degree offers graduates various pathways as researchers, as professionals and as academically enriched graduates. The degree provides eligibility for postgraduate study in either the Master of Arts (Research) or Doctor of Philosophy (PhD) degrees, both at Victoria University and universities worldwide. An Honours degree gives professionally oriented students an advantage over graduates with an undergraduate degree, when applying for employment in the highly competitive Creative Arts sector. The completion of a substantial individual Creative Arts project at Honours level also provides a foundation for entry into a career as an independent artistic practitioner.

Course Duration: 1 year

Admission Requirements International: The admission requirement for the Bachelor of Creative Arts (Honours) courses is a three-year first degree in Creative Arts Industries or equivalent degree. Students must normally have obtained Credit or higher results at second and third year levels, and a Distinction average in their chosen creative arts specialisation. All external applicants will be assessed on presentation of a folio and/or formal interview. At the discretion of the selection officer, students who satisfy entry requirements may be immediately offered a place in the Bachelor of Arts (Honours). IELTS minimum 6.5 (no band less than 6.0) or equivalent.

Admission Requirements Mature Age: Normally, to be considered for entry into the Honours year, students must have: completed a three-year undergraduate course with results at the level of Distinction or above in their chosen creative arts specialisation (or equivalent studies); and obtained results at a level of Credit or above (or equivalent grades) in at least 60% of the total number of undergraduate units attempted.

Admission Requirements Other: Students should contact the Honours Coordinator prior to application, in order to discuss the research proposal and availability of supervision. To apply for the Honours year, students must complete and submit a direct application form.

COURSE STRUCTURE

There are two core units of coursework and two units comprising an individual creative arts research project. Each student will be allocated an academic supervisor to mentor, oversee and consolidate their independent practice.

CORE UNITS

ACI4001	Practice-Led Research Methodology	24
ACI4002	Honours Individual Creative Project A	24
ACI4003	Honours Individual Creative Project B	24
ACI4004	Honours Special Study Research Project	24

Bachelor of Psychological Studies (Honours)

Course Code: AHPA

Campus: Footscray Nicholson.

About this course: The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on the knowledge developed in undergraduate Arts or Science courses.

Course Objectives: Graduates of this course will be able to:

- Utilise advanced cognitive, research, and problem-solving skills to successfully undertake postgraduate research or a professional career in psychology;
- Satisfy the educational requirements for associate membership of the Australian Psychological Society;
- Apply skills in independent research, theoretical analysis and critical evaluation in psychology;
- Critically apply advanced knowledge in selected areas of psychology and applied psychology;
- Assess and evaluate the nature of psychology as a profession, the ethical and legal responsibilities of the psychologist and the role of the Australian Psychological Society.

The course is designed to meet Australian Psychology Accreditation Council requirements for a fourth-year course in Psychology.

Careers: Students who complete one of the APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further

training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements International: The minimum requirement for entry to Honours in Psychology will normally be a three year undergraduate degree in psychology formally assessed by the Australian Psychology Accreditation Council (APAC) IELTS minimum 6.5 (no band less than 6.0) or equivalent

Admission Requirements Mature Age: The minimum requirement for entry to Honours in Psychology will normally be: the completion of all requirements for an ordinary degree conferred by Victoria University; the completion of an APAC accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Note that all applications are ranked according to academic merit, therefore the cut-off score for receiving an offer differs from year to year and may be substantially higher than the minimum requirement of 70%. Students who have completed their APAC accredited major in psychology at another university or similar institution are also eligible to apply for this course.

COURSE STRUCTURE

One year course delivered over 2 semesters - total 96 credit points.

Year 1, Semester 1

CORE UNITS

APH4012	Research Thesis	24
APH4071	Professional Orientation (Psychological Assessment)	12

Note that in some years APH4071 may be offered in Semester 2 instead of Semester 1. In this case, students must complete APH4013 in Semester 1 and APH4071 in Semester 2.

Plus ONE of the following:

APH4016	Social Research Methods in Context - Quantitative	12
APH4017	Social Research Methods in Context - Qualitative	12

Year 1, Semester 2

CORE UNITS

APH4015	Extended Research Thesis	24
APH4013	Psychology in Practice	12

Note that in some years APH4013 may be offered in Semester 1 instead of Semester 2. In this case, students must complete APH4013 in Semester 1 and APH4071 in Semester 2.

Plus ONE elective selected from the following:

APA4015	Community Psychology	12
APH4050	Current Issues in Psychology A	12

Note that not all electives are available every year.

Bachelor of Arts (Honours) (Psychology)

Course Code:AHPH

Campus:St Albans.

About this course:The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on knowledge developed in undergraduate Arts or Science courses.

Course Objectives: Graduates of this course will be able to:

- Utilise advanced cognitive, research, and problem-solving skills to successfully undertake postgraduate research or a professional career in psychology;
- Satisfy the educational requirements for associate membership of the Australian Psychological Society;
- Apply skills in independent research, theoretical analysis and critical evaluation in psychology;
- Critically apply advanced knowledge in selected areas of psychology and applied psychology;
- Assess and evaluate the nature of psychology as a profession, the ethical and legal responsibilities of the psychologist and the role of the Australian Psychological Society.

The course is designed to meet Australian Psychology Accreditation Council requirements for a fourth-year course in Psychology.

Careers:Students who complete one of the APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements International:The minimum requirement for entry to Honours in Psychology will normally be a three year undergraduate degree in psychology formally assessed by the Australian Psychology Accreditation Council (APAC) IELTS minimum 6.5 (no band less than 6.0) or equivalent

Admission Requirements Mature Age:The minimum requirement for entry to Honours in Psychology will normally be: the completion of all requirements for an ordinary degree, conferred by Victoria University; the completion of an APS accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.

COURSE STRUCTURE

One year course delivered over 2 semesters - total 96 credit points.

Year 1, Semester 1

CORE UNITS

APH4012	Research Thesis	24
APH4071	Professional Orientation (Psychological Assessment)	12

Plus ONE of the following:

APH4016	Social Research Methods in Context - Quantitative	12
APH4017	Social Research Methods in Context - Qualitative	12

Year 1, Semester 2

CORE UNITS

APH4015	Extended Research Thesis	24
APH4013	Psychology in Practice	12

Plus ONE elective selected from the following:

APA4015	Community Psychology	12
APH4050	Current Issues in Psychology A	12
APH4061	Principles and Practice of Cognitive Behaviour	12
APT5005	Domestic Violence and Sexual Assault	12
APT5080	Cross-Cultural Issues in Counselling	12

Note that not all electives are available every year.

Bachelor of Science (Honours) (Psychology)

Course Code:AHPY

Campus:St Albans.

About this course:The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on the knowledge developed in undergraduate Arts or Science courses.

Course Objectives: Graduates of this course will be able to:

- Utilise advanced cognitive, research, and problem-solving skills to successfully undertake postgraduate research or a professional career in psychology;
- Satisfy the educational requirements for associate membership of the Australian Psychological Society;
- Apply skills in independent research, theoretical analysis and critical evaluation in psychology;
- Critically apply advanced knowledge in selected areas of psychology and applied psychology;
- Assess and evaluate the nature of psychology as a profession, the ethical and legal responsibilities of the psychologist and the role of the Australian Psychological Society.

The course is designed to meet Australian Psychology Accreditation Council requirements for a fourth-year course in Psychology.

Careers: Students who complete one of the APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements International: The minimum requirement for entry to Honours in Psychology will normally be a three year undergraduate degree in psychology formally assessed by the Australian Psychology Accreditation Council (APAC) IELTS minimum 6.5 (no band less than 6.0) or equivalent

Admission Requirements Mature Age: The minimum requirement for entry to Honours in Psychology will normally be: the completion of all requirements for an ordinary degree conferred by Victoria University; the completion of an APAC accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.

COURSE STRUCTURE

One year course delivered over 2 semesters - total 96 credit points.

Year 1, Semester 1

CORE UNITS

APH4012	Research Thesis	24
APH4071	Professional Orientation (Psychological Assessment)	12

Plus ONE of the following:

APH4016	Social Research Methods in Context - Quantitative	12
APH4017	Social Research Methods in Context - Qualitative	12

Year 1, Semester 2

CORE UNITS

APH4015	Extended Research Thesis	24
APH4013	Psychology in Practice	12

Plus ONE elective selected from the following:

APA4015	Community Psychology	12
APH4050	Current Issues in Psychology A	12
APH4061	Principles and Practice of Cognitive Behaviour	12
APT5005	Domestic Violence and Sexual Assault	12
APT5080	Cross-Cultural Issues in Counselling	12

Note that not all electives are available every year.

Master of Applied Psychology (Community Psychology)

Course Code: AMAC

Campus: Footscray Nicholson.

About this course: The Victoria University Master of Applied Psychology (Community Psychology) program is founded upon the scientist-practitioner model of professional training, combining knowledge and skills acquisition with reality-based psychological understandings, and facilitating a clear stance of inquiry in relation to all aspects of theory, research and practice. The program consists of theoretical coursework, skill based practice coursework, practicum placements and an applied community psychology focused research project. Graduating students will have completed 1000 hours of supervised practical placement experience. (Placement requirements are outlined in a separate Practicum Manual). **PROFESSIONAL RECOGNITION:** The Masters Course is accredited by the Australian Psychological Society (APS) and by the APS College of Community Psychologists as an approved fifth and sixth year in Psychology.

Course Objectives: Graduates of this course will be able to:

- Interrogate and interpret social and psychological problems and interventions from multiple stakeholder standpoints and community psychological perspectives;
- Critically analyse and adapt skills and strategies in social and psychological problem intervention to multiple levels of analysis (from the individual level, the group level, and to broader community contexts) and to different bodies of knowledge or professional practice;
- Exemplify and advocate sensitivity to the cultural, experiential, political and structural forces that impact social and psychological problems;
- Critically apply intervention skills to a variety of contexts, including: program and policy design, implementation and evaluation; organisation and facilitation of groups and alliances; counselling and advocacy for individuals and groups and, the promotion and strengthening of social networks;
- Assess and critically apply appropriate research methodologies and independent research skills to identify and analyse complex problems from a range of community and applied settings;
- Conduct and report on research in groups and/or individually, that contributes to the professional evidence base of community psychology.
- Exhibit advanced interpersonal and communication skills to debate and elucidate complex ideas and to engage with diverse individuals and multiple stakeholders;
- Critically review ethical and professional conduct issues faced by practising psychologists and exhibit high standards of social and ethical responsibility;
- Evaluate the interconnections between theory, research and professional practice from a diverse range of community psychological perspectives.

Careers: Specialist professional psychologist in the area of Community Psychology. Career outcomes include employment in a range of settings such as community mental health; organisational, NGOs, policy development, research and evaluation, community organising, advocacy and program development. applied social, environmental health psychology; community psychology and related areas. Upon completion, graduates can apply for General Registration through Psychology Board

of Australia, and an Area of Practice Endorsement through Psychology Board of Australia, and apply for membership of Australian Psychological Society (APS) College of Community Psychologists.

Course Duration: 2 years

Admission Requirements: Domestic applicants with an Honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; OR A pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent.

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. Applicants would need to have their relevant studies formally assessed by Australian Psychological Accreditation Council (APAC) for equivalency.

Admission Requirements Mature Age: Applicants must have either: (i) An honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; or (ii) A pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent.

Admission Requirements Other: Applicants will be interviewed to assess suitability for the course. Relevant professional experience will be a substantial factor in selection. In accordance with the accreditation requirements and the Department of Justice, students will be required to obtain a Working with Children Check prior to being placed in a work placement setting.

COURSE STRUCTURE

To attain the Master of Applied Psychology (Community Psychology) students will be required to complete 192 credit points in total consisting of the following. 180 credit points (equivalent to 15 units) of Core studies 12 credit points (equivalent to 1 unit) of Elective studies

Core Units

APC6085	Foundations of Psychotherapy	12
APC6086	Clinical Assessment	12
APC6087	Professional Ethics	12
APM6010	Foundations of Community Psychology	12
APM6011	Qualitative Research Methods	12
APM6012	Quantitative Research Methods	12
APM6013	Psychology of Community Health	12
APM6014	Practicum 1	12

APC7901	Thesis 1	12
APC7902	Thesis 2	12
APM7003	Community Psychology Interventions	12
APM7004	Intercultural Approaches to Community Psychology	12
APM7005	Practicum 2	12
APM7006	Psychology Practice	12
APM7007	Practicum 3	12

Plus

12 credit points (equivalent to 1 unit) of Electives from the list below

Electives

APT5005	Domestic Violence and Sexual Assault	12
APT5025	Individual Awareness	12
APT5035	Theories and Techniques of Counselling	12
APT5037	Child and Adolescent: Theories and Techniques of Counselling	12
APT5080	Cross-Cultural Issues in Counselling	12
APT6008	Child and Family Development	12

Master of Applied Psychology (Clinical Psychology)

Course Code: AMAL

Campus: Footscray Nicholson.

About this course: The Victoria University Master of Psychology course represents an APAC-accredited pathway to practice as a fully registered professional psychologist. It provides, to appropriately qualified applicants, postgraduate training in the area of Clinical Psychology. As well as advanced theory and practical classes, and a minor Masters research thesis, students also undertake selected fieldwork placements, under the direct supervision of experienced psychologists with appropriate endorsement from the Psychology Board of Australia. The course adopts a lifespan framework, and trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on both psychodynamic and cognitive-behavioural perspectives. The approach embraces a scientist-practitioner perspective and providing evidence-based interventions for enabling well-being and human flourishing.

Course Objectives: Graduates of this course will be able to:

- Appraise the contribution, demands and responsibilities of the role registered psychologists play in the delivery of comprehensive multidisciplinary health care systems;
- Critically analyse psychological problems from different perspectives and levels, including individual, dyad, and family systems;
- Formulate evidence-based, appropriately complex, and effective intervention plans for clients with psychological difficulties;

- Critically review the professional literature to identify and apply best practice guidelines for intervention;
- Plan, conduct, and prepare a written report on, an applied psychology research project;
- Critically evaluate core ethical and professional conduct issues that practising psychologists are likely to encounter;
- Evaluate psychology intervention programs and critically assess their effectiveness; and
- Apply for general registration through the Psychology Board of Australia, having integrated theory, research and professional practice from a diverse range of clinical psychology perspectives.

Careers: Psychology Board of Australia endorsement to practice as a professional psychologist and, with further supervision in the area of Clinical Psychology, with eligibility for a Medicare provider number.

Course Duration: 2 years

Admission Requirements: Domestic applicants with an Honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent

Admission Requirements Mature Age: Mature age applicants with significant professional experience, and who meet all other admission requirements, may qualify for admission into this course.

Admission Requirements Other: Applicants will be interviewed to assess suitability for the course. Relevant professional experience and referee reports will be a substantial factor in selection. In accordance with the accreditation requirements and the Department of Justice, students will be required to obtain a Working with Children Check prior to being placed in a work placement setting.

COURSE STRUCTURE

To attain the Master of Applied Psychology (Clinical Psychology) students will be required to complete 192 credit points (equivalent to 16 units) in total consisting of:

- 192 credit points (equivalent to 16 units) of Core studies

Core Units

APC6085	Foundations of Psychotherapy	12
APC6086	Clinical Assessment	12
APC6087	Professional Ethics	12
APC6088	Psychopathology and Diagnosis	12
APC6089	Research Methods	12
APC6090	Personality and Mental Health Assessment	12
APC6091	Interventions 1 - Introduction to CBT	12
APC6092	Interventions 2 - Introduction to Psychodynamic Psychotherapy	12
APC7901	Thesis 1	12

APC7902	Thesis 2	12
APC7003	Interventions 3 - Advanced CBT Applications	12
APC7004	Interventions 4 - Advanced Psychodynamic Psychotherapy	12
APC7005	Clinical Placement 1	12
APC7006	Health Psychology	12
APC7007	Psychopharmacology and Reflective Practice	12
APC7008	Clinical Placement 2	12

Master of International Community Development

Course Code: AMCD

Campus: Footscray Park.

About this course: This unique, practical and popular postgraduate program offers you a personalised education, including workplace training, for a career in community development in the local and international arena. The program is open to graduates of a bachelor in community development as well as degree graduates of other disciplines who are considering a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; leadership in community development; and governance of international organisations. Victoria University is one of the few universities in Australia that offers regional and contextual studies (e.g. Latin America, Africa and Asia) in community development. Specialised areas of study include: social action and change; advocacy and human rights; peace and conflict resolution; and environmental sustainable development. Other related studies can be selected from a long list of elective units. Applicants with an undergraduate degree can apply directly for the Masters course. Alternatively, you can enrol in the Graduate Certificate and then proceed to the Masters. Victoria University values and respects cultural diversity and supports lifelong learning.

Course Objectives: Graduates of this course will be able to:

- Critique global and regional institutions, structures, challenges and trends and their impacts on development in the developing world as well as industrialised regions;
- Conceptually map different schools of thought on globalisation and development and their impacts on communities;
- Deconstruct the role of civil society and grassroots social movements in relation to international community development;
- Use critical analytical skills as well as effectively communicate in writing or other mean to interrogate, interpret and debate key theories and academic concepts;
- Creatively employ advanced skills in research as well as project analysis, design and management in the international community development contexts, and network effectively with industry partners and stakeholders;

- Devise and execute a substantial research based project or evidence-based capstone experience or piece of scholarship which shows evidence of independent thought, high level of accountability and personal autonomy, and broad research capabilities, and exhibits an ability to communicate to professional and non-professional audiences in the field of community-oriented work;
- Resolve complex or emerging problems in professional practice and in contemporary international community development settings by applying knowledge and skills in a real world context.

Careers: This course prepares students for work in a diverse range of fields including international humanitarian and development aid, human rights, child protection, gender and culture, environmental sustainability, and community and lifelong education. Graduates have become advocates for social change in fields with international and local implications such as: climate change, sustainable agriculture, international health including HIV/AIDS, youth work, gender and development, housing advocacy, human rights, adult education, conflict resolution and policy development in government and non-government organisations, and international organisations concerned with community development. Graduates have pursued careers such as community engagement officers, journalists, community trainers, researchers and policy officers.

Course Duration: 2 years

Admission Requirements International: Applicants with a Bachelor degree and above (AQF Level 7 awards) of any disciplines. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

Admission Requirements Mature Age: Applicants with Bachelor degree and above (AQF Level 7 awards) of any disciplines.

Admission Requirements Other: Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline. Applicants with Bachelor degree in community development or social work can apply for Advanced Standing for up to 4 units (48 credit points).

COURSE STRUCTURE

The Master of International Community Development (AMCD) is a 192 credit points, two year full-time award which may be studied in part-time mode. The course has three main components: 1. A semester to equip students with essential community development knowledge, practical skills and applications. This is particularly for students from a non-cognate background; 2. Six foundation or core units; 3. Six elective units chosen from three specialisations. 4. A research component consisting of either (a) community-based research or (b) research thesis.

Year 1, Semester 1

ASA5001	Community Development: Theory and Practice	12
ASA5002	Community Development: Project Planning and Management	12
ASA5023	Building Capacity and Mobilising Civil Society	12

Plus one elective unit:

Year 1, Semester 2

AAA5002	Research Methods	12
ASA5010	Transnational Gender Issues and Human Rights	12

Plus two elective units

Year 2, Semester 1

Students have the option of completing a Community-based Research or a Research Thesis.

OPTION 1 - Community-based Research (Part 1)

ASA6005	Community-Based Research (Part 1)	24
ASA5050	Conflict Resolution in Groups and Communities	12

Plus one elective unit

OR

OPTION 2 - Research Thesis (Part 1)

ASA6003	Research Thesis (Part 1)	24
ASA5050	Conflict Resolution in Groups and Communities	12

Plus one elective unit

Year 2, Semester 2

Students have to complete the Part 2 of their previously enrolled Community-based Research or a Research Thesis.

ASA6006	Community-Based Research (Part 2)	24
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plus two elective units

OR

ASA6004	Research Thesis (Part 2)	24
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plus two elective units

Elective Units

Recommended Electives

Please note that only a selection of these electives will be offered each semester

ELECTIVES FOCUSING ON REGIONAL AND CONTEXTUAL ISSUES

AAA5011	Interpreting 'Asia' and the 'Pacific'	12
ASS5027	Timor Leste: History, Politics and Society	12
ASS5002	Oceania in the Modern World	12
ASA5007	Latin America: Roots and Radicalism	12
ASS5080	Contemporary Africa and Social Change	12

ELECTIVES FOCUSING ON SPECIFIC AREA OF STUDIES AND SKILL SETS

ASA5022	Approaches to Globalisation	12
ASA5055	Regional and International Organisations and Policy	12
ASA5004	Engaging Communities for Sustainability	12
ASA5011	Human Rights Theory and Practice	12
ASA5012	Migration, Culture and Identity	12
ASA5008	Peace, Violence and Conflict	12
ACF5031	Women and International Development	12
ASA5024	Management in Non-Government Organisations	12
ASA5050	Conflict Resolution in Groups and Communities	12
ASA5003	HIV/Aids and International Development	12

ELECTIVE THAT FOCUSING ON

ASX5000	Study Tour	12
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Master of Communication

Course Code:AMCN

Campus:City Flinders.

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

Course Objectives: The Master of Communication develops knowledge and skills in contemporary communication theory and research, analysis and practice in the context of a rapidly changing and expanding global communication environment. Graduates of the Master of Communication will understand international trends and issues that impact on professional practice in diverse workplaces, and will have

specialist knowledge and skills for professional work in the communication and public relations fields. On successful completion of the course graduates will be able to:

- Critically apply specialist communication knowledge and theories to decision making in contemporary professional contexts;
- Evaluate appropriate theories, principles and methodologies for communication research, plan and conduct research in groups and/or individually, that contributes to the professional evidence base;
- Investigate complex organisational challenges, and employ creative and evidence-based approaches to their resolution;
- Investigate and analyse contemporary trends and cultural shifts, and their impact on organisational and communication management practice;
- Critically and ethically assess public relations and communication practices and principles;
- Demonstrate creativity, innovation and strategic thinking to communicate effectively in written and oral forms to diverse cohorts (such as peers, scholars and industry professionals).

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

Course Duration: 2 years

Admission Requirements: Domestic applicants with a Bachelor Degree in any discipline.

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age: Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

COURSE STRUCTURE

To attain the Master of Communication students will be required to complete 192 credit points in total consisting of the following. Students can either follow a Communication stream or a Public Relations stream. COMMUNICATION STREAM 192 credit points in total 48 credit points (equivalent to 4 units) of Core Communications studies 48 credit points (equivalent to 4 units) of Elective studies Plus one of the following options below: Option A (This option is recommended for students who wish to develop applied Research skills) 36 credit points (equivalent to 3 units) of Research studies 60 credit points (equivalent to 5 units) of Elective

studies OR Option B (This option is recommended for students who wish to undertake Higher Degrees by Research studies) 60 credit points (equivalent to 5 units) of Research studies 36 credit points (equivalent to 3 units) of Elective studies
PUBLIC RELATIONS STREAM 192 credit points in total 72 credit points (equivalent to 6 units) of Core Public Relations studies 24 credit points (equivalent to 2 units) of Elective studies Plus one of the following options below: Option A (This option is recommended for students who wish to develop applied Research skills) 36 credit points (equivalent to 3 units) of Research studies 60 credit points (equivalent to 5 units) of Elective studies OR Option B (This option is recommended for students who wish to undertake Higher Degrees by Research studies) 60 credit points (equivalent to 5 units) of Research studies 36 credit points (equivalent to 3 units) of Elective studies

COMMUNICATION STREAM

Year 1

ACG5097	Professional Public Relations for the 21st Century	12
ACG5200	Approaches to Research	12
ACG5214	Media 2.0	12
ADM5004	Analysing the Web and Social Networks	12

Plus

48 credit points (equivalent to 4 units) of Electives from the list below

Year 2

Option A

ACG6021	Research Methodologies	12
ACG6022	Research Project	12
ACG6023	Communicating Research	12

Plus

60 credit points (equivalent to 5 units) of Electives from the list below

Year 2

Option B

ACG6015	Minor Thesis (Full-Time)	48
ACG6021	Research Methodologies	12

Plus

36 credit points (equivalent of 3 units) of Electives from the list below

OR

ACG6021	Research Methodologies	12
ACG6100	Minor Thesis (Part-Time) Part One	24

ACG6200	Minor Thesis (Part-Time) Part Two	24
Plus		
36 credit points (equivalent of 3 units) of Electives from the list below		
Elective List (Years 1 and 2)		

Note: Not all units are offered every year or every semester

ACG5001	Professional English for Non-Native Speakers of English	12
ACG5010	International Communication	12
ACG5050	Communication Across Cultures	12
ACG5098	Managing Public Relations Campaigns	12
ACG5099	Public Relations Writing	12
ACG5100	Ethics and Regulations in Communications Practice	12
ACG5203	Print and Web Journalism	12
ACG5206	Creative Writing	12
ACG5208	Crisis and Risk Communication	12
ACG5212	Organisational Communication	12
ACG5215	Professional Internship	12
ACG5213	Media and Audiences	12
ACG5216	Professional Public Speaking	12
ADM5001	Visuals, Digital Media and a Global World	12
ADM6003	Cross-Platform Media Production	12
BH05505	Business to Business Marketing	12

Pre-semester planning is required for ACG5215

The following two Elective units are recommended to International students and must be undertaken simultaneously

ACG5002	Interacting in the Professional Workplace	12
ACG5003	Professional Practice in the Workplace	24

PUBLIC RELATIONS STREAM

Year 1

ACG5097	Professional Public Relations for the 21st Century	12
ACG5098	Managing Public Relations Campaigns	12
ACG5099	Public Relations Writing	12

ACG5 100	Ethics and Regulations in Communications Practice	12	ACG5 213	Media and Audiences	12
ACG5 200	Approaches to Research	12	ACG5 214	Media 2.0	12
ACG5 212	Organisational Communication	12	ACG5 215	Professional Internship	12
Plus			ACG5 216	Professional Public Speaking	12
24 credit points (equivalent to 2 units) of Electives from the list below			ADM5 001	Visuals, Digital Media and a Global World	12
Year 2			ADM5 004	Analysing the Web and Social Networks	12
Option A			ADM6 003	Cross-Platform Media Production	12
ACG6 021	Research Methodologies	12	BH05 005	Business to Business Marketing	12
ACG6 022	Research Project	12	Pre-semester planning is required for ACG5 215		
ACG6 023	Communicating Research	12	Master of Digital Media		
Plus			Course Code: AMDM		
60 credit points (equivalent to 5 units) of Electives from the list below			Campus: City Flinders.		
Year 2			About this course: Digital media is at the point where ‘average’ users can achieve amazing outcomes: films, sound recordings, and magazines. Software and other digital products can be co-opted by people without substantial training for their own purposes. In the near future, it is possible that ‘average’ users will be able to configure their digital environments in fashions not imaginable now. So who is the digital media professional in this exciting and continually changing landscape? Community, industry and academia require graduates who can be leaders of digital media production; assisting others (individuals, community or commercial enterprises) to reach their goals using digital media, understanding and critiquing the potential of current and future technology, and generating research to push the limits of the field. This course is a postgraduate programme in the practice and theory of digital media innovation. To contribute to the culture of content creation (for instance, for mobiles, games and digital TV), the course focuses on the intersection of video and cross-media production for a range of different contexts including sport, entertainment and business. There are options for students who already have experience in digital media and also for students who have not yet had the opportunity to study in this area. To provide flexibility, the course structure has three exit points, Graduate Certificate, Graduate Diploma and Masters.		
Option B			Course Objectives: On successful completion of this course, students should be able to:		
ACG6 015	Minor Thesis (Full-Time)	48	<ul style="list-style-type: none"> • Plan and execute a research project that requires high level and independent judgement that may be developed into a larger research initiative • Communicate complex knowledge to a variety of audiences, using known and yet to be developed tools in several contexts • Analyse and critique different theoretical positions within the field • Critically and creatively apply domain knowledge across a range of contexts • Exhibit effective problem solving in the management and delivery of digital media projects • Critically apply cognitive, technical and creative skills to identify, investigate, analyse, evaluate and scope complex problems, concepts and theories in a wide range of industry settings; 		
ACG6 021	Research Methodologies	12			
Plus					
36 credit points (equivalent of 3 units) of Electives from the list below					
OR					
ACG6 021	Research Methodologies	12			
ACG6 100	Minor Thesis (Part-Time) Part One	24			
ACG6 200	Minor Thesis (Part-Time) Part Two	24			
Plus					
36 credit points (equivalent of 3 units) of Electives from the list below					
Elective List (Years 1 and 2)					
Note: Not all units are offered every year or every semester					
ACG5 010	International Communication	12			
ACG5 050	Communication Across Cultures	12			
ACG5 203	Print and Web Journalism	12			
ACG5 206	Creative Writing	12			
ACG5 208	Crisis and Risk Communication	12			

- Demonstrate understandings of different cultures, values and dispositions by developing designs for niche audiences.

Careers: This course prepares students for work in a diverse range of fields including: digital media practitioner, producer, digital media strategist, digital marketing manager, mobile web designer, cross-media practitioner, and digital post-production.

Course Duration: 2 years

Admission Requirements: Domestic applicants with a Bachelor Degree in any discipline.

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline. (Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.)

Admission Requirements Mature Age: The admission requirement for this course is normally a Bachelor degree in any discipline. Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

COURSE STRUCTURE

To attain the Master of Digital Media students will be required to complete 192 credit points in total consisting of: Option A 120 credit points (equivalent to 10 units) of Core Studies 72 credit points (equivalent to 6 units) of Elective Studies. OR Option B 144 credit points (equivalent to 12 units) of Core Studies 48 credit points (equivalent to 4 units) of Elective Studies.

Year 1

ACG5200	Approaches to Research	12
ADM5001	Visuals, Digital Media and a Global World	12
ADM5002	Video Production	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12
ADM6002	Digital Media for Sport and Health	12
ADM6003	Cross-Platform Media Production	12

Plus 12 credit points (equivalent to 1 elective unit) from the list below

Year 2

Option A

ACG6021	Research Methodologies	12
ACG6022	Research Project	12

ACG6023 Communicating Research 12

Plus 60 credit points (equivalent to 5 units) of Electives from the list below

OR

Option B

ACG6015 Minor Thesis (Full-Time) 48

ACG6021 Research Methodologies 12

Plus 36 credit points (equivalent to 3 units) of Electives from the list below

or (for part-time students)

ACG6021 Research Methodologies 12

ACG6100 Minor Thesis (Part-Time) Part One 24

ACG6200 Minor Thesis (Part-Time) Part Two 24

Plus 36 credit points (equivalent to 3 units) of Electives from the list below

Elective List

Note: Not all units are offered every year or every semester

ACG5001 Professional English for Non-Native Speakers of English 12

ACG5010 International Communication 12

ACG5050 Communication Across Cultures 12

ACG5098 Managing Public Relations Campaigns 12

ACG5099 Public Relations Writing 12

ACG5100 Ethics and Regulations in Communications Practice 12

ACG5203 Print and Web Journalism 12

ACG5206 Creative Writing 12

ACG5212 Organisational Communication 12

ACG5213 Media and Audiences 12

ACG5215 Professional Internship 12

ACG5216 Professional Public Speaking 12

ADM6005 Design Management 12

ADM6006 Documentary 12

BH05505 Business to Business Marketing 12

Master of Counselling

Course Code: AMPE

Campus: Footscray Nicholson, City Flinders.

About this course: The Master of Counselling provides an opportunity for professionals to extend their expertise in counselling theory and practice. It provides students with advanced knowledge and techniques in the design of research in the counselling field. Students learn to analyse and evaluate sociopolitical frameworks from which to view issues, and further develop their application of counselling models and strategies available when working in practice settings and with diverse client groups. The course will enhance students' work in the field so that they can present evidence-based interventions for working with populations that are diverse in gender, ethnicity, class, occupation, and age. This is not an APS accredited psychology course.

Course Objectives: The course learning objectives align with AQF Level 9. Graduates of the Masters of Counselling will be able to:

- Critically review the theoretical knowledge of counselling theory and its application;
- exhibit an awareness of psychological theory relevant to their workplace and interests;
- Appraise and articulate of the range of counselling interventions and psychological therapies offered by helping professions;
- Develop a proposal using appropriate research methods deploying critical reading within the counselling literature; and
- Further develop an applied knowledge of professional practice.

Careers: Graduates typically work in a range of counselling based/human services roles. These include school counselling, community mental health, palliative care and counselling private practice.

Course Duration: 2 years

Admission Requirements: Domestic applicants with a Bachelor Degree in any discipline.

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age: Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

Admission Requirements Other: Applicants must be able to provide academic and professional references and may be required to attend a selection interview and provide samples of their work.

COURSE STRUCTURE

To attain the Master of Counselling students will be required to complete 192 credit points in total consisting of the following: 132 credit points (equivalent to 11 units) of Core studies; and 12 credit points (equivalent to 1 unit) of Elective studies; plus Full-time Option 48 credit points (equivalent to 1 unit) of Research studies OR Part-time Option 48 credit points (equivalent to 2 units) of Research studies.

Year 1

Core Units

APH4061	Principles and Practice of Cognitive Behaviour	12
APT5025	Individual Awareness	12
APT5035	Theories and Techniques of Counselling	12
APT5037	Child and Adolescent: Theories and Techniques of Counselling	12
APT5060	Applied Techniques of Counselling	12
APT5070	Social and Ethical Issues in Counselling	12
APT6006	Research Methods in Counselling	12

Plus

12 credit points (equivalent to 1 unit) of the following Elective list below

Elective List

APT5005	Domestic Violence and Sexual Assault	12
APT5010	Applied Techniques of Grief Counselling	12
APT5080	Cross-Cultural Issues in Counselling	12
APT6008	Child and Family Development	12

Year 2

Core Units

APT6000	Advanced Counselling Interventions	12
APT6005	Counselling for Addictions	12
APT6010	Practicum 3	12
APT6011	Practicum 4	12
APT6012	Minor Thesis (Full-time)	48

OR

APT6013	Minor Thesis (Part A)	24
APT6014	Minor Thesis (Part B)	24

Master of Arts (Research)

Course Code: ARXF

Campus: City Flinders, Dependent upon supervision.

About this course: Masters Degree (Research) in the field of Arts The Masters Degree (Research) allows you to develop your knowledge and skills in planning and executing a substantial piece of original research in an area that is of interest to you and to the University, industry and the community, with the assistance of an experienced research supervisory team. This degree requires you to apply an

advanced body of knowledge in a range of contexts for research and scholarship and potentially as a pathway to a PhD or Professional Doctorate. It involves supervised study and research, through completion of a major research thesis in an approved thesis format for examination, as well as research training and independent study. Feedback is provided face-to-face and online by the supervisory team, and co-curricular opportunities for receiving feedback are available through activities in which you are strongly encouraged to participate, such as involvement in support and adjunct programs offered by the university or externally; collaborative publication of academic articles with supervisors and peers; presentation at academic conferences including those organised within VU for graduate researchers and staff; and other presentations to a variety of audiences. This course is normally a 2 year (full time) and 4 year (part time) research-based degree.

Course Objectives: The course objectives are to produce graduates who have the following knowledge and skills: • a body of knowledge that includes the understanding of recent developments in one or more discipline • advanced knowledge of research principles and methods applicable to the field of work or learning • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application • cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • cognitive and technical skills to design, use and evaluate research and research method • communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audience • technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge This knowledge and these skills will be demonstrated through the planning and execution of a substantial piece of research • with creativity and initiative • with a high level of personal autonomy and accountability, demonstrating expert judgement, adaptability and responsibility as a learner

Careers: PhD or Professional Doctorate, research assistant, research technician.

Course Duration: 2 years

Admission Requirements Other: (a) Academic achievement and preparation to a level that is sufficient to undertake masters level research demonstrated in any one or more of the following: i. Qualified, at minimum, for a bachelors degree at a standard considered by the University to be sufficiently meritorious (normally Distinction average in the final year); or ii. Qualified for any other award judged by the University to be of a relevant and appropriate standard and have: •Produced evidence of professional experience; and •Fulfilled any other conditions relating to prerequisite studies which the University may impose. (b) Demonstrated competency in English sufficient to work at research masters level, through meeting one or more of the following criteria: i. Successful completion of one of the degrees stipulated under a) i) – ii) above with English as the language of instruction and assessment and undertaken in a predominantly English speaking context; or ii. Been taught for two of the past five years at a tertiary institution where English was the primary language of instruction; or iii. Achieved an overall band score of not less than 6.5 in an International English Language Testing Service (IELTS) test with no individual band score below 6.0; or iv. Achieved a score of not less than 92 and no section score less than 22 in the internet-based Teaching of English Foreign Language (TOEFL) test; or v. Documented evidence of English proficiency equivalent to the above.

COURSE STRUCTURE

The standard duration of a Masters Degree (Research) is two years of full-time study or part-time equivalent, although in certain circumstances the degree may be completed in eighteen months. In some cases the student may be required to complete approved coursework units such as laboratory skills or research design as part of the Masters Degree (Research).

ACR1000	Research (Full Time)	48
ACR1001	Research (Part-Time)	24
ASR1000	Research (Full-Time)	48
ASR1001	Research (Part-Time)	24

Master of Arts (Research)

Course Code: ARXH

Campus: Footscray Park, St Albans, Dependent upon supervision.

About this course: Masters Degree (Research) in the field of Arts The Masters Degree (Research) allows you to develop your knowledge and skills in planning and executing a substantial piece of original research in an area that is of interest to you and to the University, industry and the community, with the assistance of an experienced research supervisory team. This degree requires you to apply an advanced body of knowledge in a range of contexts for research and scholarship and potentially as a pathway to a PhD or Professional Doctorate. It involves supervised study and research, through completion of a major research thesis in an approved thesis format for examination, as well as research training and independent study. Feedback is provided face-to-face and online by the supervisory team, and co-curricular opportunities for receiving feedback are available through activities in which you are strongly encouraged to participate, such as involvement in support and adjunct programs offered by the university or externally; collaborative publication of academic articles with supervisors and peers; presentation at academic conferences including those organised within VU for graduate researchers and staff; and other presentations to a variety of audiences. This course is normally a 2 year (full time) and 4 year (part time) research-based degree.

Course Objectives: The course objectives are to produce graduates who have the following knowledge and skills: • a body of knowledge that includes the understanding of recent developments in one or more discipline • advanced knowledge of research principles and methods applicable to the field of work or learning • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application • cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • cognitive and technical skills to design, use and evaluate research and research method • communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audience • technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge This knowledge and these skills will be demonstrated through the planning and execution of a substantial piece of research • with creativity and initiative • with a high level of personal autonomy and accountability, demonstrating expert judgement, adaptability and responsibility as a learner

Careers: PhD or Professional Doctorate, research assistant, research technician.

Course Duration: 2 years

Admission Requirements International: In addition to meeting the University requirements (See: Admission Requirements - Other) international applicants who will be studying in Australia must satisfy the English language qualifying requirement for gaining an entry visa to Australia for applicants from their country.

Admission Requirements Other: (a) Academic achievement and preparation to a level that is sufficient to undertake masters level research demonstrated in any one or more of the following: i. Qualified, at minimum, for a bachelors degree at a standard considered by the University to be sufficiently meritorious (normally Distinction average in the final year); or ii. Qualified for any other award judged by the University to be of a relevant and appropriate standard and have: •Produced evidence of professional experience; and •Fulfilled any other conditions relating to prerequisite studies which the University may impose. (b) Demonstrated competency in English sufficient to work at research masters level, through meeting one or more of the following criteria: i. Successful completion of one of the degrees stipulated under a) i) – ii) above with English as the language of instruction and assessment and undertaken in a predominantly English speaking context; or ii. Been taught for two of the past five years at a tertiary institution where English was the primary language of instruction; or iii. Achieved an overall band score of not less than 6.5 in an International English Language Testing Service (IELTS) test with no individual band score below 6.0; or iv. Achieved a score of not less than 92 and no section score less than 22 in the internet-based Teaching of English Foreign Language (TOEFL) test; or v. Documented evidence of English proficiency equivalent to the above.

COURSE STRUCTURE

The standard duration of a Masters Degree (Research) is two years of full-time study or part-time equivalent, although in certain circumstances the degree may be completed in eighteen months. In some cases the student may be required to complete approved coursework units such as laboratory skills or research design as part of the Masters Degree (Research).

Students are invited, in the first instance, to discuss their potential research topic with the College Research Professor, or contact the College Postgraduate Co-ordinator for more information.

APR1000	Research Full-Time	48
APR1001	Research Part-Time	24

Master of Arts (Research)

Course Code:ARXL

Campus:Footscroy Park, St Albans.

About this course:Masters Degree (Research) in the field of Arts The Masters Degree (Research) allows you to develop your knowledge and skills in planning and executing a substantial piece of original research in an area that is of interest to you and to the University, industry and the community, with the assistance of an experienced research supervisory team. This degree requires you to apply an advanced body of knowledge in a range of contexts for research and scholarship and potentially as a pathway to a PhD or Professional Doctorate. It involves supervised study and research, through completion of a major research thesis in an approved

thesis format for examination, as well as research training and independent study. Feedback is provided face-to-face and online by the supervisory team, and co-curricular opportunities for receiving feedback are available through activities in which you are strongly encouraged to participate, such as involvement in support and adjunct programs offered by the university or externally; collaborative publication of academic articles with supervisors and peers; presentation at academic conferences including those organised within VU for graduate researchers and staff; and other presentations to a variety of audiences. This course is normally a 2 year (full time) and 4 year (part time) research-based degree.

Course Objectives:The course objectives are to produce graduates who have the following knowledge and skills: • a body of knowledge that includes the understanding of recent developments in one or more discipline • advanced knowledge of research principles and methods applicable to the field of work or learning • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application • cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • cognitive and technical skills to design, use and evaluate research and research method • communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audience • technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge This knowledge and these skills will be demonstrated through the planning and execution of a substantial piece of research • with creativity and initiative • with a high level of personal autonomy and accountability, demonstrating expert judgement, adaptability and responsibility as a learner

Careers:PhD or Professional Doctorate, research assistant, research technician.

Course Duration: 2 years

Admission Requirements International: In addition to meeting the University requirements (See: Admission Requirements - Other) international applicants who will be studying in Australia must satisfy the English language qualifying requirement for gaining an entry visa to Australia for applicants from their country.

Admission Requirements Other: (a) Academic achievement and preparation to a level that is sufficient to undertake masters level research demonstrated in any one or more of the following: i. Qualified, at minimum, for a bachelors degree at a standard considered by the University to be sufficiently meritorious (normally Distinction average in the final year); or ii. Qualified for any other award judged by the University to be of a relevant and appropriate standard and have: •Produced evidence of professional experience; and •Fulfilled any other conditions relating to prerequisite studies which the University may impose. (b) Demonstrated competency in English sufficient to work at research masters level, through meeting one or more of the following criteria: i. Successful completion of one of the degrees stipulated under a) i) – ii) above with English as the language of instruction and assessment and undertaken in a predominantly English speaking context; or ii. Been taught for two of the past five years at a tertiary institution where English was the primary language of instruction; or iii. Achieved an overall band score of not less than 6.5 in an International English Language Testing Service (IELTS) test with no individual band score below 6.0; or iv. Achieved a score of not less than 92 and no section score less than 22 in the internet-based Teaching of English Foreign Language

(TOEFL) test; or v. Documented evidence of English proficiency equivalent to the above.

COURSE STRUCTURE

The standard duration of a Masters Degree (Research) is two years of full-time study or part-time equivalent, although in certain circumstances the degree may be completed in eighteen months. In some cases the student may be required to complete approved coursework units such as laboratory skills or research design as part of the Masters Degree (Research).

Students are invited, in the first instance, to discuss their potential research topic with the College Research Professor, or contact the College Postgraduate Co-ordinator for more information.

APR1000	Research Full-Time	48
APR1001	Research Part-Time	24

Graduate Certificate in Communication

Course Code: ATCN

Campus: City Flinders.

About this course: The Graduate Certificate in Communication develops knowledge and skills in contemporary communication theory and research, analysis and practice in the context of a rapidly changing and expanding global communication environment. Contemporary communication and public relations practitioners need to understand current global trends and issues that impact on their work and workplaces. Graduates of the course will understand the contemporary context of the communication profession across various commercial, state and community sectors and the links between these, and will have advanced their knowledge and skills for professional work in the communication and public relations fields.

Course Objectives: The Graduate Certificate in Communication develops knowledge and skills in contemporary communication theory and research, analysis and practice in the context of a rapidly changing and expanding global communication environment. Contemporary communication and public relations practitioners need to understand current global trends and issues that impact on their work and workplaces. Graduates of the course will understand the contemporary context of the communication profession across various commercial, state and community sectors and the links between these, and students will have advanced their knowledge and skills for professional work in the communication and public relations fields. On successful completion of the course, graduates will be able to:

- Apply advanced disciplinary knowledge to contemporary developments in the field of communication
- Review, analyse, consolidate and synthesise communication theory and research;
- Apply advanced professional communication skills in select areas of communication practice;
- Critically evaluate communication theories for problem solving and decision making in contemporary professional contexts;
- Communicate in both written and oral forms, to specialist and non-specialist audiences exemplifying creativity, innovation and strategic thinking.

Careers: Communication professionals work in a range of roles in organisations and consultancies, managing internal and external partnerships, managing media engagements, creating documents and online material in relation to organisational activities, providing strategic internal communication advice, policy communication advice and managing in-house communication during organisational change processes.

Course Duration: 0.5 years

Admission Requirements: Domestic applicants with a Bachelor Degree in any discipline.

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age: Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

COURSE STRUCTURE

To attain the Graduate Certificate in Communication students will be required to complete 48 credit points (equivalent of 4 units) in total consisting of:

- 24 credit points (equivalent to 2 units) of Core Communication studies
- 24 credit points (equivalent to 2 units) of Elective studies

Students may choose to follow a Communications stream or a Public Relations stream.

OPTION A - COMMUNICATION STREAM

Core units

ACG5097	Professional Public Relations for the 21st Century	12
ADM5004	Analysing the Web and Social Networks	12

Elective Units

24 credit points (equivalent to 2 units) from the following list

Note: Not all units are offered every year or every semester

ACG5001	Professional English for Non-Native Speakers of English	12
ACG5010	International Communication	12
ACG5050	Communication Across Cultures	12
ACG5098	Managing Public Relations Campaigns	12
ACG5099	Public Relations Writing	12
ACG5100	Ethics and Regulations in Communications Practice	12

ACG5203	Print and Web Journalism	12
ACG5206	Creative Writing	12
ACG5208	Crisis and Risk Communication	12
ACG5212	Organisational Communication	12
ACG5213	Media and Audiences	12
ACG5215	Professional Internship	12
ACG5216	Professional Public Speaking	12
ADM5001	Visuals, Digital Media and a Global World	12
ADM6003	Cross-Platform Media Production	12
BH05505	Business to Business Marketing	12
OPTION B - PUBLIC RELATIONS STREAM		
Core units		
ACG5097	Professional Public Relations for the 21st Century	12
ADM5004	Analysing the Web and Social Networks	12
Elective Units		
24 credit points (equivalent to 2 units) from the following list		
ACG5010	International Communication	12
ACG5050	Communication Across Cultures	12
ACG5098	Managing Public Relations Campaigns	12
ACG5099	Public Relations Writing	12
ACG5100	Ethics and Regulations in Communications Practice	12
ACG5203	Print and Web Journalism	12
ACG5206	Creative Writing	12
ACG5208	Crisis and Risk Communication	12
ACG5212	Organisational Communication	12
ACG5213	Media and Audiences	12
ACG5215	Professional Internship	12
ACG5216	Professional Public Speaking	12
ADM5001	Visuals, Digital Media and a Global World	12
ADM6003	Cross-Platform Media Production	12
BH05505	Business to Business Marketing	12

Pre-semester planning is required for ACG5215

Graduate Certificate in Digital Media

Course Code: ATDM

Campus: City Flinders.

About this course: Digital media is at the point where 'average' users can achieve amazing outcomes: films, sound recordings, and magazines. Software and other digital products can be co-opted by people without substantial training for their own purposes. In the near future, it is possible that 'average' users will be able to configure their digital environments in fashions not imaginable now. So who is the digital media professional in this exciting and continually changing landscape? Community, industry and academia require graduates who can be leaders of digital media production; assisting others (individuals, community or commercial enterprises) to reach their goals using digital media, understanding and critiquing the potential of current and future technology, and generating research to push the limits of the field. This course is a postgraduate programme in the practice and theory of digital media innovation. To contribute to the culture of content creation (for instance, for mobiles, games and digital television), the course focuses on the intersection of video and cross-media production for a range of different contexts including sport, entertainment and business. After this course, students may wish to enter the Graduate Diploma in Digital Media or the Master of Digital Media.

Course Objectives: Graduates of this course will be able to:

- Communicate complex knowledge to a variety of audiences, using known and yet to be developed tools in several contexts;
- Analyse and critique different theoretical positions within the field;
- Critically and creatively apply domain knowledge across a range of contexts;
- Exhibit effective problem solving in the management and delivery of digital media projects;
- Critically apply cognitive, technical and creative skills to identify, investigate, analyse, evaluate and scope complex problems, concepts and theories in a wide range of industry settings; and
- Demonstrate understandings of different cultures, values and dispositions by developing designs for niche audiences.

Careers: This course prepares students for work in a diverse range of fields including: digital media practitioner, producer, digital media strategist, digital marketing manager, mobile web designer, cross-media practitioner, and digital post-production.

Course Duration: 0.5 years

Admission Requirements International: Applicants with a Bachelor degree and above (AQF Level 7 awards) of any disciplines. In addition to satisfying the entry requirements for Australian Resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System, or equivalent, - overall score of 6.5 and no individual band score less than 6.

Admission Requirements Mature Age: The admission requirement is a three year first degree in any discipline. Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

COURSE STRUCTURE

The Graduate Certificate in Digital Media is a 48 credit points (4 unit), one semester full-time award which may be studied in part-time mode.

Year 1, Semester 1

ADM5001	Visuals, Digital Media and a Global World	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12

+ one elective (12 points), please contact the coordinator for a list of recommendations

Graduate Certificate in International Community Development

Course Code:ATID

Campus:Footscray Park.

About this course:This unique, practical and popular postgraduate program offers you a personalised education, including workplace training, for a career in community development in the local and international arena. The program is open to graduates of a bachelor in community development as well as degree graduates of other disciplines who are considering a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; leadership in community development; and governance of international organisations. Victoria University is one of the few universities in Australia that offers regional and contextual studies (e.g. Latin America, Africa and Asia) in community development. Specialised areas of study include: social action and change; advocacy and human rights; peace and conflict resolution; and environmental sustainable development. Other related studies can be selected from a long list of elective units. Applicants can apply directly for the Masters course. Alternatively, you can enrol in the Graduate Certificate and then proceed to the Graduate Diploma followed by the Masters. Victoria University values and respects cultural diversity and supports lifelong learning.

Course Objectives: Graduates of this course will be able to:

- Act ethically, socially responsibly and sustainably in community development practices in the developing world as well as industrialised regions;
- Interpret community development theoretical concepts and related knowledge to think critically in appropriate approaches to address socio-cultural problems in contemporary societies;
- Critically analyse and evaluate effectiveness of community development programs in local and international contexts;
- Demonstrate creative and innovative responses to contemporary and future challenges facing the communities;
- Effectively communicate in writing or other means to interrogate, interpret and debate key theories and academic concepts; and
- Initiate, design and appropriately manage community development projects.

Careers:This course prepares students for work in a diverse range of fields including international humanitarian and development aid. Students will capably apply frameworks and adapt practices to suit various contexts; plan and manage community development projects; demonstrated initiatives in mobilising communities and building civil society capacity.

Course Duration:0.5 years

Admission Requirements International:Applicants with a Bachelor degree and above (AQF Level 7 awards) of any disciplines. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

Admission Requirements Mature Age:Community development practitioners with a minimum of 5 years relevant professional experience as approved by the Course Coordinators and applicants with Bachelor degree and above (AQF Level 7 awards) of any disciplines.

Admission Requirements Other:Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline Applicants with a minimum of 5 years relevant professional experience as approved by the Course Coordinator may be considered on the basis of equivalence.

COURSE STRUCTURE

The Graduate Certificate in International Community Development (ATID) is a 48 credit points, 6 month full-time award which may be studied in part-time mode. The course has three main components: 1. Three foundational (or core) units 2. One elective units chosen from three specialisations: • Contextual units focusing on particular world regions; • Skills and professional interests units; or • Field, community and workplace experiential units. Elective units may be available during summer and winter semesters to give students the option of fast tracking their studies.

Year 1, Semester 1

ASA5001	Community Development: Theory and Practice	12
ASA5002	Community Development: Project Planning and Management	12
ASA5023	Building Capacity and Mobilising Civil Society	12

Plus one elective unit

Recommended Electives

Please note that only a selection of these electives will be offered each semester

ELECTIVES FOCUSING ON REGIONAL AND CONTEXTUAL STUDIES

AAA5011	Interpreting 'Asia' and the 'Pacific'	12
ASS5027	Timor Leste: History, Politics and Society	12
ASS5002	Oceania in the Modern World	12
ASA5007	Latin America: Roots and Radicalism	12
ASS5080	Contemporary Africa and Social Change	12

ELECTIVES FOCUSING ON SPECIFIC AREA OF STUDIES AND SKILL SETS

ASA5022	Approaches to Globalisation	12
ASA5055	Regional and International Organisations and Policy	12
ASA5004	Engaging Communities for Sustainability	12
ASA5011	Human Rights Theory and Practice	12
ASA5012	Migration, Culture and Identity	12
ASA5008	Peace, Violence and Conflict	12
ACF5031	Women and International Development	12
ASA5024	Management in Non-Government Organisations	12
ASA5050	Conflict Resolution in Groups and Communities	12
ASA5003	HIV/Aids and International Development	12

ELECTIVE THAT HAS STRONG EMPHASIS ON LEARNING IN WORKPLACE AND COMMUNITY

ASX5000	Study Tour	12
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SPECIALISATIONS

AMACOM Communication Studies

Locations: Footscray Park

In an 'information society', a detailed understanding of the dynamics of communication and the skills needed to communicate effectively is highly valued. The Communication Studies major introduces students to a wide range of approaches to the study of interpersonal, social and media-based communication. The Communication Studies major also assists students to develop and apply effective communication techniques in socially relevant settings such as the workplace environment and community organisations. Students can complement their work in other specialisation areas offered in the College of Arts, including Writing, Literary Studies, Psychology, Sociology, Gender Studies, and Visual Arts.

ACC2002	Media, Culture and Society	12
ACC2003	Communicating in Organisations	12
ACC2004	Culture and Communication	12
ACC3003	Ethical and Legal Issues in Communication	12
ACC3004	Social Media	12
ACC3061	World Cinemas	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students doing a Double major and needing to complete capstone units for Major 2, may choose Two (2) Level Three (3) units from a related Discipline major, with advice from the Course Coordinator OR select any Two (2) units from the following Minors: Global Leadership, International Development, Global Indigenous Challenge.

AMACRE Creative Writing

Locations: Footscray Park

The Writing major is designed for students who enjoy writing and are interested in developing and consolidating their writing skills and experience. As part of this major, students will extend their practical and analytical writing skills and their understanding of theoretical concepts, in the area of creative and professional writing. Lectures and practical writing workshops give students an opportunity to employ a range of writing genres, including fiction writing, memoir, scriptwriting, and journalism. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context. The approach to the field of creative writing utilises a combination of face-to-face, blended learning and creative based practicum; students are encouraged to take up an industry-focused 'work-ready' approach to writing.

ACL2001	Reading Contemporary Fiction	12
ACL3016	Working Class Writing	12
ACP1055	Story: Transforming the Blank Page	12

ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2087	News and Social Media	12
ACP3008	Crossing Borders: Between Fact and Fiction	12

AMAFIN Fine Art

Locations: Footscray Nicholson

The Fine Art major will develop individual art making and understanding of fine art history and theory. Working closely with professional artists, undertaking this major will allow you to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Art theoretical content, discourse and research of significant artists will encourage rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the major you will engage with the wider fine arts community and workplace exhibiting works, visiting exhibitions and writing reviews.

ACF1003	Life Drawing	12
ACF2006	Drawing and Painting	12
ACF2001	Introduction to Digital Art	12
ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12
ACF3000	Experimental Art	12
ACF3002	Installation Art	12
ACF3003	Digital Fine Art Photography	12

AMAGEN Gender Studies

Locations: Footscray Park

This Gender Studies major provides an integrated set of units that builds on the minor by broadening student experience and understanding of gender in society and gendered approaches across disciplines. Students are introduced to feminist and gendered approaches to sociology, anthropology, history, political science, philosophy, media and cultural studies. The major provides extended learning on gendered debates and theories in understanding gender in society. Assessment tasks in the major include individual and groups tasks, class exercises, oral presentations, group projects, and formal essays. The major includes capstone units that give students with the opportunity to draw on their learning in the major, and develop the capacity to apply learning in a variety of contexts.

ACW2020	Sex and Gender	12
ACW2024	Gender in Public Life	12
ACW2026	Gender in Popular Culture	12
ACW3001	Gender History and Memory	12

ACW3028	Gender, Community and Social Change	12
ACW3033	Gender Across Cultures	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students doing a Double major and needing to complete capstone units for Major 2, may choose Two (2) Level Three (3) units from a related Discipline major, with advice from the Course Coordinator OR select any Two (2) units from the following Minors: Global Leadership, International Development, Global Indigenous Challenge.

AMAHIS History

Locations: Footscray Park

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. The major in History offers opportunities to sample this diverse human experience. We offer studies that embrace the ancient Middle East, medieval and modern Europe, revolutions in France and Great Britain, and the modern history of Russia and the United States. Our aim is to both challenge and excite you as you move through the study of History, beyond your own lives to those of people in other times and other places. We also aim to develop an appreciation of the contributions historians make to an understanding of contemporary society.

AAH2002	The World before 1770	12
AAH2003	European Revolution and War	12
AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12
AAH3002	Irish History	12
AAH3003	Making the Modern Middle East	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students doing a Double major and needing to complete capstone units for Major 2, may choose Two (2) Level Three (3) units from a related Discipline major, with advice from the Course Coordinator OR select any Two (2) units from the following Minors: Global Leadership, International Development, Global Indigenous Challenge.

AMALIT Literary Studies

Locations: Footscray Park

This major provides an integrated set of units in literary studies. It builds on the minor in literary studies and broadens student understanding of contemporary and historical literary themes and texts. Students are introduced to different scholarly positions that shape contemporary commentary, and are invited to consider the

impact of different speaking positions on how the field of literary studies is being shaped. Assessment tasks for the major include short exercises, oral presentations, essays, and formal examinations. The major includes capstone units, which provide students with the opportunity to draw on their learning in their major, and develop the capacity to apply this learning in new contexts.

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12
ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12
ACL3000	Children's Literature	12
ACL3016	Working Class Writing	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students doing a Double major and needing to complete capstone units for Major 2, may choose Two (2) Level Three (3) units from a related Discipline major, with advice from the Course Coordinator OR select any Two (2) units from the following Minors: Global Leadership, International Development, Global Indigenous Challenge.

AMAMUS Music

Locations: Footscray Park

Undertaking a major study in Music offers you the exciting opportunity to specialise in your own musical interests. You will develop skills, concepts, and methodologies in general musicianship, music theory, composition, music history, music performance, musicology, music technology and music cognition. Meeting the needs of a diverse range of learners, through theoretical study in combination with practical experience, this study area prepares you to become creative and inspiring musicians.

ACO1008	Music Techniques 1	12
ACO2005	Music Techniques 2	12
ACO2007	Songwriting	12
ACO2014	Popular Music History	12
ACO2015	Technology of Music and Audio	12
ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
ACO3013	Musics of the World	12

AMAPOL Political Science

Locations: Footscray Park

In the view of the great ancient Greek philosopher Aristotle, politics was the 'master science': essential to an understanding of what makes us human. If that was the case over 2000 years ago, it is even more so in our fast-changing modern world. The

study of our political environment is crucial to understanding and leading change in global, national, and local settings. Through completion of this major you will have developed significant mastery of the field of Political Science. We will work with you to develop your research and analytical skills so that you can engage in social and political inquiry, and we will help you to build your powers of normative analysis. In short, we will help you to identify not only how politics works, but how it ought to work. While building such skills, students can enjoy engaging with topics such as globalisation, security and terrorism, contemporary protest movements and current debates on civil society and democratic theory. Training in Politics and IR provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors. Students can build on this Major by pursuing the practical experience available through our Internship programme with the Victorian Parliament.

ASP2007	Dictatorship and Democracy	12
ASP2010	Origins of International Politics	12
ASP2011	Foundations of Political Science	12
ASP3002	International Security	12
ASP3003	The Politics of the United States of America	12
ASP3004	Theory and Research in International Politics	12
Students selecting this as Major 1 must choose:		
ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students doing a Double major and needing to complete capstone units for Major 2, may choose Two (2) Level Three (3) units from a related Discipline major, with advice from the Course Coordinator OR select any Two (2) units from the following Minors: Global Leadership, International Development, Global Indigenous Challenge.

AMAPSY Psychology

Locations: Footscray Park

The accredited psychology major equips you with a theoretical understanding of a range of psychological topics such as motivation and emotion, biological, cognitive, social, and personality psychology. Analytical, research and statistical skills, and understanding of relationships and communication are also developed through study of this major. Course professional accreditation is required for graduates as a pathway for further study. The Australian Psychology Accreditation Council (APAC) reviews: course content against set criteria; academic staff profiles; administration and technical support. Students completing this major set will also have completed the two pre-requisite foundation units at first year level: APP1012 and APP1013.

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12
APP2101	Intercultural and Developmental Issues in Psychology	12
APP3035	Research Methods in Psychology	12
APP3036	History and Theories in Psychology	12

APP3037	Clinical Aspects of Psychology	12
Plus		
24 Credit Points (equivalent to 2 units) of Psychology Electives from list below		

Psychology Electives

APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3021	Psychology of Adjustment	12
APP3025	Psychological Assessment	12
APP3026	Cognitive Psychology	12

AMARIT Writing

Locations: Footscray Park

The Writing major is designed for students who enjoy writing and are interested in developing and consolidating their writing skills and experience. As part of this major, students will extend their practical and analytical writing skills and their understanding of theoretical concepts, in the area of creative and professional writing. Lectures and practical writing workshops give students an opportunity to employ a range of writing genres, including fiction writing, memoir, scriptwriting, and journalism. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

ACP1055	Story: Transforming the Blank Page	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2087	News and Social Media	12
ACP3008	Crossing Borders: Between Fact and Fiction	12

Students selecting this as Major 1 must choose:

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Students selecting both AMAVSU Visual Art and AMARIT Writing majors must choose Two units (24 credit points) in place of Capstone units from the following minors: International Development, Global Indigenous Challenge, Global Leadership.

AMASLY Sociology

Locations: Footscray Park, St Albans

Sociologists study a wide variety of topics including education, work and

unemployment; the family; health, sex, gender and sexuality; ethnicity and racism; equality, opportunity and inequality; and crime, law and social justice. The Sociology Major begins with an overview of sociology – an introduction to how we might go about applying the sociological imagination to a wide range of aspects of contemporary social arrangements, and includes a focus on core sociological concepts: how aspects of public order and ‘the normal’ are social phenomena, how one’s identities are forged in a social context, and how power is exercised by the way everyday life is structured in space and through the way we come to know the world. Sociology is core knowledge required in a range of public sector, environmental, community sector and service industries, and prepares students in critical thinking, problem-solving and social inquiry.

ASS2002	Social Worlds, Social Policy	12
ASS2004	Sociology of Social Control	12
ASS2009	Making Modern Identities	12
ASS3007	Space, Knowledge and Power	12
ASS3033	Political Sociology	12
ASS3050	Migration, Mobility and Globalisation	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students doing a Double major and needing to complete capstone units for Major 2, may choose Two (2) Level Three (3) units from a related Discipline major, with advice from the Course Coordinator OR select any Two (2) units from the following Minors: Global Leadership, International Development, Global Indigenous Challenge.

AMAVEE Vietnamese Studies

Locations: Footscray Park

This major, consisting of an integrated set of units, is designed for students who have little or no previous knowledge of Vietnamese language and culture. It covers basic linguistic structures and provides students with Vietnamese language skills in all four areas of listening, speaking, reading and writing. Students will be familiarised with everyday Vietnamese in both Australian and Vietnamese contexts. In addition, students will also develop their understanding of the set of basic values and norms underpinning ways of thinking and social interaction, including the use of language within the Vietnamese community. Assessment tasks for the major include in-class tests, film or book reviews, oral presentations, essays and formal examinations. The major also includes two capstone units, which provide students with the opportunity to apply what they have learnt into practice and through practice enhance their knowledge.

ACV1001	Basic Vietnamese A	12
ACV1002	Basic Vietnamese B	12
ACV2001	Intermediate Vietnamese A	12
ACV2002	Intermediate Vietnamese B	12

ACV3001	Vietnamese Culture and Society	12
ACV3002	Vietnam: Globalisation, Diaspora and Identity	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students selecting this as Major 2 must choose 24 credit points (2) units from the following minors: International Development, Professional Communication, Global Indigenous Challenge, Global Leadership.

AMAVIE Vietnamese Studies (Advanced)

Locations: Footscray Park

This major, consisting of an integrated set of units in Vietnamese language and culture, is designed for those students who have some knowledge of the language (e.g. Vietnamese native speakers or any post-introductory levelled students). It aims at improving students’ Vietnamese language skills, focusing mainly on reading and writing, extending their knowledge of the language and linguistics, and deepening their cultural awareness and particularly, their capacity for intercultural communication. Students will study the differences between Vietnamese and English, practice translating from Vietnamese into English and vice versa in different prose styles, from journalism to literature through which they will enhance their understanding of cross-language and cross-cultural transfer. Assessment tasks for the minor include in-class tests, translations, oral presentations, essays and formal examinations. The major also includes two capstone units, which provide students with the opportunity to apply what they have learnt into practice and through practice enhance their knowledge.

ACV2001	Intermediate Vietnamese A	12
ACV2002	Intermediate Vietnamese B	12
ACV3001	Vietnamese Culture and Society	12
ACV3002	Vietnam: Globalisation, Diaspora and Identity	12
ACV3024	A Comparative Study of Vietnamese and English	12
ACV3025	Vietnamese-English Translation	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students doing a Double major and needing to complete capstone units for Major 2, may choose Two (2) Level Three (3) units from a related Discipline major, with advice from the Course Coordinator OR select any Two (2) units from the following Minors: Global Leadership, International Development, Global Indigenous Challenge.

AMAVIS Visual Art

Locations: Footscray Nicholson

The Visual Art major will develop individual art making and understanding of fine art history and theory. Working closely with professional artists, undertaking this major will allow you to conceive, produce and evaluate artworks incorporating

methodologies of painting, drawing, installation, digital art and photography. Art theoretical content, discourse and research of significant artists will encourage rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the major you will engage with the wider visual arts community and workplace exhibiting works, visiting exhibitions and writing reviews.

ACF1003	Life Drawing	12
ACF2006	Drawing and Painting	12
ACF2001	Introduction to Digital Art	12
ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12
ACF3000	Experimental Art	12
ACF3002	Installation Art	12
ACF3003	Digital Fine Art Photography	12

AMAVSU Visual Art

Locations: Footscray Nicholson

The Visual Art major provides students with an integrated set of units that will develop student individual art making practices and broaden student experience and understanding of fine art history and theory. Undertaking this major will allow you to conceive, produce and critique artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Through theoretical content, discourse and research of significant artists, students will make rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the major you will engage with arts professionals and the visual arts community, visit exhibitions and write reviews. The major includes capstone units that provide students the opportunity to draw on their learning in the major, and develop the capacity to apply learning in a variety of contexts.

ACF1003	Life Drawing	12
ACF2002	Aesthetics and Art Criticism	12
ACF2006	Drawing and Painting	12
ACF3000	Experimental Art	12
ACF3002	Installation Art	12
ACF3003	Digital Fine Art Photography	12

Students selecting this as Major 1 must choose:

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Students selecting both AMAVSU Visual Art and AMARIT Writing majors must choose Two units (24 credit points) in place of Capstone units from the following minors:

International Development, Global Indigenous Challenge, Global Leadership

AMAYUL Aboriginal Yulendj

Locations: Footscray Park

This major provides an integrated set of units in Aboriginal Australia. It covers disciplinary knowledge in Aboriginal Yulendj and humanities with a particular focus on citizenship, politics and self-determination from a traditional to contemporary worldview through the understandings and lived experiences of Aboriginal academics who will challenge standpoints and introduce critical Aboriginal knowledge. Students will develop their skills in communication, critical analysis and evaluation, self-reflection and leadership. Assessment tasks across the major include oral presentations, group projects, site visits, reflective journals and essays.

AEK1105	Aboriginal Traditions and Policy	12
AEK2103	Aboriginal Health and Wellbeing	12
AEK2104	Leadership in Aboriginal Communities	12
AEK2205	Politics of Aboriginal Art	12
AEK3103	Aboriginal Literacies	12
AEK3203	Working Ethically in Aboriginal Community	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students doing a Double major and needing to complete capstone units for Major 2, may choose Two (2) Level Three (3) units from a related Discipline major, with advice from the Course Coordinator OR select any Two (2) units from the following Minors: Global Leadership, International Development, Global Indigenous Challenge.

AMIADV Advanced English

Locations: Footscray Park

This minor is offered to students whose first language is not English and who have not had the major part of their formal schooling conducted in the English language. It is designed for students who wish to undertake advanced study of the English language at University level. The minor is aimed to equip students with listening, speaking, reading and writing skills. It focuses on the systematic study of English with an emphasis on academic essay writing, synthesis and summary writing and overall analytical and research skills. Students also develop oral communication skills, gaining confidence in their ability to communicate in English.

ACA1005	Communication for Academic Purposes A	12
ACA1006	Communication for Academic Purposes B	12
ACA2008	English in Spoken Interaction	12
ACA3004	Aspects of Language: Structure and Use	12

AMICOM Communication Studies

Locations: Footscray Park

In an 'information society', a detailed understanding of the dynamics of

communication and the skills needed to communicate effectively is highly valued. The Communication Studies minor introduces students to a wide range of approaches to the study of interpersonal, social and media-based communication. The Communication Studies minor also assists students to develop and apply effective communication techniques in socially relevant settings such as the workplace environment and community organisations.

ACC2002	Media, Culture and Society	12
ACC2003	Communicating in Organisations	12
ACC2004	Culture and Communication	12
ACC3004	Social Media	12

AMICON Contemporary Society and Social Change

Locations: Footscray Park

This minor is concerned with the study of contemporary societies and social change. Students think through issues of power, culture and identity drawing on four key frameworks: the changing meaning of community, the construction of social policy, power and politics - in the state and civil society- and the formation of individual and group identities. The minor focuses on Australia while drawing on broader contexts and concepts.

ASS2002	Social Worlds, Social Policy	12
ASS2009	Making Modern Identities	12
ASA3003	Re-Imagining Community	12
ASS3033	Political Sociology	12

AMIDGL Digital Media

Locations: Footscray Park

The minor in Digital Media equips students with practical skills and theoretical understanding in all areas of digital media production. You will engage with areas including visual design, web technologies, media production and mobile technology. Industry professionals teach in many of the digital media units and specialist industry guests are invited to speak on a regular basis. Practical workshops provide small group access to industry standard laboratory facilities and personal attention from workshop tutors.

ACM2009	International Design	12
ACM1010	Introduction to Web Technologies	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM3012	Mobile Technology Development	12

AMIDIG Digital Media

Locations: Footscray Park

Digital media is a ubiquitous force transforming how we work, interrelate and communicate. Once a technology located within the area of work, digital media is moving into all areas of everyday life, and practitioners are required to develop new applications such as in the areas of entertainment, health and education.

Concurrently, technology is now at a point where those with higher education level digital media can co-opt technology to create projects.

ACM1010	Introduction to Web Technologies	12
ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM3012	Mobile Technology Development	12

AMIFIN Fine Art

Locations: Footscray Nicholson

This minor will prepare students to develop individual art making and understanding of fine art. Undertaking this minor will prepare students to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing and digital art. This minor will encourage rigorous, critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During this minor students will have opportunities to engage with the wider visual arts community and workplace exhibiting works, visiting exhibitions and writing reviews.

ACF1003	Life Drawing	12
ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12
ACF2006	Drawing and Painting	12

AMIGEN Gender Studies

Locations: Footscray Park

Gender is one of the major ways that human society is organised, whether considered from a social or cultural perspective. Gender Studies has developed over the last three decades into a complex and influential academic specialisation. The ideas of Gender Studies, and in particular the theories and practices of feminism, have significantly shifted the ways of knowing across many fields of academic inquiry. The Gender Studies minor provides you with a critical education in major theories and applications about the place of gender.

ACW2020	Sex and Gender	12
ACW2024	Gender in Public Life	12
ACW2026	Gender in Popular Culture	12
ACW3028	Gender, Community and Social Change	12

AMHIS History

Locations: Footscray Park

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. The minor in History offers opportunities to sample this diverse human experience. Our aim is to both challenge and excite you as you move through the study of History, beyond your own lives to those of people in other times and other places. We also aim to develop an appreciation of the contributions historians make to an understanding of contemporary society.

AAH2002	The World before 1770	12	ASA3023	Theory and Practice of International Development	12
AAH2003	European Revolution and War	12	ASP2001	Political Economy of Colonialism and Neocolonialism	12
AAH2004	Divided Europe	12	ASS2028	Contemporary Africa and Social Change	12
AAH3001	Histories of Immigrant Australia	12	ASS3014	International Social Policy	12

AMIIMC Integrated Marketing Communication

Locations: Footscray Nicholson, Footscray Park

Integrated Marketing Communications (IMC) incorporates all elements of communications, including advertising, public relations, media management, client management, copywriting, digital engagement and issues management - to suggest only a few. IMC is how these communication tools are integrated and work together to deliver strategic outcomes for effective brand management and consumer engagement. You will put the theory into practice by producing individual and group-based projects, and beyond the classroom engage with industry. This Minor offers a taste of the diversity of IMC and how IMC approaches are strategically used in corporate communications, public affairs, online news, social media and in the arts industries, publishing, events and festivals.

ACY1003	Principles and Practice of IMC	12
ACY2006	Media Management	12
ACY2007	Client Relationship Management	12
ACY2008	Writing for Public Relations and Advertising	12

AMIIND Indigenous Studies

Locations: St Albans

The Indigenous Studies minor is intended to deepen your understanding of Indigenous Australian cultures and histories, ensuring that Indigenous knowledge, perspectives and experiences are respected, valued, accessed and incorporated into future learning environments. In this multidisciplinary area of study, you will examine the theory related to the historical, cultural and political relationship between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. Theoretical and practical studies will also focus on exploring the various modern day challenges faced by Indigenous Australians.

AEK1105	Aboriginal Traditions and Policy	12
AEK1204	Aboriginal History and Political Movements	12
AEK2201	Learning in Indigenous Australian Communities	12
AEK3203	Working Ethically in Aboriginal Community	12

AMIINT International Development

Locations: Footscray Park

International development is concerned with social and political challenges in the global South (Third World), as well as structures of power in a globalising world. This includes an analysis of the rapid changes that are occurring across regions of the 'South'. Analysing these changes and challenges means interrogating the roles of nation-states, inter-governmental organisations, NGOs and civil societies. The minor investigates theoretical approaches to international development, the history of colonisation and of neo-colonialism, and how global social policy is made and contested. Students examine these issues in specific social contexts.

AMIKYI Kynindoo in the Arts

Locations: Footscray Park

This minor provides an integrated set of units in Aboriginal Australia. It covers disciplinary knowledge in Aboriginal Australia with a focus on Aboriginal politics and self-determination from a historical to contemporary focus through the eyes of Aboriginal activists and artists that will challenge worldviews and introduce critical Aboriginal knowledge and understandings. Students will develop their skills in oral communication, critical analysis and different forms of writing for audiences. Assessment tasks across the minor include 'yarning', Aboriginal site visits, oral presentations, group projects that include presentation of information via theatre, and essays.

AEK1204	Aboriginal History and Political Movements	12
AEK2105	Oral Traditions and Storytelling	12
AEK2205	Politics of Aboriginal Art	12
AEK3103	Aboriginal Literacies	12

AMILIT Literary Studies

Locations: Footscray Park, St Albans

This minor provides an integrated set of units in literary studies. It introduces students to key theories and texts central to the discipline. Students are introduced to different critical perspectives that shape contemporary commentary, and are invited to consider the impact of different speaking positions on how the field of literary studies is being shaped. Assessment tasks for the minor include short exercises, oral presentations, essays, and formal examinations.

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12
ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12

AMIMAR Marketing Communication

Locations: Footscray Park

Marketing Communications is so embedded in the world around us we may not even be aware of its impact and reach. As a multibillion dollar industry it is fundamental business for almost every local, national and international organisation and cause. We are surrounded by the messages of marketing communications – those that influence, persuade and impact on social and behavioural change. The Marketing Communication Minor introduces you to integrated marketing communications and the strategies adopted by practitioners to deliver client campaigns. By working closely with industry professionals you will experience the methods of campaign research and measurement of communication messages and how effective client-agency relations are key to outcomes. You will put the theory into practice by

collaboratively creating a digital engagement campaign for a not-for-profit client delivering to client expectations and deadlines.

ACY1003	Principles and Practice of IMC	12
ACY2005	Communication Research	12
ACY2007	Client Relationship Management	12
ACY3008	Campaign Management	12

AMIMED Media Studies

Locations: Footscray Park

The media occupies a central place in our society and culture and makes a significant contribution to the world around us. As new media and communication technologies are introduced, and delivery costs of content decrease, we are entering an entirely new era of media production and consumption. A minor in Media Studies enables you to undertake a sequence of units focusing on contemporary media forms and practices. This specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component, including digital radio and television production.

ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ACC2011	Radio Production	12
ACU1002	Creativity, Communication and the Digital Age	12

AMIMIN The Musical Mind

Locations: Footscray Park

The Musical Mind is a suite of units that focus specifically on music perception and cognition, the philosophy of music and its role in culture and society, and introductory psychology. The main purpose of this minor is to prepare students undertaking the Bachelor of Music ABMC for further studies in Music Therapy. This minor enables students to meet some of the essential entry requirements for the Masters of Music Therapy course at Melbourne University.

ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

AMIMUS Music

Locations: Footscray Park

This minor study in Music offers you the exciting opportunity to specialise in your own musical interests. You will develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging, orchestrating, improvising, conducting, and music performance.

ACO1008	Music Techniques 1	12
ACO2005	Music Techniques 2	12

ACO2014	Popular Music History	12
ACO2015	Technology of Music and Audio	12

AMIPCO Professional Communication

Locations: Footscray Nicholson, Footscray Park

Professional Communication has at its core clear, effective and persuasive communication, be it through public speaking, communication writing, client management, professional presentations and interpersonal skills. This Minor in Professional Communication will immerse you in the art of professional communication so you will have the knowledge and expertise to deliver professional communication with critical analysis and strategic negotiation. You will put the theory into practice by producing individual and group-based projects, and beyond the classroom engage with industry. This Minor is for those who identify excellent professional communication skills as important in your career.

ACY1002	Public Speaking and Communication	12
ACY2007	Client Relationship Management	12
ACY2008	Writing for Public Relations and Advertising	12
ASW2203	Interpersonal and Communication Skills	12

AMIPHI Philosophy

Locations: Footscray Nicholson, Footscray Park

The study of philosophy examines who we are and where we have come from. Raising questions about the very nature of existence, it asks: What is the meaning of being? What can I know and how can I know it? What constitutes a good or ethical life? And, what can we reasonably hope for? Philosophy orients us in the world in which we live, equipping us to think about crucial questions that have long troubled humanity, and thereby enabling us to conceptualize and contribute to the creation of a sustainable and just world. By studying how philosophers of the past have responded to such questions, you will be exposed to a range of schools of thought within the discipline and acquire critical and creative thinking skills that are in high demand in the modern workplace. Even more important than these practical outcomes, philosophy opens up worlds and sources of meaning that deepen and enrich the lives of those who study it.

APH2000	What is Philosophy?: Key Thinkers and Themes	12
APH2001	Understanding Ethics	12
APH2002	Philosophy of Nature and Environment	12
ACI3102	Critical Theory	12

AMIPOL Political Science

Locations: Footscray Park

In the view of the great ancient Greek philosopher Aristotle, politics was the 'master science': essential to an understanding of what makes us human. If that was the case over 2000 years ago, it is even more so in our fast-changing modern world. The study of our political environment is crucial to understanding and leading change in global, national, and local settings. Through completion of this Minor you will have begun to master the field of Political Science. We shall help you to identify not only how politics works, but how it ought to work. While building such skills, students can enjoy engaging with topics such as globalisation, security and terrorism,

contemporary protest movements and current debates on civil society and democratic theory. Training in Politics and IR provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors.

ASP2007	Dictatorship and Democracy	12
ASP2010	Origins of International Politics	12
ASP2011	Foundations of Political Science	12
ASP3002	International Security	12

AMIPOP Popular Music Studies

Locations: Footscray Park

Popular Music studies is a dynamic suite of units in musicology and music cognition with great relevance for contemporary arts and culture. Students studying this minor explore the fundamental question "why is music in our lives?". Students recognise and reflect on key concepts of musicological theory including social, cultural, and ethical issues, and apply local and international perspectives to practice in the discipline of music. In addition, students gain an insight into their own physical, intellectual and emotional responses to music. While this minor fosters emerging musicians, it does not require students to have any background in instrumental practice.

ACO2007	Songwriting	12
ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
ACO3013	Musics of the World	12

AMIPSY Psychology

Locations: Footscray Park

The psychology minor equips you with a theoretical understanding of a range of psychological topics such as motivation and emotion, biological, cognitive, social, and personality psychology. Analytical, research and statistical skills, and understanding of relationships and communication are also developed through study of this minor.

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP2013	Psychology 2A	12
APP2014	Psychology 2B	12

AMISCR Screen Media

Locations: Footscray Park

The Screen Media minor will introduce students to media professional skills through an integrated set of units. The unit set will analyse innovation in the delivery of media content across existing and emerging media platforms. The units cover foundation knowledge of screen media, cross media practice, film and television production, and screen media professional practice. Assessment items across the unit set include essays, oral presentations, group projects, screen media professional documentation and screen media projects.

ASN1002	Introduction to Screen Media	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12
ASN3002	Screen Media Practice	12

AMISLY Sociology

Locations: Footscray Park, St Albans

The Sociology Minor begins with an overview of sociology – an introduction to how we might go about applying the sociological imagination to a wide range of aspects of contemporary social arrangements, and includes a focus on core sociological concepts: how aspects of public order and 'the normal' are social phenomena, how one's identities are forged in a social context, and how power is exercised by the way everyday life is structured in space and through the way we come to 'know' the world. Sociologists study a wide variety of topics, including: education, work and unemployment; the family; health, sex, gender and sexuality; ethnicity and racism; equality, opportunity and inequality; and crime, law and social justice. The Sociology Minor aims to foster students' critical analytical skills and to offer opportunities to apply sociological tools of analysis to their own inquiries into contemporary social life.

ASS2002	Social Worlds, Social Policy	12
ASS2004	Sociology of Social Control	12
ASS2009	Making Modern Identities	12
ASS3050	Migration, Mobility and Globalisation	12

AMIVEE Vietnamese Studies

Locations: Footscray Park

This minor, consisting of four units of study, is designed for students with no (or very little) previous knowledge of Vietnamese. It provides students with a foundation in pronunciation and grammar, a range of vocabulary, and a basic conversational ability through an interactive and communication-oriented approach. The cultural aspects of the language are an integral part of the units. Assessment tasks for the minor include in-class tests, oral presentations, essays and formal examinations.

ACV1001	Basic Vietnamese A	12
ACV1002	Basic Vietnamese B	12
ACV2001	Intermediate Vietnamese A	12
ACV2002	Intermediate Vietnamese B	12

AMIVIE Vietnamese Studies (Advanced)

Locations: Footscray Park

This minor is designed for those students who have some knowledge of the language (e.g. Vietnamese native speakers or any post-introductory levelled students). It aims at developing and extending students' proficiency in spoken and written Vietnamese in both formal and informal registers. It provides students with a comparative study of Vietnamese and English in terms of phonology, word-formation, semantics, syntax and rhetoric, ranging from terms of address and reference to expressions of politeness and others. Assessment tasks for the minor include in-class tests, translations, oral presentations, essays and formal examinations.

ACV2001	Intermediate Vietnamese A	12
ACV2002	Intermediate Vietnamese B	12
ACV3001	Vietnamese Culture and Society	12
ACV3002	Vietnam: Globalisation, Diaspora and Identity	12

AMIVIS Visual Art

Locations: Footscray Nicholson

This minor will prepare students to develop individual art making and understanding of fine art. Undertaking this minor will prepare students to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing and digital art. This minor will encourage rigorous, critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During this minor students will have opportunities to engage with the wider visual arts community and workplace exhibiting works, visiting exhibitions and writing reviews.

Select 12 credit points from the following:

ACF1003	Life Drawing	12
ACF2001	Introduction to Digital Art	12

*This unit is available only to students, who for cultural reasons, cannot attend ACF1003 Life Drawing

Students must study the units listed below:

ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12
ACF2006	Drawing and Painting	12

AMIVSU Visual Art

Locations: Footscray Nicholson, Footscray Park

The Visual Art minor provides students with an integrated set of units that will develop student individual art making practices and broaden student experience and understanding of fine art history and theory. Undertaking this minor will allow students to conceive, produce and critique artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Through theoretical content, discourse and research of significant artists, students will make rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the minor students will engage with arts professionals and the visual arts community, visit exhibitions and write reviews.

ACF1003	Life Drawing	12
ACF2002	Aesthetics and Art Criticism	12
ACF2006	Drawing and Painting	12
ACF3000	Experimental Art	12

AMIWRI Writing

Locations: Footscray Park

60

The Writing minor is designed for students who enjoy writing and who want to develop practical and analytical skills, combined with a sound theoretical understanding, in the area of creative and professional writing. Lectures and practical writing workshops give students a firm foundation in a range of writing genres, including fiction writing, memoir, journalism and editing. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

ACP1055	Story: Transforming the Blank Page	12
ACP2082	Script and Screen	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2087	News and Social Media	12

AMIYUL Aboriginal Yulendj

Locations: Footscray Park

This minor provides an integrated set of units in Aboriginal Australia. It covers disciplinary knowledge in Aboriginal Yulendj and humanities with a particular focus on citizenship, politics and self-determination from a traditional to contemporary worldview through the understandings and lived experience of Aboriginal academics that will challenge standpoints and introduce critical Aboriginal knowledge. Students will develop their skills in communication, critical analysis and reflection. Assessment tasks across the minor include oral presentations, group projects, journals and essays.

AEK1105	Aboriginal Traditions and Policy	12
AEK2103	Aboriginal Health and Wellbeing	12
AEK2205	Politics of Aboriginal Art	12
AEK3203	Working Ethically in Aboriginal Community	12

ASPAES Advanced English For Speakers of Other Languages (AESOL)

Locations: Footscray Park

This specialisation is offered to students whose first language is not English and who have not had the major part of their formal schooling conducted in the English language. It is designed for students who wish to undertake advanced study of the English language at University level. The specialisation is aimed to equip students with listening, speaking, reading and writing skills. It focuses on the systematic study of English with an emphasis on academic essay writing, synthesis and summary writing and overall analytical and research skills. Students also develop oral communication skills, gaining confidence in their ability to communicate in English.

SPECIALISATION REQUIREMENTS Option A* Students are required to complete FOUR units. **Option B**** Students are required to complete SIX units including the two first year units. Option A* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B** is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation Unit' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

CORE UNITS

First Year Option B Students Only

ACA1005	Communication for Academic Purposes A	12
ACA1006	Communication for Academic Purposes B	12
OTHER SPECIALISATION UNITS - Students select four		
Second and/or Third Year		
ACA2005	Written Genres and Critical Literacy	12
ACA2008	English in Spoken Interaction	12
ACA3004	Aspects of Language: Structure and Use	12
ACA2010	English in the Australian Media	12
ACC3041	Language and Society	12
ACC3052	Communication and Cultural Diversity	12
ACA2006	English as an International Language	12

ASPCOM Communication Studies

Locations: Footscray Park, St Albans

Experts calculate that 40 percent of people working today are engaged in information related occupations, and this is growing. The past fifteen years have seen the rapid expansion of communication and information related occupations: journalists, information and public relations officers, librarians, social researchers, professional writers, community workers, primary and secondary teachers, market researchers, administrators, management consultants. All of these occupations have felt the impact of digital technology and the Internet – another factor affecting our communication environment. In an ‘information society’, a detailed understanding of the dynamics of communication and the skills needed to communicate effectively is highly valued. The Communication Studies specialisation introduces students to a wide range of approaches to the study of interpersonal, social and media-based communication. While focusing on ways to explore and explain the uses of spoken, written and visual languages in various contexts, the Communication Studies specialisation also assists students to develop and apply effective communication techniques in socially relevant settings such as the workplace environment and community organisations. Through choice of units, students can concentrate on a particular area of study – social communication or media communication, for example – and complement their work in other discipline areas offered in the College of Arts including Professional Writing, Literary Studies, Psychology, Sociology (Policy Studies or Asia-Pacific Studies), Gender Studies and Multimedia. Because of the range of units available students can compose a specialisation that focuses in some depth on a particular area of communication, or a specialisation with considerable breadth across different areas.

SPECIALISATION REQUIREMENTS Option A* Students are required to complete FOUR units. Option B** Students are required to complete SIX units including the two first-year units. Option A* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B** is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the ‘Other Specialisation Unit’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year

CORE UNITS

First Year Option B Students Only

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12
OTHER SPECIALISATION UNITS - Students select four		
Second and/or Third Year		
ACC2003	Communicating in Organisations	12
ACC2012	Media Storytelling	12
ACC2013	New Media	12
ACC2014	International Communication Industries	12
ACC3003	Ethical and Legal Issues in Communication	12
ACP2087	News and Social Media	12
ACC3004	Social Media	12
ACP2082	Script and Screen	12
ACC3006	Media Audiences	12
ACC3041	Language and Society	12
ACC3052	Communication and Cultural Diversity	12
ACC3056	Advanced Media Production	12
ACP2005	Writing the Documentary	12

ASPCRE Creative Writing

Locations: St Albans

The Creative Writing specialisation is designed for students who enjoy writing and who want to develop practical and analytical skills, combined with a sound theoretical understanding, in the area of creative writing for publication and performance. In first year, lectures and practical writing workshops give students a firm foundation in a range of writing genres, including fiction writing, autobiography, scriptwriting and journalism. In second and third year students may choose from units focusing on fiction writing, editing and publishing, writing for children, autobiography and memoir, writing about place, performance writing and web journalism. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

SPECIALISATION REQUIREMENTS Students are required to complete SIX units including the three first and second-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

CORE UNITS

First and Second Year			ACM2009	International Design	12
ACP1003	Copy: Targeting Audiences	12	ASN1003	Motion Graphics	12
ACP1004	Editing and Publishing	12	ASN2002	Visual Effects	12
ACP1055	Story: Transforming the Blank Page	12			

OTHER SPECIALISATION UNITS

Second and/or Third Year - Students select three

ACL2050	Children's Texts	12	ACM2005	Special Effects and Motion Graphics	12
ACL3014	Writing Selves	12	ACM2009	International Design	12
ACP2005	Writing the Documentary	12	ACM2010	Interaction Studio	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12	ACM2011	Computer Supported Learning	12
ACP2082	Script and Screen	12	ACM2012	Emerging Technology Design	12
ACP2086	Impossible Worlds: Fiction and Genre	12	ACM3012	Mobile Technology Development	12
ACP2087	News and Social Media	12	ACP2005	Writing the Documentary	12

ASPDIG Digital Media

Locations: Footscray Park, St Albans

The Digital Media specialisation investigates the capacity of digital technology to shape human communication now and in the future, and equips students with the knowledge and skills to be communication leaders in their workplaces and communities. As digital technology expands its reach into everyday life, it expands opportunities to develop services and experiences that meet audience needs. Our students participate in the new digital media landscape in a variety of roles, including 'Producer', 'Designer', 'Animator', 'Programmer' and 'Social Media Planner'. We teach students to identify new job roles and niches in the digital media industries, and to meet new developments in these industries with confidence. Units offered in the specialisation include 'Interactive Programming', 'Digital Sound and Video', 'Innovation Technologies: Research and Application' and 'Special Effects and Motion Graphics' and Mobile Technologies'. There are also opportunities for industry placements. The specialisation also addresses the internationalisation of design, and the role of digital media in the global market place. To supplement studies in international and cross-cultural communication, our students can undertake an exchange programme at an overseas university. Study tours are also available, to broaden student horizons.

First Year Only

ACM1006	Digital Sound and Video	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM1010	Introduction to Web Technologies	12

ABAI students are required to replace ACM1010 with one of the following units:

ACC2010	Television Production	12
ACC2011	Radio Production	12

ACM2009	International Design	12
ASN1003	Motion Graphics	12
ASN2002	Visual Effects	12
	Second and/or Third Year	
ACC2010	Television Production	12
ACC2011	Radio Production	12
ACM2005	Special Effects and Motion Graphics	12
ACM2009	International Design	12
ACM2010	Interaction Studio	12
ACM2011	Computer Supported Learning	12
ACM2012	Emerging Technology Design	12
ACM3012	Mobile Technology Development	12
ACP2005	Writing the Documentary	12
ASN1003	Motion Graphics	12
ASN2001	Cross Media Practice	12

ASPIOR Interpersonal and Organisational Skills

Locations: Footscray Park, St Albans

Graduates from undergraduate programs in Psychology and related specialisations require a range of skills and abilities which they can directly apply in the workplace. Interpersonal and Organisational Skills is a specialisation that provides experience and knowledge in a range of applied skills which assist graduates in applying their learning directly to the problems and challenges they will find working with organisations, groups and individuals in their professional lives.

Students are required to complete the six core units listed below

First Year

APP1014	Interpersonal Skills	12
APP1015	Organisational Skills 1	12

Second Year

APP2023	Interpersonal Skills 2	12
APP2024	Organisational Skills 2	12

Third Year

APP3028	Fieldwork	12
APP3029	Skills in Context	12

ASPSRM Social Research Methods

Locations: Footscray Park, St Albans

The Social Research Methods specialisation embraces qualitative and quantitative research methods, using experimental and non-experimental design, within the social and behavioural sciences. It is designed to provide a broad and thorough grounding in research methods of particular value to students aiming to continue into postgraduate research in social and behavioural sciences. Moreover, the Social Research Methods specialisation gives solid practical training in skills directly applicable in a wide variety of employment settings, eg. human resources, market research, program evaluation in training activities and community services. Because of its strength in non-experimental research designs, qualitative and quantitative, the specialisation provides valuable support to research projects in such diverse disciplines as sociology, health science, environmental management and organisational studies.

SPECIALISATION REQUIREMENTS Option A* Students are required to complete FOUR units. Option B** Students are required to complete FIVE units including the one first-year unit. Option A* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B** is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

CORE UNITS

First Year Option B Students Only

APP1016	Foundations of Psychological Research	12
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Second and/or Third Year

APS2030	Qualitative Social Research Methods 1	12
APS2040	Quantitative Social Research Methods 1	12
APS3020	Qualitative Social Research Methods 2	12
APS3021	Quantitative Social Research Methods 2	12
APS3040	Independent Research Project	12

UNITS

AAA5002 Research Methods

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study covers a variety of research methods relevant to research in a community development context. The ontological and epistemological foundations to various approaches to research (eg positivism, critical rationalism, interpretivism, critical theory, realism, structuration theory and feminism) will be critically reviewed. Students will become broadly familiar with the issues of logic and methodology and quantitative and qualitative research methods. They should also be able to select a research topic(s), design research proposal(s) and adopt appropriate research methods. To emphasis skills development in research training, students will practice with (and use) commonly used social research software tools.

Credit Points: 12

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

1. Deconstruct the implicit and explicit values, terminology, methods and techniques of the major theoretical paradigms in qualitative research methods and interrogate the main criticisms of these methods;
2. Inquire into a complex or emergent issue in the community development field demonstrating advanced skills of logical argument, hypotheses formulation and defensible interpretations of evidence;
3. Discriminate between and theorise about reflexivity and research ethics in different types of research;
4. Exemplify context-relevant analysis and interpretation pertinent to qualitative research within the field of community development;
5. Investigate issues relating to cross-cultural research methods and apply corroborating evidence to propose research strategies illustrating the role of culture, values and dispositions in affecting the instigation or success of respectful research;
6. Formulate and critically evaluate research proposals and justify the recommendation of research methods as effective, ethical and culturally responsive, and appropriate to the investigation; and
7. Collaboratively manage research processes both manually and with relevant software tools.

Class Contact: The equivalent of two hours per week for one semester comprising one one-hour lecture and one one-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.

Required Reading: Bryman, A 2012, 4th edn, Social research methods, Oxford: OUP.

Assessment: Review, Literature review and research proposal., 60%. Exercise, Critically review strengths and limitations of methodologies from selected research papers, 20%. Workshop, Collaborative data management and analysis practice, 20%. The total effective word length is 7000 words. Item Learning Outcome Graduate Capability Review LO 1, 2, 3, 4, 5 GC 1, 2, 3, 5 Exercise LO 1, 2, 3, 4, 5, 6 GC1, 2, 3, 5 Workshop LO 7 GC 2, 4, 5 .

AAA5011 Interpreting 'Asia' and the 'Pacific'

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines a range of theoretical and disciplinary approaches to the study of contemporary 'Asia' and the 'Pacific'. The disciplines investigated will include: history; semiotics and literary studies; political economy and comparative politics; customary law; anthropology and sociology. Students will analyse how disciplinary approaches, initially developed during the period of European expansion, have evolved since the (re)emergence of independent states. The contribution of Asian scholars in the postcolonial development of these disciplines will receive particular attention. The unit will deconstruct how these disciplines have

been applied to the study of 'Asia' through a number of case studies of particular countries or regions. The case studies will highlight cultural, religious, ethnic, political and economic variation with contemporary 'Asia'.

Credit Points: 12

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

1. Commentate upon various regional problems from sociological and cultural studies perspectives;
2. Prepare and critically evaluate a guide to their own regional and theoretical interests;
3. Discriminate and theorise about a range of methods for understanding cultures and societies; and
4. Write on problems of social change demonstrating the intricacies of balancing individual and public good and the workings of local and global communities and individuals' responsibilities within these.

Class Contact: Lecture 1.0 hr Seminar 1.0 hr

Required Reading: Birch, D, T Schirato and S Srivastava 2001 Asia: Cultural Politics in the Global Age Crows Nest, NSW: Allen and Unwin

Assessment: Review, Critical review of literatures focusing contemporary issues confronting Asia and the Pacific, 20%. Assignment, Response to debatable and controversial socio-cultural and political issues confronting Asia and the Pacific, 30%. Essay, Essay on set topics, 50%. Effective total word limit 7000 words Item

Learning Outcome	Graduate Capability Review	1, 4
1, 2, 3, 4	Assignment 1,2,3,4	1,2,3,4
1,2,3,4,5 .	Essay	1,2,3,4

AAA6002 Thesis (Full-Time)

Locations: Footscray Park.

Prerequisites: AAA5002 Research Methods or ACG5200 Approaches to Research

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of international community development. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 48

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

1. Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to academic peer review;
2. Integrate and apply the skills and knowledge gained in the course while conducting an independent research project;
3. Carry out, under supervision, a previously drafted research project;
4. Demonstrate familiarity with the principal scholarly literature/s relating to the thesis topic;
5. Demonstrate a capacity to synthesise a range of conceptual and empirical materials and draw appropriate conclusions; and
6. Demonstrate enhanced capacity to articulate and organise ideas in a sustained written composition in order to produce a minor thesis of publishable standard.

Class Contact: Regular contact with supervisor.

Required Reading: Schutt, RK 2008, 6th edn, Investigating the social world: the process and practice of research, Sage Publications

Assessment: Thesis, Minor thesis (12,000 - 15,000 words), 100%.

AAA6003 Thesis (Part-Time)

Locations: Footscray Park.

Prerequisites: AAA5002 Research Methods or ACG5200 Approaches to Research

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000

words). The topic will be negotiated between the student and supervisor and will be a research area within the field of international community development. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 24

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

1. Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to academic peer review;
2. Integrate and apply the skills and knowledge gained in the course while conducting an independent research project;
3. Carry out, under supervision, a previously drafted research project;
4. Demonstrate familiarity with the principal scholarly literature/s relating to the thesis topic;
5. Demonstrate a capacity to synthesise a range of conceptual and empirical materials and draw appropriate conclusions; and
6. Demonstrate enhanced capacity to articulate and organise ideas in a sustained written composition in order to produce a minor thesis of publishable standard.

Class Contact: Regular contact with supervisor.

Required Reading: Schutt, RK 2008, 6th edn, *Investigating the social world: the process and practice of research*, Sage Publications.

Assessment: Thesis, Minor thesis (12,000 - 15,000 words), 100%.

AAH2001 World History 2

Locations: Footscray Park, St Albans.

Prerequisites: Students enrolled in course code ABAB or LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: World History 2 takes a broad view of world history, and is structured to emphasise the distinctive contribution and remaining legacies of particular historical movements. The following key debates run through all the topics. What is patriarchy and how have women dealt with their situation over the centuries? Is war ever justified? Why is human history seen as centred on the West? What was the contribution of Arabic and Islamic cultures to the rise of the West? How did America become the most powerful nation in the history of the world? And finally, what will happen in the 21st century? This unit explores who and why the idea that human destiny was in humanity's own hands became more acceptable and more widely believed from the 1770s. This was the key idea behind the French Revolution of 1789 which explains why it was such a pivotal movement in world history and this opens the discussion in World History 2.

Credit Points: 12

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

1. Cite and discuss key dates and terms in World History from 1770;
2. Identify and analyse primary sources for some of the social forces that led to their creation;
3. Analyse secondary source documents for their point of view;
4. Interpret texts as cultural or literary documents; and
5. Construct historical arguments based on developing skills in historical analysis.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Robert Pascoe, 2013 *World History*, vol. 2 Ballan, VIC/ConnorCourt

Assessment: Test, In-class Test, 20%. Essay, Long Essay 2000 words, 30%. Test, Micro-tests in lectures, 20%. Examination, Closed book, 30%.

AAH2002 The World before 1770

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: The World before 1770 takes a broad, synoptic view of world history, structured to emphasise the distinctive contributions and remaining legacies of particular civilisations and historical movements. The following key debates run through all the topics:- What is patriarchy and how have women dealt with their situation over the centuries? Is war ever justified? Why is human history seen as centred on the West? What was the contribution of Arabic and Islamic cultures to the rise of the West? In this unit, we examine the period up to the 1770s when most people imagined that God or 'the gods' controlled human history. From the time James Cook was exploring the Australian coastline, in the 1770s, the idea that human destiny was in humans' own hands became more acceptable and more widely believed. This unit is equivalent to ASH1001

Credit Points: 12

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

1. Cite and discuss key dates and terms in World History up to the 1770s;
2. Distinguish between primary and secondary sources;
3. Investigate and compare two or more sources that purport to be primary accounts of the same event;
4. Analyse and Interpret spatial, demographic, and other quantifiable data; and
5. Construct and present an historical argument.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Robert Pascoe, 2013 *World History*, vo. 1 Ballan, VIC/ConnorCourt

Assessment: Test, In-class Test, 20%. Essay, Short Essay 1200 words, 30%. Test, Micro-tests in lectures, 20%. Examination, Closed book, 30%.

AAH2003 European Revolution and War

Locations: Footscray Park, St Albans.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit of study examines social and political change in Europe from 1900 to the outbreak of World War II. This period witnessed the disintegration of old empires and the emergence of new ideologies. Thus the principal theme is the development, character and impact in this period communism in Russia and Nazism in Germany.

Credit Points: 12

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

1. Analyse some pivotal social and political events in contemporary European history between 1900 and 1939;
2. Evaluate the relevance and application of different historical approaches to central themes in contemporary European history;
3. Exhibit a range of historical skills, including the interpretation of primary and secondary sources, the cataloguing of change over time, and the explanation of different forms of historical causation; and
4. Construct persuasive arguments regarding historical themes and events drawing upon relevant skills of historical analysis.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Book of Readings for purchase in hardcopy or available via VU Collaborate

Assessment: Essay, Research Essay 1500 words, 30%. Other, Reading Log 800 words, 30%. Examination, Examination, 30%. Other, In Class Exercises, 10%.

AAH2004 Divided Europe

Locations: Footscray Park, St Albans.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2

units.

Description:This unit of study develops the theme of ideological conflict through a study of the annihilation of European Jewry by the Nazis. The unit of study then examines social and political changes in post-war Europe and in particular the impact of Cold War tensions on Germany, Hungary and Czechoslovakia. It concludes by examining the political and social changes that occurred in 1968 in France, Czechoslovakia and Ireland.

Credit Points: 12

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

1. Analyse some pivotal social and political events in contemporary European history between 1939 and 1968; 2. Evaluate the relevance and application of different historical approaches to central themes in contemporary European history between 1939 and 1968; 3. Critique accounts of historical events (between 1939 and 1968) in light of their knowledge of historical approaches and concepts; and 4. Exhibit range of historical skills, including the interpretation of primary and secondary sources, the cataloguing of change over time, and the explanation of different forms of historical causation so as to construct persuasive historical arguments.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Book of Readings available via VU Collaborate

Assessment:Other, Reading Log 800 words, 30%. Essay, Research Essay 1800 words, 30%. Other, Class exercises, 10%. Examination, Exam, 30%.

AAH2012 European History 2

Locations:Footscray Park, St Albans.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit of study develops the theme of ideological conflict through a study of the annihilation of European Jewry by the Nazis. The unit of study then examines social and political changes in post-war Europe and in particular the impact of Cold War tensions on Germany, Hungary and Czechoslovakia. It concludes by examining the political and social changes that occurred in 1968 in France, Czechoslovakia and Ireland.

Credit Points: 12

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

1. Analyse some pivotal social and political events in contemporary European history between 1939 and 1968; 2. Evaluate the relevance and application of different historical approaches to central themes in contemporary European history between 1939 and 1968; 3. Critique accounts of historical events (between 1939 and 1968) in light of their knowledge of historical approaches and concepts; and 4. Exhibit range of historical skills, including the interpretation of primary and secondary sources, the cataloguing of change over time, and the explanation of different forms of historical causation so as to construct persuasive historical arguments.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Book of Readings available via VU Collaborate

Assessment:Other, Reading Log 800 words, 30%. Essay, Research Essay 1800 words, 30%. Other, Class exercises, 10%. Examination, Exam, 30%.

AAH3001 Histories of Immigrant Australia

Locations:Footscray Park.

Prerequisites:Nil.

Description:Australia is the product of significant waves of immigration whose history is contested. The institutions built by immigrants provide a physical fabric within which to inscribe these remembered and written histories. This unit is equivalent to

ASH2002

Credit Points: 12

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

1. Demonstrate skills in researching the history of social groups, including their own; 2. Demonstrate fresh insights into the historiographical and conceptual debates in history; 3. Practise new applications in multimedia and traditional printed texts; 4. Present their findings to community groups in spoken form; and 5. Interpret material objects and artefacts in relation to traditional historians' documentation.

Class Contact:Workshop 2.0 hrs

Required Reading:Castles, S & Miller, MJ 2009, 4th edn, The age of migration, New York and Basingstoke: Palgrave Macmillan Cohen, R 2008, 2nd edn, Global diasporas: an introduction, Routledge

Assessment:Practicum, Site analysis, 30%. Project, Community conferencing, 30%. Essay, Reflective work, 40%.

AAH3002 Irish History

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study examines the social, cultural and political histories of Ireland. Within this, the complex social, political and economic relationship with Britain will be critically examined, as will the importance of migration from Ireland. A component of the unit will examine the fraught connections between memory, history and culture that collided in the late 1960s and the start of the Troubles in Northern Ireland.

Credit Points: 12

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

1. Demonstrate an understanding of events 19th and 20th century Irish history; 2. Demonstrate understanding of a variety of conceptual approaches to interpreting Irish history; 3. Demonstrate how this history shapes contemporary Ireland; 4. Identify and interpret a wide variety of secondary and primary materials; 5. Examine historical issues through analysis of events in Irish History; 6. Analyse historical evidence, scholarship and changing representations of the past in Ireland; 7. Construct an evidence-based argument in audio, digital, oral, visual or written form; and 8. Identify and reflect critically on the knowledge and skills developed in the study of Irish History.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Prepared Unit Reader

Assessment:Assignment, Document analysis, 10%. Essay, Research essay, 30%. Report, Group project report, 30%. Examination, Combination of multiple choice questions and longer analytical answers., 30%. Total effective word limit 3,000 words.

AAH3003 Making the Modern Middle East

Locations:Footscray Park.

Prerequisites:Nil.

Description:Many of the critical issues facing our world focus on, or otherwise involve the 'Middle East'. In this unit we study historical, cultural and political commonalities, diversity and conflicts in this complex region in order to provide a basis for developing a critical understanding of contemporary events, issues and contending arguments. The unit begins with a brief general historical survey of the politics and peoples of the region, with particular attention given to the evolution of Islamic institutions and culture. Attention is given to the critical period of the late 19th and early 20th centuries, which saw the decline of the Ottoman Empire and a significant reshaping of political boundaries after WWI through the provision of the

Versailles Treaty, which aimed to benefit western powers. We then study a selected number of countries, groups and issues in the region, covering topics that include: the influence of and reactions to the West; the emergence of Arab nationalism; the modernisation efforts of Middle Eastern Governments; the struggle of various peoples for political independence; Zionism; Palestine and the course of the Arab-Israeli conflict; the reassertion of Islamic values and power; the Gulf War and the foundations of the current Iraq war. This unit is equivalent to AAH2014

Credit Points: 12

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

1. Understand the history of the Middle East, from Egypt to Iran, and from Turkey to the Arabian Peninsula, over the past 150 years;
2. Demonstrate the skills of thinking historically;
3. Undertake primary historical research;
4. Write as a historian; and
5. Demonstrate a deepening of their love of history as a discipline.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Cleveland, WL/ 2004 3 A history of the modern Middle East Westview Press, Boulder Colorado.

Assessment: Essay, short essay, 10%. Report, Class paper and essay, 40%. Research Paper, Research paper, 50%.

AAH3011 American History 1

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units: ASH1001 World History 1, AAH2001 World History 2, AAH2011 European History 1, AAH2012 European History 2.

Description: This unit of study examines the social, cultural and political segmentation of American society from 1918 to 1945. The unit emphasises the tensions between tradition and modernity. It therefore, examines the fault lines of regional difference, demographic change and conflicting social values. The unit encourages students to explore how and why the forces representing nativism, religious fundamentalism and immigration restriction, were pitted against the forces of urbanisation, mass consumerism and technological change. The unit of study concludes with a study of wartime America from the perspective of gender, ethnicity and race.

Credit Points: 12

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

1. Interrogate key social, cultural and political developments in American history between 1918 and 1945;
2. Critically reflect on the tensions between tradition and modernity as they played out in American society and politics between 1918 and 1945;
3. Critically review the historical approaches and historiographical debates and evaluate their relevance to historical literature and debate regarding American history between 1918 and 1945;
4. Exhibit an array of skills associated with historical analysis, including the interpretation of primary and secondary sources; the formulation and testing of hypotheses, and the plotting of change over time; and
5. Construct and present complex and persuasive historical arguments through the use of the skills referred to above.

Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr

Required Reading: AHH3011 Unit Reader. Hoffman, E.C., Blum, E.J. & Gjerde, J., (eds), 2012, Major Problems in American History Volume II: Since 1865: Documents and Essays, Boston, MA: Wadsworth.

Assessment: Essay, Essays x 2 1500 words each, 60%. Examination, Final Exam, 30%. Other, In class short answer tests x 2, 10%.

AAH3012 American History 2

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed

two of the following units: ASH1001 World History 1, AAH2001 World History 2, AAH2011 European History 1, AAH2012 European History 2.

Description: This unit of study explores American society from the Cold War to 1969. Themes of political reform and repression, racial conflict, civil rights dissent and social disintegration underpin our studies of the presidencies of Harry Truman, John F. Kennedy and Lyndon Johnson. Special emphasis is given to the phenomenon of McCarthyism from the late 1940s to the mid-1950s, and from the 'New Frontier' of 1960 to the political and social upheavals of 1968.

Credit Points: 12

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

1. Critically reflect upon the fractures in American society and the political and social responses to these tensions between 1945 and 1969;
2. Critically review historical approaches and historiographical debates and evaluate their relevance to academic literature and debate regarding American history between 1945 and 1969;
3. Exhibit an array of skills associated with historical analysis including the interpretation of primary and secondary sources, the formulation and testing of hypotheses, and the plotting of change over time; and
4. Construct and report on complex and persuasive historical arguments in a manner that demonstrates the use of the skills referred to above.

Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr

Required Reading: AHH3011 Unit Reader. Hoffman, E, Blum E & Gjerde, J (eds) 2012, Major problems in American history, Volume 11: Since 1865: documents and essays, Boston, MA: Wadsworth.

Assessment: Essay, Essays x 2 1500 words each, 60%. Examination, Final Exam, 30%. Other, In class short answer tests x 2, 10%.

AAX4001 Asian Studies Honours

Locations: Footscray Park.

Prerequisites: Permission from coordinator must be gained.

Description: This unit of study will examine a range of theoretical and disciplinary approaches to the study of contemporary 'Asia' and the 'Pacific'. The disciplines discussed will include: history; semiotics and literary studies; political economy and comparative politics; customary law; anthropology and sociology. It will analyse how disciplinary approaches, initially developed during the period of European expansion, have evolved since the (re)emergence of independent states. The contribution of Asian scholars in the postcolonial development of these disciplines will receive particular attention. The unit will explore how these disciplines have been applied to the study of 'Asia' through a number of case studies of particular countries or regions. The case studies will highlight cultural, religious, ethnic, political and economic variation with contemporary 'Asia'. The unit will be taught by a combination of lectures and seminars. Students will be expected to present a number of seminar papers during the semester.

Credit Points: 24

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

1. Comment on various regional problems from sociological and cultural studies perspectives;
2. Develop a guide to their own regional and theoretical interests;
3. Appraise a range of methods for understanding cultures and societies; and
4. Write on problems of social change.

Class Contact: Seminar 2.0 hrs

Required Reading: The following text will be used throughout the semester. It is available as an e-book via the VU Library and purchase is not necessary. Birch, D, T Schirato and S Srivastava 2001 Asia: Cultural Politics in the Global Age Crows Nest, NSW: Allen and Unwin

Assessment: Assignment, Critical Review 1000 words, 30%. Essay, 2000 word essay, student developed topics, 70%. Total effective word limit 3000 words.

AAX4003 History Honours 4

Locations: Footscray Park.

Prerequisites: Nil.

Description: All histories are shaped by assumptions about the nature, limits and purpose of historical knowledge. In this unit, students will uncover some of those assumptions and consider their implications for historical research. The unit examines the major trends in historiography, methodology and historical practice in the 20th century. It focuses on research hypotheses and problems; social and cultural constructions of evidence and interpretation; representation and language of argument; and the ideological frameworks that have influenced historical writing.

Credit Points: 24

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

1. Develop an advanced ability to present coherent, documented written arguments;
2. Understand different methods of analysis and problem-solving;
3. Apply advanced skills in the evaluation of information, ideas and arguments, including those of diverse ideological assumptions; and
4. Understand causation and subjectivity in historical research.

Class Contact: Seminar 2.0 hrs

Required Reading: Bentley, M (ed) 1999, Companion to historiography, Routledge, London. Burke, P (ed) 1992, New perspectives on historical writing, Polity Press, Cambridge. Braudel, F 1980, On history, Manchester. Carr, EH 1964, What is history? Penguin, Middlesex. Evans, R 1997, In defence of history, Macmillan, London. Perry, M 2002, Marxism and history, Palgrave/Macmillan, Basingstoke.

Assessment: Critical evaluation of methodological approaches of selected historical works 30%; Analytical essay of 2000 words comparing historical works in a distinctive genre or area 30%; Major reflective essay of 3000 words addressing key questions of historical epistemology in the context of historical practice 40%.

ABA1000 Academic Discourse and Experience

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit equips students with the skills and knowledge to effectively participate in academic culture. It aims to develop each student's capacity to confidently negotiate the demands of critical reading, analysis and argument, referencing, and various forms of academic writing. These skills will be developed via a comprehensive exploration of concepts that are integral to debates within the Arts. In assisting students to develop a strong sense of academic identity, the unit also aims to foster a more purposeful engagement in, and successful completion of, other undergraduate units.

Credit Points: 12

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

1. Analyse and discuss a selection of complex ideas pertaining to disciplines within the Arts;
2. Locate and evaluate competing positions within selected academic debates;
3. Employ effective reading and note-taking strategies when negotiating academic texts;
4. Demonstrate different forms of academic writing;
5. Reference sources according to the conventions of the Harvard system.

Class Contact: Tutorial 2.0 hrs Workshop 2.0 hrs

Required Reading: All of the required resources for this unit will be housed in VU Collaborate or located in Counter Reserve.

Assessment: Exercise, Maintenance of a workbook containing notes, class exercises, and preparation for assessment tasks., 10%. Annotated Bibliography, A journal of

academic reading with annotation (500 words), 20%. Essay, Students will compare and contrast two theoretical frameworks (750 words), 30%. Essay, Argumentative essay (1000 words) that uses theory to analyse and solve a complex problem., 40%.

ABA1001 Reason and Revolution

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: Focusing on the intellectual, political and historical forces that have shaped the modern world, this unit develops the knowledge and skills required to participate in debates concerning the formation of contemporary culture and society. It introduces students to the core concepts of tradition and modernity, familiarises them with a range of positions and discourses in contemporary academic debates and examines the historical sources of these concepts and debates, with particular emphasis on the intellectual and social revolutions of the seventeenth and eighteenth centuries. In focusing on key historical debates, and the positions that underpin them, the unit aims to provide students with an understanding of the critical discourses needed to analyse and interpret the systems that shape the contemporary world.

Credit Points: 12

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

1. Analyse concepts and competing interpretations of tradition and modernity;
2. Examine cultural identities and institutions within traditional and modern societies;
3. Analyse breaks with and in tradition and modernity;
4. Examine the social, political, intellectual and historical sources and structures of the development of the modern world;
5. Identify a range of theoretical perspectives from the Arts, Humanities and Social Sciences in the interpretation and evaluation of the development of modern society.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Pagden, A., (2013) The Enlightenment: and why it still matters London: Oxford Heywood, A., (2012) 5th edn Political Ideologies Palgrave Macmillan: Houndmills

Assessment: Portfolio, A portfolio of reading and writing exercises (3x 250 words each), 30%. Essay, Essay drawing on central themes of the unit (1250 words), 50%. Presentation, A presentation demonstrating and applying unit based knowledge, 20%.

ABA1002 Knowledge, Inquiry and Research

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the world of academic research and familiarises them with the various research methodologies employed in the Creative Arts, Humanities and Social Sciences. The unit demonstrates how different academic disciplines and fields of study favour particular methods and approaches and investigate the interplay between theory and research practice. It facilitates students to engage with and begin to develop a range of research skills and practices, including: identifying and formulating projects; library/database/archival research; forms of observational research; the use of questionnaires and survey instruments; the use of interviews; narrative research; art practice; and mixed-methods approaches. In preparing a research proposal of their own, participants in the unit encounter and plan for the theoretical, logistical and ethical challenges confronting real world research.

Credit Points: 12

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

1. Discuss and critically engage with a range of research traditions and methods in

the Creative Arts, Humanities and Social Sciences; 2. Investigate how different theories and methods frame and inform research; 3. Develop research questions and a research methodology for a research proposal; 4. Locate, analyse and report on information; and 5. Demonstrate the capacity to employ academic conventions of referencing.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:Flick, U. 2011 *Introducing Research Methodology - A Beginners Guide to Doing a Research Project* London UK: Sage. Oliver, P., 2010 *The Student's Guide to Research Ethics* Maidenhead, McGraw-Hill

Assessment:Exercise, Reflection on a topic of inquiry (300 words), 10%. Assignment, Identifying and justifying a research question suitable for a small project (500 words), 20%. Literature Review, Source and evaluate research papers on chosen topic (1000 words), 30%. Report, Developing a research question suitable for a small research project, outlines appropriate methodology (1250 words), 40%.

ABA1003 Introduction to Sociology

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This introductory unit seeks to give an overview of sociology - an introduction to how we might go about 'thinking society' in a systematic and disciplined way. This unit examines processes of social change and offers the opportunity to critically examine social issues and explore questions of social and cultural identity. It looks at how that theory might be applied to specific areas of investigation and research. The unit aims to equip students with the ability to distinguish a sociological approach from other possible approaches to information, social situations, issues and problems; to recognise and experiment with different theoretical frameworks within sociology; and to begin to apply a range of critical analytical skills to a variety of contemporary social arrangements and social issues.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critically reflect on the nature of sociological approaches to problems, as distinct from other forms of inquiry; 2. Develop contextual understandings of contemporary life in a global community; 3. Outline different theoretical approaches within the broad discipline of sociology; 4. Apply theoretical tools and concepts offered within the discipline of sociology and to recognise and experiment with their applicability to problems and practices beyond the classroom; and 5. Demonstrate a familiarity with academic conventions of documentation and referencing.

Class Contact:Lecture2.0 hrsTutorial1.0 hr

Required Reading:A Book of Readings for this unit of study, to be available for purchase in the Bookshop or can be accessed from VU Collaborate. John Germov & Marilyn Poole 2015 3rd edition *Public sociology: an introduction to Australian society* Crows Nest NSW Allen & Unwin

Assessment:Exercise, Short exercises exploring connections between sociological texts, lived social and community relations and workplaces., 30%. Assignment, Short Essay (750 words), 30%. Essay, Long Essay (1500 words), 40%.

ABA1004 Text and Representation

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit encourages students to critically engage with and analyse a variety of historical and contemporary literary, visual and performance texts. By examining the role of storytelling in literature and visual art, they will learn to respond to texts in imaginative and critical ways. In developing methodologies for

reading and interpreting texts, the unit will investigate the trope of the hero/heroine's journey in literature and visual art. This will culminate in a detailed study of a contemporary novel. The students will also investigate the roles of the hero and heroine in popular culture and in doing so will be introduced to several current theoretical perspectives.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Analyse and engage with visual and literary texts. 2. Demonstrate a range of theoretical perspectives through expressions of popular culture. 3. Examine the theme of storytelling in a contemporary novel. 4. Collaborate in the production and sharing of knowledge in a contemporary academic setting.

Class Contact:Tutorial2.0 hrsWorkshop2.0 hrs

Required Reading:Unit Reader will be available in the bookshop and online resources will be provided via links on the LMS for this unit. Martel, Yann., (2012) *Life of Pi* London, Canongate

Assessment:Portfolio, Two writing activities that identify key themes in a range of visual and literary texts. (800 words), 30%. Essay, Essay analysing key texts in the unit. (1,200 words), 50%. Presentation, In-class presentation involving the application of analytical and interpretive techniques in response to popular cultural texts., 20%.

ABA1005 The Era of Controversy

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit focuses on tensions and conflicts arising from modernity and the historical and contemporary processes of modernisation. By drawing on disciplines across the Humanities and Social Sciences this investigation develops students' understandings of the origins of the world in which they live, introducing them to a range of historical and social theoretical perspectives. Students will establish critical skills that enable them to analyse and interpret historical ideas and events and to engage with global political and economic issues that frame contemporary life.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Discuss key political ideas and historical events informing the modern period 2. Critically analyse the tensions and conflicts that have arisen in the development of modern Western society 3. Analyse and contextualise materials that provide insight into the past and articulate how they relate to contemporary problems 4. Articulate some of the key developments in class, race and gender relations, and the analyse the legacy of such conflicts

Class Contact:Seminar2.0 hrsWorkshop2.0 hrs

Required Reading:Required Texts: Unit Reader available from VU Bookshop and online via the LMS for the unit.

Assessment:Exercise, Written piece reflecting on primary texts (500 words), 30%. Essay, Essay analysing key texts in the unit. (1,200 words), 50%. Presentation, A presentation demonstrating and applying unit based knowledge, 20%.

ACA2005 Written Genres and Critical Literacy

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit introduces students to theories and research concerning critical literacy and genre types. Students engage in detailed analysis of written texts, their structures, purposes and audiences and develop an understanding of the construction of meaning in written texts. This includes identifying the textual devices that position their interpretation of texts. This is accompanied by a strong emphasis on students'

development of their own competence in dealing with written texts, both reading and interpretation of texts, and the production of written texts in a variety of relevant genres.

Credit Points: 12

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

1. Demonstrate understanding of the elements of discourse and linguistic theory relevant to written genres 2. Analyse different English genres of writing and apply this knowledge in their own literacy practices; and 3. Demonstrate skills to become critical writers and readers in a range and diversity of text forms - eg. expository, narrative, argumentative, academic journal writing.

Class Contact: Lecture 1.0 hr Workshop 1.0 hr

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

Assessment: Journal, Critical reflective diary, 20%. Presentation, Class presentation, based on the unit theory, 20%. Essay, Major analytical essay, 30%. Examination, Examination is based on theory learned in class, 30%. Total effective word limit 3000 words.

ACA2006 English as an International Language

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit, students explore international discourse from a global perspective with principal focus on the various forms of local and world Englishes in the postcolonial period. Students examine oral and literary texts and discourses within an international perspective. They also investigate the use of English as an international language in settings such as business, diplomacy, education and cyberspace and focus on recognising and analysing distinctive features of different English varieties. Students explore the place of English globally, giving them the opportunity to engage in critical debates about the spread and status of English as a first and second language internationally.

Credit Points: 12

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

1. Demonstrate understanding of the place of English in the international context; 2. Recognise the various forms of local and world Englishes; 3. Analyse and recognise different English text types according to context 4. Assess cross-cultural communication issues; and 5. Describe linguistic features of English.

Class Contact: Lecture 1.0 hr Workshop 1.5 hrs

Required Reading: ACA2006 Book of Readings.

Assessment: Test, Short answer in-class test covering topics from weeks 1-7., 20%. Presentation, To be prepared and presented in pairs (or threes). Students display visual material as the focus for a short oral presentation., 20%. Essay, A detailed written essay/research report. Details of research project components will be made available in a separate handout in week 5, 60%. Total effective word limit 3000 words.

ACA2008 English in Spoken Interaction

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study offers both theoretical and practical perspectives on spoken English using argument, rhetoric, and will give students of Advanced English greater confidence, fluency and intelligibility in a range of situations, both formal and informal. Tasks are designed to improve students' oral ability for self-expression and analysis of spoken styles and forms of English. Specific aspects of language will include verbal and non-verbal features of spoken communication and interaction in

different contexts, as well as knowledge of the phonological system of English and theoretical aspects of speech communication.

Credit Points: 12

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

1. Demonstrate knowledge of the phonological system in English and apply this knowledge in enhancing the quality of their speech communication; 2. Demonstrate an understanding of verbal and non-verbal features of spoken interaction; 3. Interact in spoken language in a variety of situations - formal and informal; and 4. Analyse spoken interaction in detail.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Unit of Study Book of Readings available at VU bookshop and online.

Assessment: Assessment will be based on a series of theoretical and practical tasks. Assignment, Two written transcriptions and an oral delivery of one of them (500 words each)., 30%. Presentation, Two oral presentations (500 words equivalent each)., 40%. Report, A conversation analysis of an interaction of the students' choice (1000 words)., 30%.

ACA2010 English in the Australian Media

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit, students extend their academic skills in collecting, interpreting, collating and presenting (both orally and in written form) information from a variety of sources within the context of the media in Australia. The unit heightens students' knowledge of Australian society and culture. Students examine the news, where it comes from, the social process of news production and presentation and news values. They also examine advertising as an industry underpinning the media and as instantiation of the language of persuasion and print and electronic media. Students' listening, speaking, reading and writing language skills are extended. English language and learning skills are further refined with an emphasis on analysis, synthesis and critical evaluation of information. Discussion, vocabulary extension and small group presentation dominate oral work.

Credit Points: 12

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

1. Analyse, synthesise and critically evaluate information; 2. Implement the four skills of language study ie. listening, speaking, reading and writing in a more confident manner and appropriate to university study; and 3. Demonstrate a better understanding of society and culture in Australia through the media

Class Contact: Lecture 1.0 hr Seminar 1.5 hrs

Required Reading: Cunningham, S & Tumer, G (eds) 1993, The media in Australia: industries, texts, audiences, Sydney: Allen and Unwin.

Assessment: Research Paper, Research essay/s involving analytical 'reading' of newspaper items and television programs, 35%. Presentation, Oral presentation on advertising, 15%. Presentation, Oral presentation on comparing current events programs, 20%. Examination, Written examination, 30%. Total effective word limit 3000 words.

ACA3004 Aspects of Language: Structure and Use

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit students are introduced to linguistic description and analysis of oral and written language. Topics to be covered include: English phonetics and phonology, both native and non-native; descriptions of English grammar in the context of the nature of grammar in general; theories of meaning and understanding;

psycholinguistic processes consisting of interlanguage and oral communication strategies; and detailed analysis of written texts, their structures, as well as purposes and audiences.

Credit Points: 12

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

1. Demonstrate knowledge of native and non-native English phonetics and phonology;
2. Recognise psycholinguistic processes - interlanguage and communication strategies;
3. Exercise their oral and written skills; and
4. Analyse spoken interaction and different written genres in detail.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Unit of Study Book of Readings available at VU bookshop and online.

Assessment: Test, Written transcription test (500 words equivalent), 20%. Presentation, Conversation analysis and presentation, analysis and transcript (1200 words equivalent), 30%. Essay, Major essay relating to ESL language learning (2000 words), 50%.

ACA5007 Communication for Academic Purposes A

Locations: Footscray Park.

Prerequisites: Entry to this unit is normally open to students who fulfil the following criteria: English is not their first language; the major part of their formal schooling has not been conducted in the English language.

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

Credit Points: 12

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

1. Interpret information in English from a variety of forms;
2. Construct appropriate written and oral pieces;
3. Demonstrate a range of writing styles; and
4. Aurally evaluate native Australian English.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Oshima, A & Hogue, A, latest edn, Writing academic English New York: Longman.

Assessment: Essay, A number of essays to be completed, including: a descriptive essay, comparative essay, argumentative essay and a summary, 40%. Presentation, Presentation on a recent news story and include a one page summary, 20%. Test, Listening test of native English speakers, 10%. Essay, Final essay to be completed on an agreed topic, 30%. Minimum effective word limit 5000 words.

ACA5008 Communication for Academic Purposes B

Locations: Footscray Park.

Prerequisites: Entry to this unit of study is normally open to students who fulfil the following criteria: English is not their first language; the major part of their formal schooling has not been conducted in the English language.

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

Credit Points: 12

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

1. Interpret information in English from a variety of forms;
2. Construct appropriate written and oral pieces;
3. Produce different forms of writing: informative, persuasive and argumentative essays; and
4. Debate contemporary issues in Australian society.

Class Contact: Seminar 1.5 hrs Tutorial 1.5 hrs

Required Reading: Oshima, A & Hogue, A 2006, 4th edn, Writing academic English, New York: Longman.

Assessment: Assignment, Interview assignment, involves analysis of recording and in class activity, 20%. Presentation, Two presentations: one oral presentation on topic from analytical essay and one debate presentation from an assigned topic, 20%. Essay, Three essays: one synthesis, one analytical and one of student's choice (subject to approval), 60%. Minimum effective word limit 5000 words.

ACA5016 English as an International Language

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Evaluate the place of English in the international context;
2. Recognise the various forms of local and world Englishes;
3. Analyse and recognise different English text types according to context
4. Assess cross-cultural communication issues; and
5. Describe linguistic features of English.

Class Contact: Seminar 2.5 hrs

Required Reading: ACA5016 Book of Readings

Assessment: Test, Short answer in-class test covering topics from weeks 1-7, 20%. Presentation, Presentation is to be prepared and presented in pairs (or threes). Students display visual material as the focus for a short oral presentation, 20%. Essay, A detailed written essay/research report, 60%.

ACA5018 English in Spoken Interaction

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Demonstrate knowledge of the phonological system in English and apply this knowledge to enhancing the quality of their oral communication;
2. Evaluate verbal and non-verbal features of spoken interaction;
3. Interact in spoken

language in a variety of situations - formal and informal; and 4. Analyse spoken interaction in detail.

Class Contact:Seminar 2.0 hrs

Required Reading:ACA5018 Book of Readings

Assessment:Assignment, Two written transcriptions and an oral delivery of one of them, 30%. Presentation, Two oral presentations, 40%. Report, A conversation analysis of an interaction of the student's choice, 30%. Minimum effective word limit 5000 words.

ACC1047 Culture and Communication

Locations:Footscray Park.

Prerequisites:Nil.

Description:The unit introduces students to a range of approaches to the study and research of different forms of communication and their cultural contexts. The focus is on developing knowledge and understanding of the complex inter-relationships between communication and culture, and the key role communication plays in all aspects of life. Emphasis is placed on practical applications, and on the various factors which affect communication, including global culture and intercultural influences. The unit reflects on the impacts of the digital communication revolution and the ongoing changes to communication interactions in contemporary Australia. Areas to be explored include: the complex inter-connections between culture and communication; types of communication; verbal and non-verbal communication; language and gender; communication and the self; narrative and communication; subconscious dimensions of communication, especially dreams; consumer culture and communication; communicating with music; global culture; the dominance of mobile communication and its impacts

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify and assess key issues in the discipline of communication studies and explain their contemporary relevance; 2. Elaborate the importance and key role of communication in personal, interpersonal, intrapersonal, professional, social and cultural life; 3. Investigate and synthesise some key research areas and issues related to the study of communication; 4. Apply analytical thinking and conceptualisation skills to a range of issues in communication interactions; and 5. Synthesise theoretical and analytical ideas and apply them to 'real life' communication situations.

Class Contact:Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading:A reading list will be provided on VU Collaborate.

Assessment:Assignment, Oral interactive presentation (300 words), 10%. Assignment, Written assignments (1500 words), 50%. Examination, Written examination (1200 words), 40%.

ACC2002 Media, Culture and Society

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit of study explores the institutions, industries and texts that comprise the media, and introduces students to some approaches to their study. The unit focuses on contemporary Australian and international issues, and explores some of the challenges of digital media. Using topical examples, it places emphasis on understanding media's role in society, culture and our life. Topics to be covered include: visual culture; advertising and consumer culture; media ownership and regulation; journalism; celebrity and the public sphere; the nature and impacts of

new economic and industrial relationships in media; media in war and conflict situations; minorities and media; and 'culture jamming'.

Credit Points: 12

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

1. Develop a greater understanding of the complex inter-relationships between media, culture and society, and the key role media plays in a democratic society; 2. Identify and investigate key issues in the discipline of media communication studies and explain their contemporary relevance; 3. Explore the important role of media communication in the socio-cultural and economic spheres, and in professional, personal and social life; and 4. Apply critical thinking and conceptualisation skills to a range of issues related to the study of media communication, especially digital and visual forms of communication.

Class Contact:Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading:To be advised by the unit coordinator.

Assessment:Presentation, Class presentation, 10%. Assignment, Short media exercise (600 words), 20%. Essay, Written essay on aspect of the media (1000 words), 30%. Examination, Final (1400 words), 40%.

ACC2003 Communicating in Organisations

Locations:Footscray Park, St Albans.

Prerequisites:ACC2004 - CULTURE AND COMMUNICATION and/or ACC2002 - MEDIA, CULTURE AND SOCIETY Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:The unit explores a range of topics dealing with the ways communication works in diverse organisational environments and contexts. It places emphasis on the central role of communication, and focuses on the ways workplace settings and organisational structures inter-relate with communication. In this unit students examine communication practices in organisations, and produce a group report applying and analysing organizational communication within designated organizations. Topics to be examined include: fundamentals of organizational communication within a global context; interpersonal and group communication; organisational culture and climate; cross-cultural and gendered communication in workplace settings; team building and networking; the dynamics of leadership; negotiation skills and conflict management; impacts of the digital communication revolution; ethics and social corporate responsibility; workplace issues and challenges; applied communication skills.

Credit Points: 12

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

1. Critique a variety of communication practices and modes of communication in workplaces in Australia; 2. Critically review and articulate the implications of embedded organisational cultures (including those affected by sexism, racism, homophobia, ageism) on working life; 3. Construct a folio of simulated policy documents relevant to designated work settings; and 4. Exhibit ability to apply analytical skills and argumentation to specific case studies.

Class Contact:Lecture 1.0 hr Seminar 1.0 hr

Required Reading:Shockley-Zalabak, PS 2011 Fundamentals of organizational communication: knowledge, sensitivity, skills, values Boston: Pearson/Allyn & Bacon
Assessment:Portfolio, Study folio (1600 words), 60%. Essay, Research essay (1400 words), 40%.

ACC2004 Culture and Communication

Locations:Footscray Park.

Prerequisites:Nil.

Description:The unit introduces students to a range of approaches to the study and research of different forms of communication and their cultural contexts. The focus is on developing knowledge and understanding of the complex inter-relations between communication and culture, and the key role communication plays in all aspects of life. Emphasis is placed on practical applications, and on the various factors which affect communication, including global culture and intercultural influences. The unit reflects on the impacts of the digital communication revolution and the ongoing changes to communication interactions in contemporary Australia. Areas to be explored include: the complex inter-connections between culture and communication; types of communication; verbal and non-verbal communication; language and gender; communication and the self; narrative and communication; subconscious dimensions of communication, especially dreams; consumer culture and communication; communicating with music; global culture; the dominance of mobile communication and its impacts

Credit Points: 12

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

1. Identify and assess key issues in the discipline of communication studies and explain their contemporary relevance;
2. Elaborate the importance and key role of communication in personal, interpersonal, intrapersonal, professional, social and cultural life;
3. Investigate and synthesise some key research areas and issues related to the study of communication;
4. Apply analytical thinking and conceptualisation skills to a range of issues in communication interactions; and
5. Synthesise theoretical and analytical ideas and apply them to 'real life' communication situations.

Class Contact:Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading:A reading list will be provided on VU Collaborate.

Assessment:Assignment, Oral interactive presentation (300 words), 10%. Assignment, Written assignments (1500 words), 50%. Examination, Written examination (1200 words), 40%.

ACC2010 Television Production

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:Television production introduces students to the pre-production, production, and post-production techniques used in single camera and multi-camera television production. While some exercises are individual, students spend most of the unit in production units of six to eight members working on a variety of exercises ranging from short narrative scenes and multi-camera interviews to short multi-camera scenes from soap operas. Students gain experience in using studio cameras, vision-switching, floor-managing, audio production techniques, directing, producing, performance and lighting techniques for television production.

Credit Points: 12

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

1. Critically apply knowledge and skills required for television production and its industrial context;
2. Design and produce a single camera narrative which demonstrates competence in film grammar;
3. Create a simple television script and a comprehensive pre-production plan; and
4. Construct simple television programs using multi-camera television production techniques.

Class Contact:Lecture 1.0 hr Tutorial 1.5 hrs

Required Reading:Mollison, M 2010, 3rd edn, Producing videos: a complete guide, Sydney: Allen and Unwin

Assessment:Exercise, Short narrative single camera with storyboard, 10%. Project, Group multi-camera television interview, 30%. Project, Group multi-camera television drama scenes, 40%. Journal, Chapter critiques, 20%.

ACC2011 Radio Production

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit provides students with the ability to create professional digital radio production projects. The major emphasis is on spoken-word radio programs with a specific focus on interviewing and 'magazine' formats. Production techniques and processes include field interviewing with portable digital recording equipment, studio work, writing for radio, digital editing, sound mixing and voice performance.

Credit Points: 12

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

1. Appraise digital radio as a special kind of medium of communication, particularly for transmitting ideas and opinions;
2. Exhibit skills in pre-production, production and post-production techniques for digital audio;
3. Apply the basic digital recording and editing skills required to produce spoken word radio programs; and
4. Conceptualise the skills required to write and produce programs suitable for digital radio broadcast.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:Ahern, S 2011, 3rd edn, Making radio: a practical guide to working in radio, Sydney, Allen & Unwin & AFTRS

Assessment:Creative Works, Produce a 10 minute interview, 25%. Review, Scripted and produced review of a radio program, 15%. Creative Works, Produce a 10 minute music feature / documentary, 30%. Project, Produce a 30 minute magazine program, 30%.

ACC2012 Media Storytelling

Locations:Footscray Park, St Albans.

Prerequisites:ACC1047 - Culture and Communication ACU1005 - Research and Critical Practice Either / Or

Description:In this unit, students study contemporary media storytelling. The unit focuses on film and television but also explores the contemporary trend that sees stories migrating across diverse media platforms, in both franchised forms, and as produced by audiences. It examines the dominant mode of story-telling in Hollywood cinema and how this mode has developed and adapted in response to technological and industrial change. The differences between story-telling in the cinema and on the television are examined and significant industrial and textual relationships between these increasingly interdependent media forms are discussed. Students gain skills in analysing media forms and an understanding of the development and changes in formal and other textual aspects of popular cultural production.

Credit Points: 12

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

1. Think conceptually, including the ability to problem-solve;
2. Better understand the ways in which TV's style of address and scheduling impact on social concerns and the social patterns of everyday life;
3. Demonstrate understanding of the classic mode of Hollywood narration;
4. Demonstrate an understanding of the ways in which different TV formats and film genres mediate ideas about social and political reality and shape social meanings;
5. Read theoretical studies and apply understandings;
6. Demonstrate skills in writing, including improving written communication; and
7. Conduct research, including locating, managing and using information effectively.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:Media Storytelling Book of Readings

Assessment:Assignment, Analysis of a media narrative, 50%. Assignment, Short answer assignment on media storytelling, 50%. Total effective word limit 3000 words.

ACC2013 New Media

Locations: Footscray Park, St Albans.

Prerequisites: ACC1047 - Culture and Communication ACU1005 - Research and Critical Practice Either/ Or

Description: This unit offers students an introduction to new media, both in i) an historical context of 'new' media from the introduction of the written word through to the printing press, the telegraph, and radio and television; and ii) the contemporary context of the internet and social networks. Emphasis is placed on gaining an understanding of how new media has always helped create the conditions for transformative social, economic and cultural change. This unit aims to equip students with a critical understanding of new media throughout history, and to appreciate and participate in debates on the impact of new media on everyday life. Areas of discussion range across the shift from orality to literacy, the rise of the printed word, the compression of time and space through electronic communication, the shift to broadcasting and mass media, the digital revolution, the internet, and the rise of social networks like Facebook.

Credit Points: 12

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

1. Identify and discuss the social impacts of new media;
2. Describe and evaluate how new media impact our communication experiences and capacities;
3. Explain aspects of the historical development of new media;
4. Assess public debates about the social, political and economic impacts of new media; and
5. Identify influential theories and research traditions related to the study of new media.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: To be advised by the lecturer.

Assessment: Examination, Final exam, 40%. Presentation, Class-based assessment, 30%. Research Paper, Research-based assessment, 30%. Total effective word limit 3000 words.

ACC2014 International Communication Industries

Locations: Footscray Park, St Albans.

Prerequisites: ACC1047 - Culture and Communication ACU1005 - Research and Critical Practice Either/ Or

Description: This unit of study is framed around some of the debates about the process of globalisation. In this context, it examines the status and power of regional and local media industries, the media and international crisis and conflict, and issues of regulation, deregulation and international communications policy formation. Non-mainstream international media industries and alternative public spheres are also considered. Students are encouraged to develop a broad understanding and appreciation of the significance of international communications in shaping dramatic changes in political, social, cultural and economic affairs, to examine how international communications industries, including digital media operate in the production, distribution and consumption of information, and to reflect on the increasingly complex connections between the worlds of international media and everyday life. Contemporary case studies will be used as illustrative examples towards understanding key issues.

Credit Points: 12

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

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

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: To be advised by lecturer.

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

ACC3003 Ethical and Legal Issues in Communication

Locations: Footscray Park.

Prerequisites: ACC2002 - Media, Culture and Society ACC2004 - Culture and Communication Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACC2004 Culture and Communication, ACC2002 Media, Culture and Society, and ACC2003 Communicating in Organisations:

Description: Ethical and Legal Issues in Communication considers a range of ethical, regulatory and legal issues surrounding the 'new media' and 'old media' and telecommunications and the internet; in an age of convergence, globalisation and deregulation. The unit also considers Australian consumer laws, industry and market trends, the role of industry peak bodies and codes of practice, as well as the role of the Commonwealth government and its super-regulator the Australian Communications and Media Authority (ACMA), as well as the role of other key authorities including the Australian Competition and Consumer Commission (ACCC), Australian Securities and Investments Commission (ASIC), and the Telecommunications Industry Ombudsman (TIO). The unit also focuses on laws related to media ownership rules, defamation, reputation management and protection, copyright and other aspects of intellectual property, deceptive conduct and false representation, privacy protection, censorship and whistleblower protection.

Credit Points: 12

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

1. Critically review a range of ethical and legal issues confronting professional communicators;
2. Identify and evaluate the use of different ethical strategies in communication environments;
3. Analyse core legal parameters in a range of communication industries;
4. Articulate key regulatory frameworks governing communication in Australia and internationally; and
5. Exhibit ability to apply analytical skills and argumentation to specific case studies.

Class Contact: Seminar 2.0 hrs

Required Reading: ACC3003 Ethical and Legal Issues in Communication Book of Readings.

Assessment: Literature Review, A short reflection on the required reading/s and class discussion, submitting a folio of the 5 preferred journal entries (1000 words)., 30%. Presentation, A class presentation (using Powerpoint or similar platform) from a set list, including: the challenge of regulating 'new media' and communications., 30%. Essay, Research and produce an essay on an inter-related theme (list of themes will be provided, 2000 words)., 40%.

ACC3004 Social Media

Locations: Footscray Park.

Prerequisites: ABA1002 - Knowledge, Inquiry and Research ACC2004 - Culture and Communication Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACC2004 Culture and Communication, ACC2002 Media, Culture and Society, ACC2003 Communicating in Organisations.

Description: This unit of study examines the rise and some of the multiple impacts of social media on our communication and cultural practices. It focuses on the interaction between distributed global networks, shared content, and participatory culture, which reshape the professional, institutional, economic and socio-cultural spheres. The unit aims to equip students with a critical understanding and knowledge of the issues, structure and political economy of social media. It places emphasis on the importance and functions of networks and the broad impacts of the distributed production and consumption of social media, and their multiple applications.

Credit Points: 12

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

1. Develop a critical understanding of the radical and ongoing changes in contemporary communication environments;
2. Develop knowledge and critical thinking of key issues and debates relating to social media;
3. Develop an understanding of distributive networks, and the centrality and importance of social media in diverse fields;
4. Ability to use and apply relevant concepts in the study of social media, and identify some of their multiple applications and impacts; and
5. Integrate knowledge, where possible, with current and future career directions, and explore opportunities.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: To be advised by the lecturer.

Assessment: Exercise, In-class topic report, 30%. Research Paper, Social media-based assignment, 30%. Essay, Final essay, 40%. Word limit 3000 words.

ACC3006 Media Audiences

Locations: St Abans.

Prerequisites: ABA1002 - Knowledge, Inquiry and Research ACU1002 - Creativity, Communication and the Digital Age Either/ Or

Description: A thorough and systematic understanding of diverse media audiences is essential for effective marketing on a variety of media platforms. The unit examines contemporary media audiences with reference to the audience fragmentation, digital networks and interactivity. The characteristics of cult and fan audiences are considered together with issues of class, gender, ethnicity and nation and modes of media reception. Students formulate research projects on a specific aspect of audience analysis.

Credit Points: 12

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

1. Critically reflect upon audience research theories, methodologies and analysis;
2. Critically review specific media artefact with reference to media marketing strategies for diverse audiences; and
3. Work in a team to design and conduct an audience research project.

Class Contact: Lecture 1.0 hr Workshop 1.0 hr

Required Reading: Required readings are provided to students via VU Collaborate.

Assessment: Presentation, Audience research methods and findings, 20%. Report, Team-based audience analysis, 50%. Essay, Critical essay on a specific media text, 30%. Total effective word limit 3000 words.

ACC3041 Language and Society

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Investigate, evaluate, manage and use a range of information types from a critical perspective;
2. Negotiate with peers on complex topics in informal settings;
3. Synthesise moderately complex material and write in an essay or research project

format at a level approximating employment entry level with guidance; 4. Apply and evaluate strategies relating to issues of social and cultural diversity in tasks and projects, seeking information where necessary.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Unit of Study Book of Readings available at VU bookshop and online.

Assessment: Test, In class test based on Wks 1-6 (500 words), 15%. Test, In class test based on Wks 6-12 (500 words), 15%. Presentation, Discussion of article in class (conducted in group) plus an individual written summary (1000 words equivalent), 30%. Essay, Final research essay (2000 words), 40%.

ACC3052 Communication and Cultural Diversity

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Demonstrate a broad understanding of key concepts in the study of issues related to language, communication and cultural diversity and apply these critically to the situation in Australia and elsewhere;
2. Demonstrate and apply principles underpinning the variation in language development, choice, attitudes and language use associated with ethnicity;
3. Interpret the relationship between language, cultural values and perceptions of group identity;
4. Employ a range of research methods and analytical techniques used in the study of the effects of languages, cultural background and social identity on communication;
5. Utilise research, critical thinking, problem-solving and communication (both oral and written) skills;
6. Engage in both independent and co-operative learning among students.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Students will have access to a range of readings, to be advised by lecturer, on the LMS and in a book of readings.

Assessment: Test, Three in class test on topics covered in weeks 1-4, 5-8 and 9-12 (1200 words total), 30%. Project, Final research project (2,000 words) which reflects communicating with other cultures., 50%. Presentation, Presentation on final project (500 words), 20%.

ACC3056 Advanced Media Production

Locations: St Abans.

Prerequisites: ACC2010 - Television Production ACC2011 - Radio Production or equivalent.

Description: This third year media production unit further develops the skills acquired in the units Television Production and Radio Production. This unit is also available to students studying Multimedia who wish to further their production skills. This unit enhances student skills and understanding of current industrial practice in all aspects of radio and video/film production.

Credit Points: 12

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

1. Apply the necessary skills to plan and construct video films, television and radio programs of broadcast standard;
2. Develop a range of technical skills involved in

television and audio production; 3. Develop appropriate scriptwriting and pre-production skills; 4. Demonstrate understanding of the ethical and the aesthetic dimensions of video and television and/or audio and radio production; and 5. Work in team settings in an industrial context that requires punctuality, co-operation, mutual respect and assessable outcomes.

Class Contact:Seminar 2.0 hrs

Required Reading:Mollison, M 2010, 3rd edn, Producing videos: a complete guide, Sydney: Allen and Unwin Ahern, S 2011, 3rd edn, Making Radio: A practical guide to working in radio, Sydney, Allen & Unwin & AFTRS

Assessment:Report, Project brief that outlines the aims and output of the project, including timelines and resources., 20%. Report, A work in progress report that includes details of activities undertaken., 20%. Project, The completed video, audio or multimedia project produced for the external client., 60%. Total effective word limit 3000 words or equivalent.

ACC3061 World Cinemas

Locations:Footscray Park, St Albans.

Prerequisites:ACC2004 - Culture and Communication ACC2002 - Media, Culture and Society Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACC2004 Culture and Communication, ACC2002 Media, Culture and Society, ACC2003 Communicating in Organisations.

Description:The scale and variety of cinema production across the globe is sometimes disguised by the aggressive and successful exporting and marketing strategies of Hollywood cinema. This unit of study explores some non-Hollywood cinemas from both English speaking and non-English speaking worlds along with the contexts of their production. Students are encouraged to appreciate the aesthetic qualities and traditions of various national film industries, and genres. They explore the relationships between national cinema industries and the transferability and adaptability of cultural forms.

Credit Points: 12

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

1. Critically review a diverse range of films with reference to distinct cultural traditions, modes and genres of world cinemas;
2. Interrogate the diversity of cinema production outside the dominant Hollywood model;
3. Analyse international film genres and styles with use of theoretical texts; and
4. Critically reflect upon relationships between cinema genre, national cinema and national cultures.

Class Contact:Lecture 1.0 hr Seminar 2.0 hrs Tutorial 1.0 hr

Required Reading:Required reading is provided to students via VU Collaborate. Films featured in the unit will be provided on Vimeo.

Assessment:Assignment, Essay on cinema genre, 50%. Presentation, In class presentation, 20%. Essay, Essay based on European, Hollywood and Asian films, 30%. Total equivalent word length - 3000 words.

ACF1003 Life Drawing

Locations:Footscray Nicholson, St Albans.

Prerequisites:Nil.

Description:This unit is an intensive series of traditional studio-based classes in which students develop skills in drawing and painting from the human figure using a range of media. Working from nude-male and nude-female models, students will acquire proficiency in observational visual techniques and languages. Practical studio projects will develop the skills of life drawing including the ability to: accurately depict the normal proportions of the human body, understand the underlying skeletal and muscular structure, and control the placement of the figure in space. Composition,

mark-making, colour, texture, tone and contour will also be explored in the work. Lectures will address related historical, theoretical and philosophical studies and introduce observation as a methodology with broad applications for visual art production and research. Students will complete and archive weekly studio projects and visual exercises to create a comprehensive folio of life drawings for assessment. The final presentation will consist of eight artworks created in class that represent the highest standards achieved by the student.

Credit Points: 12

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

1. Create finished artworks incorporating the human figure, corresponding with accepted standards of traditional life drawing practice using a variety of drawing materials and art production techniques;
2. Interpret and engage creatively with a range of practical studio life drawing projects;
3. Apply the observational methodologies, principles and techniques of traditional life drawing to their individual art-making;
4. Analyse the qualities of works of art produced and articulate this effectively to others; and
5. Practise the principles of sustainable, safe professional studio practice when working with live models for effective collaborative and individual artistic production.

Class Contact:Workshop 3.0 hrs

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

Assessment:Portfolio, Mid-semester Folio - 16 working life drawings, 30%. Creative Works, Final Folio - 8 resolved Life Drawings, 50%. Practicum, Studio Project Participation and Practices, 20%.

ACF2001 Introduction to Digital Art

Locations:Footscray Nicholson.

Prerequisites:Nil.

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

Credit Points: 12

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

1. Integrate the techniques and practices involved in the creation of digital art in the context of contemporary art practice;
2. Conceptualise ideas for original digital artworks in written and visual format;
3. Apply and modify artistic techniques to studio practice via a range of relevant digital software and imaging tools;
4. Design and present a folio of digital art that reflects contemporary art practices; and
5. Critique, assess and defend the qualities of works of art produced verbally and in writing.

Class Contact:Workshop 3.0 hrs

Required Reading:Resources will be provided via VU Collaborate.

Assessment:Creative Works, Final folio presentation (five resolved artworks and

presentation), 40%. Journal, Digital sketchbook, 30%. Presentation, Critique and proposal, 30%. The total combined assessment word equivalence is approximately 4,000 words. .

ACF2002 Aesthetics and Art Criticism

Locations:Footscray Nicholson.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit of study introduces students to the philosophical underpinnings of postmodern discourse as a way to deepen their understanding of contemporary art, aesthetics and art criticism. Students engage with fundamental analytical tools of philosophy and traditional concepts, arguments and theories of and art. The unit aims to equip students with an understanding of the history and structures within art theory and criticism, contextualised with contemporary art practice. Lectures address key topics of contemporary art. In weekly group discussions, students explore pertinent issues and develop critical dialogues. One of the sessions is conducted on site at various galleries.

Credit Points: 12

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

1. Analyse and appraise key theories underpinning contemporary art theory and criticism;
2. Interpret and apply principles of contemporary art theory to current art practice in the form of a written exhibition review and research paper on artists' work;
3. Articulate and defend, in both verbal and written essay form, an individual response to the problems raised by set topics; and
4. Evaluate and synthesise appropriate and meaningful information from a range of art historical and theoretical sources.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Barrett, T 2007, *Why is that art? Aesthetics and criticism of contemporary art* US/Oxford University Press Further reading will be given during lectures and seminars

Assessment:Exercise, A series of group discussions and activities on key contemporary theories, 20%. Review, Art exhibition critique and review, 20%. Research Paper, Masterpiece study and exhibition, 60%. The total combined assessment word equivalence is approximately 3,000 words.

ACF2003 Still Life Projects

Locations:Footscray Nicholson, St Albans.

Prerequisites:Nil.

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

Credit Points: 12

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

1. Analyse and appraise key concepts of the 'still life' in historical and contemporary

- art practice;
2. Adapt to given studio tasks and practical methodologies with a flexible and innovative approach for an original self-initiated creative outcome;
3. Optimise art production techniques appropriate to their unique artistic language and engage creatively with a range of practical studio projects and a self-initiated project;
4. Propose and qualify ideas for the production of a series of original artworks in both written and visual formats;
5. Create a body of sophisticated finished artwork and related writing for public presentation and/or exhibition; and
6. Apply the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

Class Contact:Workshop 3.0 hrs

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

Assessment:Portfolio, Preliminary folio presentation, 20%. Project, Self-initiated project proposal, 30%. Creative Works, Self-initiated project presentation (five works of art and presentation), 50%.

ACF2005 Experimental Art

Locations:Footscray Nicholson, St Albans.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

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

Credit Points: 12

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

1. Challenge and interpret a range of practical studio-based projects;
2. Conceptualise, extend upon and experiment with an appropriate individual artistic language across disciplines and media;
3. Critique, analyse, appraise and assess, verbally and in writing, professional interdisciplinary art practices, and relevant art theoretical and philosophical contexts in relation to their emerging art ideas and practice;
4. Propose creative and written outcomes corresponding with professional standards of contemporary art practice; and
5. Apply the principles of sustainable, safe professional studio practice for collaborative and individual artistic production.

Class Contact:Workshop 3.0 hrs

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

Assessment:Creative Works, Final Folio presentation (five resolved artworks plus presentation), 50%. Review, Mid-Semester Folio Review (eight artworks plus presentation), 25%. Journal, Visual Research Diary, 25%.

ACF2006 Drawing and Painting

Locations:Footscray Nicholson, St Albans.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least

72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

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

Credit Points: 12

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

1. Investigate and interpret a major current exhibition of art;
2. Journal ideas consistently over time in a visual diary;
3. Interpret and engage creatively with practical drawing and painting projects using a range of materials and art production techniques;
4. Create a folio of drawing and painting that uses creative skills to express ideas and perspectives;
5. Analyse the qualities of works of art and articulate this effectively to others verbally and in writing; and
6. Practise the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

Class Contact: Workshop 3.0 hrs

Required Reading: New, J 2005, *Drawing from life: the journal as art*, NY: Princeton Architectural Press. Arnold, D 2004, *Art history : a very short introduction* Oxford, [England] : Oxford University Press Further reading will be provided weekly including visual resources

Assessment: Research Paper, Analysis of three works of art from a major exhibition, 30%. Creative Works, Eight completed artworks, one artwork selected from each weekly studio project, 50%. Journal, Weekly visual diary practical work and visual literacy exercises, 20%. Total effective word limit 3000 words.

ACF3000 Experimental Art

Locations: Footscray Nicholson, St Albans.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Challenge, adapt and interpret and devise a range of practical studio-based projects;
2. Conceptualise, extend upon and experiment with an appropriate

3. Review critically and critically reflect upon, analyse, appraise and assess, verbally and in writing, professional interdisciplinary art practices, and relevant art theoretical and philosophical contexts in relation to their emerging art ideas and practice;
4. Propose and initiate creative and written outcomes corresponding with professional standards of contemporary art practice; and
5. Apply the principles of sustainable, safe professional studio practice for collaborative and individual artistic production.

Class Contact: Workshop 3.0 hrs

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

Assessment: Journal, Visual Research Diary, 25%. Review, Mid-Semester Folio Review (eight artworks plus presentation), 25%. Creative Works, Final Folio presentation (five resolved artworks plus presentation), 50%.

ACF3002 Installation Art

Locations: Footscray Nicholson.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACF1003 Life Drawing, ACF2002 Aesthetics and Art Criticism, ACF2005 Experimental Art, ACF2006 Drawing and Painting.

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

Credit Points: 12

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

1. Articulate an understanding of a range of issues in relation to installation art in historical and contemporary art contexts;
2. Critique theoretical issues in installation art related to their individual and collaborative artistic practice;
3. Demonstrate originality and creativity in concept development;
4. Develop the ability to work both independently and collaboratively to solve problems and develop ideas; and
5. Create a site specific and group installation and related written work for public presentation and/or exhibition.

Class Contact: Workshop 3.0 hrs

Required Reading: Bishop, C 2011, 2nd edn, *Installation Art*, London: Tate Publishing. Schoonmaker, T, Ellegood, A et al, 2009, 1st edn, *Vitamin 3-D: New Perspectives in Sculpture and Installation*, New York: Phaidon Press. Flood, R et al, 2012, 1st edn, *Unmonumental: The Object in the 21st Century*, New York: Phaidon Press.

Assessment: Research Paper, Site Specific Installation Proposal, 20%. Presentation, Group Installation in a Public Space, 40%. Portfolio, Documentation of practical research undertaken and journal, 20%. Practicum, Collaborative Studio Practice, 20%. Total combined assessment word equivalence is approximately 3000 words.

ACF3003 Digital Fine Art Photography

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACF1003 Life Drawing, ACF2002 Aesthetics and Art Criticism, ACF2005 Experimental Art, ACF2006 Drawing and Painting.

Description: This studio-laboratory based unit of study will explore the principles and

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

Credit Points: 12

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

1. Compose and collate a folio of fine art photographic work;
2. Critically review the context of the fine art photograph in contemporary visual culture and relate this to their own photographic practice;
3. Exercise critical thinking and judgment in identifying and solving problems encountered in contemporary lens based fine art practice and research; and
4. Elucidate potential for inter-disciplinary fine art practices exploring a range of material and conceptual approaches to individual and collaborative visual art making.

Class Contact: Workshop 3.0 hrs

Required Reading: Wells, L (ed) 2011, 4th edn, *Photography: a critical introduction*, London/New York: Routledge.

Assessment: Creative Works, Fine Art Photographic Folio, 50%. Creative Works, Technical finish, 10%. Presentation, Research Presentation, 20%. Essay, Exegesis/Critical and Conceptual context for creative work, 20%.

ACF3095 The Professional Artist

Locations: St Abans.

Prerequisites: ACF1003 - Life Drawing/ACF2006 - Drawing and Painting

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

Credit Points: 12

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

1. Develop and sustain a visual art studio practice;
2. Develop a language and means for articulating a visual art studio practice in a creative arts industry context in the form of visual artist's statements and CVs/bios;
3. Identify opportunities available to practising (particularly emerging) artists and the skills necessary to take advantage of those opportunities - ie. to apply for grants and employment opportunities, submit exhibition proposals etc;
4. Establish project proposals such as exhibition proposals and the understanding of how to sustain an artistic/studio practice outside of a university context (including budgets, promotion etc);
5. Compile a resource collection from websites, available publications, galleries and industry organisations that will form a basis for the future; and
6. Contribute to peer critiques.

Class Contact: Workshop 3.0 hrs

Required Reading: National Association for the Visual Arts (Australia), 2010 10th edn, *Money for visual artists*, Sydney: NAVA National Association for the Visual Arts (Australia), 2009 3rd edn, *The code of practice for the professional Australian visual arts, craft and design sector* Sydney: NAVA Further reading will be allocated during the lecture

Assessment: Journal, Journal and/or folder containing CV, relevant grant/funding opportunities, 30%. Portfolio, Documentation of artworks supported by artist's statement and exhibition proposal, 50%. Presentation, Presentation of completed funding application/exhibition proposal, 20%. Total effective word limit 3000 words.

ACF3097 Graduating Exhibition

Locations: St Abans.

Prerequisites: Nil.

Description: This unit of study will require students to work collectively to develop, plan and implement the Graduating Exhibition. Curators from both public and commercial galleries will provide information on the organisational arrangements and other curatorial issues necessary to stage an exhibition. Topics such as selection of work, appropriate gallery space, exhibiting computer-mediated work including websites and works on computer screen will be examined. Selection of exhibition focus, cataloguing of work, publicity, staffing of the exhibition, and guest speakers will also be addressed. Exhibiting the work in non-traditional forums will be discussed. Students will appraise their Graduating Exhibition using a variety of evaluation tools including critical responses from diverse sources.

Credit Points: 24

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

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

Class Contact: Workshop 4.0 hrs

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

Assessment: Other, Successful completion of the exhibition, 75%. Journal, As advised by lecturer, 25%. Total EWL 3000 words.

ACF5031 Women and International Development

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include theories, strategies and discourses on women and feminism in the context of international political, economic and social development. Gender-conscious analysis and critique of development theories, policies, implementation and evaluation will be used. The focus will be on the intersection between gender and feminist analyses and sustainability in the era of

globalisation. Topics include: international trade and the movement of people; racism; conflict and militarisation; environmental crises and critiques of western paradigms. Especially recommended for agency, government and community development practitioners and those seeking careers in this field.

Credit Points: 12

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

1. Decode/debate/interpret/validate the major discourses of international development theory and practice;
2. Generate and defend a 'gender analysis' of these discourses;
3. Apply a high level of independent judgement to constructing a critical case study; and
4. Demonstrate appreciations of the workings of local and global communities and an individuals' responsibilities within these by making an ethical, and gender and culturally appropriate professional contribution in an international development related setting with responsibility and accountability for personal actions.

Class Contact: Seminar 2.0 hrs

Required Reading: Momsen, JH, 2010 2nd ed Gender and Development Routledge. (ebook) Sarkal A, 2006 Gender and Development Delhi: Global Media (ebook) Sivvanthan N (ed), 2011 2nd ed The Women, Gender and Development Reader London: Zed Books

Assessment: Presentation, Seminar paper and presentation based on weekly topic, 40%. Research Paper, Research essay on gender issues in the context of development, 60%. 7000 words equivalent Paper and presentation LO 1, 2,3, 4 GC 1, 2, 3, 4, 5, 6 Research essay LO 1,2, 4 GC 2, 3, 4, 6.

ACG5010 International Communication

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study investigates communication issues arising from and contributing to real world changes that have intensified and deepened financial, demographic and cultural interconnections across the globe. It takes the political economy of international communication as a central area of investigation and debate in the field of communication studies, and traces issues of financial control on the part of large international communication companies, through to political and cultural issues for groups differentially positioned in respect to major centres of world power. Topics covered include: history and development of communication media as international phenomena; propaganda and the case of the Cold War, the flow of media communication products and services between nations and the 'cultural imperialism' debate; transnational patterns of media consumption, national communication and cultural policies; communication policies and development.

Credit Points: 12

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

1. Plan and apply relevant approaches and research to the study of international communication;
2. Apply analytical thinking and conceptualisation skills;
3. Use research skills related to the study of international communication;
4. Present complex ideas and lead productive discussions; and
5. Understand the ways in which international communication shapes the personal and the social.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer.

Assessment: Presentation, stage one presentation of research proposal, 10%. Project, research project, 60%. Report, Political economy of communication, 30%.

ACG5050 Communication Across Cultures

Locations: City Flinders.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Critically apply specialist knowledge of cross-cultural communication practices of different cultures to professional settings;
2. Use conceptual and linguistic tools to research and analyse issues in cross-cultural communication;
3. Ethically assess the impact of different forms of communication on relationships between cultural groups;
4. Evaluate and analyse the main theories and issues in the field; and
5. Assess research skills to explore the impact of cultural diversity on communication processes.

Class Contact: Seminar 2.0 hrs

Required Reading: Jandt, F 2013, 7th edn, An introduction to intercultural communication: identities in a global community, Thousand Oaks: Sage.

Assessment: Presentation, Oral presentation on a journal article, 20%. Presentation, Presentation of final project, 15%. Project, Project that researches cross-cultural issues. This project gathers data from workplaces or simulated environments, 65%. Minimum effective word limit 5000 words.

ACG5097 Professional Public Relations for the 21st Century

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit focuses on the principles and theories in public relations as they are applied in contemporary practice. Students are asked to consider the impact of growth areas (such as reputation management, corporate social responsibility, and online activism) on the theories and professional practices related to the field of public relations. Through analysis of case studies, students will develop an understanding of how social, historical and political contexts and global changes in technology and communication impact on the professional public relations field. Experienced guest speakers will then provide a grounded instruction in ethical and practical considerations for public relations practitioners employed in various sectors in Australia. Students will research and evaluate the effectiveness of campaign strategies and present their findings in class to a professional standard.

Credit Points: 12

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

1. Critically review public relations theory and apply it to contemporary public relations;
2. Appraise and discuss the ethics and effectiveness of contemporary public relations practice, taking into account particular social, political and cultural contexts;
3. Analyse, evaluate and critically assess the strategic impact of campaigns; and
4. Compose and persuasively present complex ideas to a professional standard.

Class Contact: Seminar 2.0 hrs

Required Reading: - Alison Theaker, Ed. 2012, The Public Relations Handbook, 4th ed. Routledge, London (students should purchase this text in the VU bookshop).

Sriramesh, K and Vercic, D (2009) *The global public relations handbook: Theory research and practice*, Routledge (available online at VU).

Holtzhausen, D (ed) (2012) *Public Relations as Activism: Postmodern approaches to theory and practice*, Routledge (available online at VU).

Daymon, C Demetriou, K (2013) *Gender and Public Relations: Critical perspectives on voice, image and identity*, Routledge (available online at VU)

Alison Theaker (2012) *4 The Public Relations Handbook* London Routledge

Sriramesh, K and Vercic, D (2009) *1 The global public relations handbook: Theory research and practice* London Routledge

Holtzhausen, D (ed) (2012) *1 Public Relations as Activism: Postmodern approaches to theory and practice* London Routledge

Daymon, C Demetriou, K (2013) *1 Gender and Public Relations* London Routledge

Assessment: Essay examining relevant theoretical and ethical debates in relation to a key theme in the public relations literature (2000 words) 30% Short class paper reviewing two set reading pieces 10% Campaign Review and evaluation based on one contemporary public relations campaign (social, political or marketing). This is comprised of: (i) Analysis and evaluation of campaign media, stakeholder relations and branding strategy (2000 words plus bibliography) 40% and (ii) Professional level Presentation 20% Essay, examining relevant theoretical and ethical debates in relation to a key theme in the public relations literature, 30%. Presentation, Short class paper reviewing two set reading pieces, 10%. Report, Analysis and evaluation of campaign media, stakeholder relations and branding strategy, 40%. Presentation, Professional level presentation based on report, 20%.

ACG5098 Managing Public Relations Campaigns

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit focuses on theory and management of public relations campaigns in the contemporary global communications environment. Different theories of, and strategies for, public relations campaigns are considered, with a strong focus on social outcomes and ethical practice. Throughout the unit students learn to make high level judgements about key issues and decisions facing public relations campaign managers and practitioners in different sectors and organisational contexts. Students critically analyse the public relations field and the role of a public relations practitioner from a social and ethical perspective. They critically appraise a campaign from a range of practical and theoretical perspectives. They develop skills to develop and manage media, budgets and stakeholder engagement strategies for complex campaigns. Throughout the unit students plan, develop and present a client brief and a major plan for a public relations strategy or campaign.

Credit Points: 12

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

1. Critically assess theoretical and practical issues as they apply to the elements and sequence of campaigns and campaign strategies;
2. Analyse and evaluate issues of ethics and effectiveness in campaign work common to different sectors and settings;
3. Formulate, present and defend a client brief and campaign plan to a professional audience; and
4. Consult and strategise with team members and experts in the development of a detailed professional standard campaign plan.

Class Contact: Seminar 2.0 hrs

Required Reading: Sheehan, M & Xavier, R 2009, *Public relations campaigns*, Melbourne: Oxford

Assessment: Literature Review, Students review the steps and sequences in a topical campaign, in the light of literature on PR theory and practice (2000 words), 20%. Presentation, Student groups respond to a real client need by developing and presenting a professional standard campaign "brief", 25%. Presentation, Professional

presentation of campaign plan by group, 20%. Presentation, Students work in syndicates to develop and produce a coherent campaign plan. Each student independently contributes a section worth 2 500 words, 35%. Minimum effective word limit 5000 words.

ACG5099 Public Relations Writing

Locations: City Flinders.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Deconstruct public relations as a form of writing and communication and discuss the way it is practised by different agents, political organisations, corporate groups and social movements in the public sphere;
2. Troubleshoot and manage public relations problems through written responses;
3. Analyse media relations and the form and design of media writing;
4. Identify the methods of persuasion in public relations and apply a critical sense of how this persuasion works in analysis of public relations messages; and
5. Formulate high level public relations writing for persuading different audiences including the media, publics and organisations.

Class Contact: Seminar 2.0 hrs

Required Reading: Mahoney, J 2008, *Public relations writing in Australia*, Melbourne: Oxford University Press.

Assessment: Assignment, Media release exercise, 10%. Project, Group media kit and work report, 40%. Presentation, Seminar leading exercise, 10%. Portfolio, 4 x detailed portfolio exercises, 40%. Minimum effective word limit 5000 words.

ACG5100 Ethics and Regulations in Communications Practice

Locations: City Flinders.

Prerequisites: Nil.

Description: Ethics and Regulations for Communication Practice (ACG5100) considers a range of ethical, regulatory and legal issues surrounding the 'new media' and 'old media' and telecommunications and the internet; in an age of convergence, globalisation and deregulation. The unit also considers Australian consumer laws, industry and market trends, the role of industry peak bodies and codes of practice, as well as the role of the Commonwealth government and its super-regulator the Australian Communications and Media Authority (ACMA), as well as the role of other key authorities including the Australian Competition and Consumer Commission (ACCC), Australian Securities and Investments Commission (ASIC), and the Telecommunications Industry Ombudsman (TIO). The unit also focuses on laws related to media ownership rules, defamation, reputation management and protection, copyright and other aspects of intellectual property, deceptive conduct and false representation, privacy protection, censorship and whistleblower protection.

Credit Points: 12

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

1. Discuss and articulate the interconnections of ethical, regulatory and legal issues relevant to professional practice in communication industries or other work and

community settings impacted upon by communication practice; 2. Critically apply ethical principles to public relations and communications practice; 3. Evaluate the roles of Codes of Ethics or Codes of Practice as they apply in different industry settings; and 4. Extrapolate the key legal concepts relevant to communications practices to contemporary cases, including media law as it relates to issues of defamation, reputation protection, copyright and intellectual property, negligence and contracts, deceptive conduct and false representation sections of Australian Consumer Law.

Class Contact:Seminar 2.0 hrs

Required Reading:Dwyer, T 2012 1st Legal and Ethical Issues in the Media Palgrave Macmillan

Assessment:Journal, Produce a short reflection on the required reading/s and class discussion, submitting a folio of 5 preferred journal entries., 30%. Presentation, Class presentation from a set list of topics, including: ethical behaviour in organisational settings, codes of ethics and 'ethics literacy'. , 30%. Essay, Research and produce an essay (specific questions provided) on one of the inter-related themes., 40%. Minimum effective word limit 5000 words.

ACG5200 Approaches to Research

Locations:City Flinders.

Prerequisites:Successful completion of two units in this course or by approval of coordinator

Description: In this unit students will familiarise themselves with contemporary research and evaluation practices in the communication and public relations industry, and evaluate their usefulness to problem solving and knowledge creation in different contexts. They will then identify key issues or problems which recur in contemporary industry and professional practice, and conduct a review of the literature around one particular theme. Students will undertake a series of exercises to develop high level skills in problematising and planning a practical research project, gathering quantitative and qualitative data using robust and rigorous techniques and analysing data using theoretically informed approaches. Finally students will apply advanced strategies, tools and knowledge to a collaborative research or evaluation project which addresses a significant issue in communication and public relations practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply advanced knowledge of research and evaluation tools in a collaborative communication or public relations research project; 2. Critically evaluate tools and strategies for professional research and evaluation of particular issues and problems in the communication and public relations industries; 3. Critically appraise and reflect on professional and academic literature around a theme within the field of communication and public relations; 4. Investigate and communicate a key problem or issue which would benefit from research or evaluation in contemporary professional and industry practice; and 5. Design an applied research or evaluation project which utilises web based analytics as well as qualitative approaches as tools to generate high level data.

Class Contact:Seminar 2.0 hrs

Required Reading:Students are directed to current journal articles and texts in the relevant areas.

Assessment:Assignment, Assignment, 30%. Essay, Students will review professional and academic literature regarding one key theme or issue in industry or professional practice, 70%. Minimum effective word limit 5000 words.

ACG5203 Print and Web Journalism

Locations:City Flinders.

Prerequisites:Nil.

Description: In this unit of study students will develop high level skills for researching and writing at a professional standard for Australian, international and online journalistic publications. The unit will combine analysis of mainstream and niche market print and online journalism with practical writing exercises. Students will analyse contemporary ethical, sociopolitical and cultural debates related to the changing practice of journalism in a globalised marketplace. Students will use computer-assisted reporting to evaluate information credibility and write in a range of journalistic styles. They will critically evaluate and edit their own and other students' journalistic writing. The unit will have a particular focus on emergent journalism forms, such as blogs and citizen journalism. Topics will include: understanding audiences, research, interviews, structuring articles, story packages, language and style, editing and revision, titles, illustrations, the writer and the law, marketing and copyright.

Credit Points: 12

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

1. Critically appraise the application of key genres in contemporary journalistic writing; 2. Generate high level written online journalistic material for contemporary audiences; 3. Analyse and discuss compositional and stylistic elements of different forms of journalistic writing; and 4. Critically analyse and communicate the effects of the contemporary sociopolitical, cultural and technological context on the practice of journalism.

Class Contact:Seminar 2.0 hrs

Required Reading:Bainbridge, J, Goc, N & Tynan, L 2008, Media & Journalism, First edn, Oxford University Press, Melbourne. Crawford, K 2011, 'news to me: Twitter and personal networking of news', in G Meikle & G Redden (eds), News Online: Transformations and Continuities, First edn, Palgrave Macmillan, Basingstoke. Lambie, S 2011, News as it Happens: an introduction to journalism, First edn, Oxford University Press, Melbourne. Layton, R 2011, Editing and News design: How to shape the news in print and online journalism, First edn, Palgrave Macmillan, South Yarra, Melbourne. Malcolm, J 1998, The Journalist and the Murderer, second edn, Macmillan London. Rich, C 2010, Writing and Reporting News, Sixth edn, Mass Communication and Journalism, Cengage, Boston. Ricketson, M 2004, Writing Feature Stories, First edn, Allen and Unwin, Melbourne. Tanner, S, Kasinger, M & Richardson, N 2009, Feature Writing, First edn, Oxford University Press, Melbourne. Layton, R 2011, 1 Editing and News design: How to shape the news in print and online journalism Melbourne, Palgrave Macmillan Rich, C 2010, 6 Writing and Reporting News Mass Communication and Journalism, Cengage, Boston Tanner, S, Kasinger, M & Richardson, N 2009 1 Feature Writing, Oxford University Press, Melbourne Lambie, S 2011, 1 News as it Happens: an introduction to journalism Oxford University Press, Melbourne.

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

ACG5204 Video and Documentary

Locations:City Flinders, St Albans.

Prerequisites:Nil.

Description:This unit of study provides students with an understanding of the creative and management processes involved in writing, directing and producing a digital video documentary. Opportunities are available to apply analytical approaches to the documentary genre programmed on national and public television networks.

Students produce a short documentary to the industry standard expected for programming on public television networks by the end of the semester. Topics include: program needs analysis; video directing techniques; digital production techniques; stages of production; composition theory; scripting techniques; narration and dramatisation; off-line and on-line editing; graphics; the sound track mix; interviewing techniques; interpersonal communication techniques; production exercises. The unit also provides students with the opportunity to work on a project that conforms to and mirrors industry practice and standards. A guest lecturer/s also provide students with the ability to network with an industry professional/s.

Credit Points: 12

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

1. Analyse a documentary with respect to scripting, direction and production;
2. List the requirements for a successful 'pitch' document;
3. Identify the pre-production, production and post-production processes;
4. Demonstrate effective budgeting of a documentary;
5. Apply the scripting process for a documentary; and
6. Demonstrate the ability to work as part of a diversely skilled production team.

Class Contact: Seminar 2.0 hrs

Required Reading: ACG5204 Class Reader to be made available at the start of semester. .

Assessment: Presentation, Presentation of a pitch document and first draft script, 40%. Creative Works, Video production and/or documentary script, 60%. Minimum effective word limit 5000 words.

ACG5205 Radio for the Digital Age

Locations: City Flinders, St Albans.

Prerequisites: Nil.

Description: Students are provided with the opportunity to engage with some basic radio production techniques and processes. The major emphasis is on spoken-word radio with a specific focus on interviewing and 'magazine' formats. Production work includes field interviewing with portable digital equipment, studio work, writing for radio, digital sound editing and mixing and voice performance. Production exercises have the opportunity to be broadcast on local community radio stations and/or webstreamed on Radio VU, the University web-based radio station. The implications for radio as a medium of communication are discussed with reference to recent developments in digital and web technologies. The unit provides students with the opportunity to work on a project that conforms to and mirrors industry practice and standards. A guest lecturer also provides students with the ability to network with an industry professional.

Credit Points: 12

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

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

Class Contact: Seminar 2.0 hrs

Required Reading: Ahern, S 2011, 3rd edn, Making radio: a practical guide to working in radio in the digital age, Sydney: Allen & Unwin & AFTRS

Assessment: Exercise, Production work: 10 min interview, 15 min music feature and 30 min magazine program., 80%. Assignment, Written assignment: analysis of radio programs., 20%. Minimum effective word limit 5000 words. .

ACG5206 Creative Writing

Locations: City Flinders.

Prerequisites: Nil.

Description: In this unit, students will refine their skills in writing through ongoing practice and knowledge of the contemporary field. The unit aims to build students' ability to critically evaluate their own and others' creative writing, and provides an understanding of Australian and international markets for creative writing. The unit focuses on creative writing genres related to the self, fiction and creative non-fiction, in both print and digital forms. The unit requires reading and analysis of short and long forms of creative writing, including memoir, autobiography, short story, novel and literary journalism. Workshops focus on the analysis and discussion of reading; on student presentations based on reading and creative writing, and on the practice of different forms of creative writing.

Credit Points: 12

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

1. Critically assess and analyse key genres of creative writing;
2. Critique the compositional and stylistic elements of different forms of creative writing;
3. Apply key theories to refine creative writing practices;
4. Produce creative writing for publication, and apply understandings of markets for creative writing to their own production; and
5. Exhibit specialised and creative writing skills.

Class Contact: Seminar 2.0 hrs

Required Reading: ACG5206 Class Reader to be made available at the start of semester. Casterton, J 2005 3rd edn. Creative writing: a practical guide, Palgrave Macmillan: London Sedaris, D 2001 1st edn. Me talk pretty one day. Back Bay Books: USA Hooper, C 2009 1st edn The tall man Johnathan Cape

Assessment: Report, Report on one creative and one craft or theory reading, 20%. Exercise, Short autobiographical vignette., 40%. Creative Works, Creative non-fiction piece aimed for publication in a newspaper, magazine or journal, 40%. Minimum effective word limit 5000 words.

ACG5208 Crisis and Risk Communication

Locations: City Flinders.

Prerequisites: Nil.

Description: Managing crises and risks is an ongoing challenge to governments, companies and organisations. Whilst legislation provides some impetus for this, local community groups and activist organisations are playing an increasingly active role in organising around and communicating concerns regarding social, environmental and public health risks. Risk management is now a sophisticated part of managerial responsibility ranging from health and safety, financial and legal exposure, to social, environmental and political risk assessment. Issues and crisis management has developed from panic to well conceived disaster plans - whether the disaster is a weather event, accident, disease outbreak, environmental hazard or political scandal. The critical, but often underestimated, component of risk and crisis management is the communication strategy. Throughout this unit, students will develop theoretical knowledge, practical approaches and communication techniques on the communication of crisis and risk, and how to facilitate attitude and behavioural change.

Credit Points: 12

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

1. Appraise the role of the communication expert in contemporary risk and crisis management;
2. Analyse complex contemporary cases in risk and crisis management;
3. Advise on communication strategies in response to a crisis or risk; and
4. Formulate and present a professional communication strategy to implement a risk or crisis management plan.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:George, Amiso M and Pratt, Cornelius B, 2013 1st Case Studies in Crisis Communication: International Perspectives on Hits and Misses Wiley Lundgren, Regina E and McMakin, Andrea H, 2012 5th Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks Routledge UK

Assessment:Essay, Students critically appraise a contemporary issue in risk or crisis communication., 40%. Project, Over four weeks students develop a crisis or risk communication strategy for a government department, corporate or small organisation, 40%. Practicum, Student syndicates discuss and respond to crises or risks in real time as they are presented in class by the lecturer, 20%. Minimum effective word limit 5000 words.

ACG5209 Public Health Communication

Locations:City Flinders.

Prerequisites:Nil.

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

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify major characteristics of effective public health communication; 2. Distinguish between different types of health communication; 3. Describe the particular challenges of communicating health messages across a diversity of targeted groups and communities; 4. Develop an evaluation of a public health communication approach, strategy or campaign; and 5. Apply their learning to constructing a targeted health communication strategy and campaign.

Class Contact:Seminar2.0 hrs

Required Reading:Schiavo, R 2007 1st edn, Health communication: from theory to practice, Hoboken: John Wiley & Sons (e book).

Assessment:Case Study, Evaluative report examining one public health communication strategy or campaign., 30%. Presentation, A 15 minute group presentation outlining key features of a public health communication strategy to a target audience, 20%. Assignment, Group work with a client to develop a public health communication strategy., 50%. Minimum effective word limit 5000 words. .

ACG5210 Communication Project

Locations:City Flinders.

Prerequisites:Completion of at least four units.

Description:This unit of study is designed to enable students who have demonstrated interest and capacity to engage in independent work undertaking a special project, usually with a partner or client. Students will work under the supervision of a

designated academic supervisor, contributing to the planning and production of a negotiated project outcome.

Credit Points: 12

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

1. Produce the negotiated project outcome, which would normally be a tangible product such as project report and presentation, a print or digital publication or program, works for exhibition, or other suitably professional production;
2. Demonstrate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts;
3. Demonstrate ability to apply specific disciplinary knowledge and skills in areas of the negotiated content of the project; and
4. Demonstrate capacity to act in a professional communicator role.

Class Contact:Equivalent to a quarter of a semester's load of full-time study, but with limited class contact in the supervisory meetings.

Required Reading:Dependent on the negotiated program.

Assessment:Project, Negotiated project production, 80%. Journal, Reflective diary, 20%. Total effective word limit 5000 words.

ACG5211 Communicating for the Environment

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit of study provides students with increased capacity to effect environmental sustainability through the application of communication theory and practice. Even while debates continue as to the causes and the magnitude of environmental problems, the pressure increases upon governments, companies, agencies and other organisations to account for their environmental impacts and improve upon their environmental sustainability. Thinking and being 'green' has moved into the mainstream. At a macro and micro level organisations are seeking to communicate environmental messages internally and externally. These range from internal campaigns to educate and effect the behaviour of staff, management and stakeholders; to incorporating a green sensibility into the brand; to lobbying governments and corporations on environmental policies; to supporting third party environmental research and action. However, communication is often limited to information dissemination. This unit is premised on the belief that well considered communication strategies are critical to moving from knowing about the environment, to challenging attitudes and shifting behaviours. Topics covered include communication and environmental rhetoric and discourse, communicating science, social marketing and advocacy campaigns, environmental citizenship and public participation; strategic corporate communication, media and environmental journalism, green marketing and risk communication. Students will have the opportunity to explore the application of communication theory and practice to environmental issues, and will be encouraged to develop an environment communication strategy or campaign for a client organisation.

Credit Points: 12

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

1. Identify characteristics of communication theory and discourse that can be utilised in assessing communication for the environment;
2. Distinguish between communicating for rather than about the environment;
3. Apply these understandings to analyse cases of environmental communication in the public and private sector, in Australia and internationally; and
4. Prepare a detailed environmental communication strategy or campaign for an organisation

Class Contact:Seminar2.0 hrs

Required Reading:Cox, R 2010, 2nd edn, Environmental communication and the public sphere, Thousand Oaks: Sage. UNEP, 2005, Communicating sustainability:

How to produce effective public campaigns, London: UNEP SCP Branch and Futerra Sustainability Communications Ltd,

Assessment:Case Study, Two case study analyses including oral and written reports, 50%. Project, Preparation of an organisational environmental communication strategy, plan, campaign or activity for a client, 50%. Total effective word limit 5000 words.

ACG5212 Organisational Communication

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit of study focusses on prominent theories and concepts of organisational communication as they apply to key issues in the field of contemporary communication and public relations. Students develop the knowledge and skills to interrogate, discuss and interpret communication events and issues in organisational and group settings. Reflecting on relevant contemporary case studies, students apply communication theories and research to understand and discuss practices and processes during organisational and workplace change. Topics include: principles of interpersonal and group communication; the relationship between communication and structure; communicating identity and power; changing communication practices in society and organisations; contemporary issues around communication technology, organisational culture and ethics. The unit provides students with the opportunity to develop a case study based on a recent organisational communication issue, which applies theoretical perspectives, recent research and high level communication analysis.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Contextualise organisational communication practices in relation to interpersonal, structural and technological issues; 2. Discuss and apply significant communication theories and research in relation to common issues arising in contemporary organisational communication; 3. Plan and execute a case study which synthesises a critical understanding of theory and practice in a contemporary organisation; and 4. Present complex material which articulates the application of theory to organisational communication practice.

Class Contact:Seminar 2.0 hrs

Required Reading:Miller, K 2012, 6th edn, Organizational communication approaches and processes, Boston, Wadsworth Cengage Learning

Assessment:Literature Review, Students review at least one theory and 5 academic research articles or chapters which explore one key organisational communication problem, 30%. Presentation, Students present for 20 minutes reflecting on a contemporary communication issue in relation to the weekly readings, 20%. Case Study, Students explore a key theme from the unit in relation to a major contemporary case of organisational communication, 50%. Minimum effective word limit 5000 words.

ACG5213 Media and Audiences

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit explores the media texts constituting popular culture in modern societies. It focuses on the contemporary entertainment produced by media industries, examining texts produced across various media forms and platforms, as well as approaches to the analysis of mediatization and representation. Topics include forms of audience engagement and consumption, genre (e.g. comedy), reality formats and realism, storytelling, trans-media franchises and widespread practices of remaking, re-imagining, and adaptation. Audiences' social and cultural

investments in media texts are explored through examining practices of reviewing, popular and academic approaches to interpreting texts, fans and 'cult' texts, and amateur and professional practices of textual reworking.

Credit Points: 12

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

1. Apply key theoretical paradigms and research in the study of media communication;
2. Analyse media products deploying conceptualisation skills;
3. Research the complex interplay between producers and consumers in contemporary culture;
4. Organise, present and discuss complex ideas to others in written and oral forms; and
5. Theorise the ways in which media communication shapes personal and social life.

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

Required Reading:Jonathan Gray, 2008 Television entertainment New York : Routledge Kraidy, Marwan, 2013. Global Media Studies: An Ethnographic Perspective Hoboken: Taylor and Francis

Assessment:Report, Audience research methodologies, 30%. Research Paper, Analysis of media representation, 50%. Presentation, On weekly readings, 20%. Minimum effective word length 5000 words.

ACG5214 Media 2.0

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit of study provides advanced study of new media that equips students with a critical understanding of the digitally-networked landscape as it applies to professional and everyday life. The unit first traces the transformation in the organisational structure of popular media from broadcasting to the internet. Upon this foundational understanding of the key shift from mass media to distributed networks, emphasis is then placed on gaining an understanding of the social, economic and cultural effects of digital new media. Areas of study address: the rise of user-generated content; peer-to-peer networks; the decentralised production and consumption of popular culture; mobile connectivity; location-based platforms and applications such as geo-social networking; intellectual property law (from DRM to Creative Commons) and informational governance; cloud computing (Web 3.0) and 'participatory media' - new forms of political, cultural and economic collaboration. The critical and theoretical orientation of the unit is grounded in various 'media 2.0' practices with a component of the assessment undertaken in simulated industry environments. Class discussions, student presentations, readings, and case studies will highlight effective strategies and applications of these new media platforms such as social networks, geo-social networks, blogs, wikis, peer-review sites, and micro-blogs.

Credit Points: 12

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

1. Apply and appraise key approaches and debates related to distributed digital media;
2. Evaluate and apply related critical thinking and conceptualisation skills;
3. Use relevant concepts in the study of social media;
4. Develop complex ideas and lead cohesive and well-developed discussions; and
5. Apply effectively expressed understanding using media 2.0 platforms and applications.

Class Contact:Seminar 2.0 hrs

Required Reading:Students will be directed to a unit reader

Assessment:Literature Review, Media 2.0 based literature review, 50%. Presentation, Lead class discussions on unit topics, 20%. ICT (Wiki, Web sites), Weekly reading posts, 30%. Minimum effective word limit 5000 words.

ACG5215 Professional Internship

Locations:City Flinders.

Prerequisites:Need to complete at least four units of the course.

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

Credit Points: 12

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

1. Initiate, plan and implement a project that involves self-management and reflection on process;
2. Adapt and apply the skills and knowledge acquired in their communication studies to a professional setting;
3. Articulate the role and value of communication expertise in an organisational environment; and
4. Critically reflect on communication practices in relation to a particular project.

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

Required Reading:VU postgraduate communication internship handbook

Assessment:Journal, Project research and development journal 2 500 words, 30%. Portfolio, Documentation or artefacts emerging from project activities, 20%. Report, 2,500 word evaluative report, 50%. Minimum effective word limit 5000 words.

ACG5216 Professional Public Speaking

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit develops knowledge, skills, and understanding in three main genres of spoken communication - prepared presentations, interactive committee work and interview work. It is intended to develop a professionally critical awareness of speaking and listening effectively and reflectively. Speaking and listening well are central to professional communication in every field. Employers routinely emphasise these skills as highly as written communication skills when they are looking to recruit professional staff. Learning to handle spoken communication situations in a businesslike manner is undoubtedly a competitive asset when looking to advance your career and leadership at work. Speaking and listening are also central to the quality of community life. Whether it be a family function, like a wedding, or large-scale social decision-making, like the debates in a political election campaign, all communities rely on speaking and listening to carry out their most important business, and look to leaders who can set and maintain community norms for spoken communication. Speaking and listening well means helping our communities to sustain and renew themselves.

Credit Points: 12

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

1. Exhibit advanced techniques of speaking (composition and performance) and listening (reception and critique), particularly through the professional genres of the presentation, the committee meeting and the interview;
2. Appraise and critique the spoken communication work of themselves and their peers;
3. Challenge and cross-examine diverse forms of spoken communication in professional workplaces and contexts; and
4. Compose and debate perspectives on relevant issues that are accurate, to-the-point, ethical and reflective.

Class Contact:Workshop 2.0 hrs

Required Reading:Lucas, S 2011, 11th edn, The art of public speaking, Boston: McGraw Hill

Assessment:Exercise, Short speech exercises in-class (8 x 5%), 40%. Presentation, Scripted speech, 20%. Presentation, Major group presentation (LiWC), 40%.

ACG6015 Minor Thesis (Full-Time)

Locations:City Flinders.

Prerequisites:Twelve coursework units of the graduate program in Communication and Public Relations including the required core units and ACG6021 Research Methodologies.

Description:In this unit, students undertake a substantial piece of independent work on a chosen topic, with the guidance and support of a supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted. Students select and develop a research question in an area of enquiry that is timely and significant. Students design a sustained and ethical research programme to address this question: such questions may concern professional or industrial practice, social, political or cultural communication or public relations issues and/or disciplinary models. Working with supervisory support, students frame their project, collect data and conduct appropriate analysis, and clearly communicate research findings.

Credit Points: 48

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

1. Design and conduct an original programme of research in communication or public relations;
2. Apply appropriate research methodology and methods to the ethical collection and analysis of data;
3. Apply advanced disciplinary knowledge to locate the research project within its field;
4. Apply technical and theoretical skills to design, evaluate, analyse key issues within the fields of communication, media and public relations;
5. Critically reflect on theories and professional practice in media, communications and public relations;
6. Execute an ethical, sustained and significant communication project; and
7. Synthesise complex information in order to clearly communicate research findings to a variety of audiences.

Class Contact:Regular individual contact with supervisor for at least one semester.

Required Reading:Key reading appropriate to topic. To be advised by supervisor. L. Blaxter, C Hughes and M. Tight 4th How to research US: Open University Press

Assessment:Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component, 100%.

ACG6020 Minor Thesis (Part-Time)

Locations:City Flinders.

Prerequisites:Eight coursework units of the graduate program in Communication, Communications (Public Relations) or Multimedia including ACG5200 Approaches to Research.

Description:In this unit, students undertake a substantial piece of independent work on a chosen topic, to be negotiated between student and supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted.

Credit Points: 24

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

1. Identify an academic research question and design a research project to investigate this thesis;
2. Choose a research methodology and methods and use these methods to collect and analyse data;
3. Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion or equivalent

processes, if choosing the creative work option; 4. Develop and consolidate technical and communication skills to design, evaluate, analyse and theorise about developments within the fields of communication, media and public relations; 5. Develop and consolidate capacity to critically reflect on theories and professional practice in media, communications and public relations; 6. Develop and consolidate research skills; and 7. Develop and consolidate capacities in synthesising complex information.

Class Contact:Regular individual contact with supervisor for at least two semesters.

Required Reading:Key reading appropriate to topic. To be advised by supervisor.

Assessment:Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component., 100%.

ACG6021 Research Methodologies

Locations:Online, City Flinders.

Prerequisites:Students must complete eight postgraduate units or equivalent from the Master of Communication or Master of Digital Media before undertaking this unit.

Description:Research is a vital activity for communication professionals and academics. This unit offers students the opportunity to develop a sophisticated approach to fundamental approaches and methods for researching media and communication texts, media production, communication and organisational cultures, media audiences and communication devices. In this unit students will develop an understanding of different purposes and drivers for conducting media and communication research. Students will work towards developing a 'research toolkit' - which includes textual (qualitative and quantitative), visual, critical and ethnographic methods - which will be used to design and propose a research project based on their own interests. In doing so students will develop skills in identifying topics of relevance, formulating research questions, situate their work within established fields and research agendas, critically review literature, assess and select data collection methods, design analytical frameworks to interpret and evaluate their results and communicate research findings in ways that are relevant for research objectives and context.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critically evaluate their own work and the research of others; 2. Appreciate different purposes for research and critically assess the quality, appropriateness and limitations of research material; 3. Be able to compare and contrast different research approaches and be able to decipher between the different concerns, strengths and limitations of various theoretical and methodological approaches; 4. Use empirical data and case-studies to address research questions; 5. Propose and position their work within a broader field of research relative and frame its outcomes relative to academic and/or industry research agendas; and 6. Prepare and present their ideas verbally and in writing at a level that conforms to industry and/or academic conventions.

Class Contact:This unit runs as an intensive burst mode unit over the first 6 weeks of semester one, and is immediately followed by ACG6022 Research Project. The unit consists of 12 hours of online lectures and interactive activities and two x face to face 6 hour tutorials/seminars undertaken over the 6 week period.

Required Reading:The lecturer will specify the texts each year from the below list:Gunter, Barrie. 2000 Media Research Methods London: Sage Publications Bertrand, Ina, and Peter Hughes. 2005 Media Research Methods: Audiences, Institutions, Texts New York: Palgrave Macmillan Berger, Arthur A. 1998 Media Research Techniques. Thousand Oaks: Sage Publications Dijk, Teun A. 1985 Handbook of Discourse Analysis London: Academic Press Daymon and Holloway 2011 Qualitative Research Methods in Public Relations and marketing

Communications London: Routledge The lecturer will specify the texts each year from the below list

Assessment:Literature review 2,500 Essay 1,500 Proposal/Presentation 1,000 Literature Review, Students identify a communication research question and review/critically evaluate relevant research literature, utilising academic journals from the, 30%. Essay, Short Essay Referring to class readings and discussions, essays evaluate the relative strengths and weaknesses of various research methodologies, 20%. Other, Research Proposal and Presentation The proposal outlines the audience and rationale for the research, the question to be addressed and the methodology, 50%.

ACG6022 Research Project

Locations:City Flinders.

Prerequisites:8 postgraduate units or equivalent from the Communication or Digital Media program

Description:This unit follows on directly from ACG6021 and allows students to develop an extended and independent research project, as an individual project or with a research partner. The topic and research questions will be chosen by the student and developed under the mentorship of a research supervisor and peer researchers. The project will be designed and conducted over the duration of a semester and written up in the form of a 4,000 word dissertation or research report (8000-10000 for students working in pairs). In this unit students will use the project to develop and refine advanced skills in research, conceptual and critical thinking, writing and project management. Students are encouraged to use the project not only as a formal requirement but also as an opportunity to build assets that contribute towards their professional portfolios and development. It is expected that students participate in workshop style tutorials that are part of this unit, and work closely with a supervisory panel.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Develop a capacity to implement and report on a research project; 2. Work collaboratively with a research supervisor and participate in discussion and group activities and be sensitive to the participation of others; 3. Manage and conduct a research project through its various stages after design and planning. These include data collection, analysis, drafting and write-up; 4. Conduct independent scholarly and/or industry research which is referenced to a body of literature; 5. Identify topics of relevance and set appropriate research objectives to a sophisticated level; and 6. Analyse and evaluate theory, arguments and understand the various approaches to planning, writing and editing an extended piece of independent research.

Class Contact:Students will access 12 hours of lectures online over a 6 week period in the second half of the semester. Students will attend 12 hours of face to face burst mode tutorials (2x 6 hour tutorials) in the same 6 week period. This unit is offered in an intensive burst mode as it flows directly from the co-required unit ACG6021 which is offered in the first 6 weeks of the semester. The sole assessment is the research project which is conducted and written based on the project design and proposal submitted in ACG6021.

Required Reading:Hunt, Andy. 2005 Your Research Project: How to Manage It. London: Routledge Daymon and Holloway 2nd ed 2011 2 Qualitative Research Methods in Public Relations and Marketing Communications London Routledge
Assessment:word length 4,000 Project, Research Project, 100%.

ACG6023 Communicating Research

Locations:Online, City Flinders.

Prerequisites: Students must complete the equivalent of at least 8 units from the postgraduate program in Communication or Digital Media before undertaking this unit

Description: This unit is offered ideally as a follow up to ACG 6021 Research Methodology and ACG 6022 Research project (run concurrently in Semester 1) or at a minimum as a follow up to ACG 5012 Approaches to Research. It is run across 12 weeks in semester 2 and includes tutorial/seminar attendance, whilst preparing research findings for communication to a variety of audiences (ie an interview with the media, presentation to a client and paper at a student research conference). In this unit students further build on and consolidate research skills developed in ACG 6022 Research project and ACG6021 Research methodologies, and ACG5212 Approaches to Research, focussing on presentational skills in a range of formats for a variety of audiences and stakeholders.

Credit Points: 12

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

1. Propose and position their work within a broader field of research, and frame its outcomes relative to academic and/or industry research agendas;
2. Critically evaluate their own work and the research of others;
3. Understand the research process from proposal to publication and beyond;
4. Confidently and ably communicate their ideas orally and in writing to a variety of audiences
5. Understand the ways by which communications research is produced, and its actual and potential contributions to society;

Class Contact: This unit is offered as a blended learning unit across twelve weeks in semester 2. Each week students will access one hour of interactive activities and lecture materials online to support the development of their research communication portfolio and conference paper. They will come together face to face for 4x4 hour tutorial/seminars throughout the semester, at which they will present papers, provide peer feedback and develop ideas.

Required Reading: Students will read different texts depending on the content of their portfolios. The lecturer will recommend texts relevant to their selections. Belcher, Wendy L. 2009 Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success. Thousand Oaks, Calif: SAGE Publications Students will read different texts depending on the content of their portfolios. The lecturer will recommend texts relevant to their selections.

Assessment: All students undertake assessment task 1. For the second assessment, worth 50%, students produce a portfolio of research communication outputs, such as the following. Selecting from the following formats/delivery vehicles for translational research (or additional ones proposed by students), students complete three minor assessment tasks or one major assessment task, adding to a total wordlength value of 3000 words: Write and deliver a two-minute 'elevator pitch' about their research Develop a media release based on research project (translational research, crowd funding) Publish a short blog of an interview with academic peer/mentor, industry researcher or other, about their research OR Prepare and submit manuscript on research project to postgraduate level journal Presentation, Conference paper presentation (abstract, final paper and presentation itself), 30%. Portfolio, See options above, 50%. Exercise, Students participate in 6 short online activities, 20%. See Above Options.

ACG6100 Minor Thesis (Part-Time) Part One

Locations: City Flinders.

Prerequisites: ACG6021 - Research Methodologies Twelve approved coursework units, including ACG6021 Research Methodologies.

Description: Students select, develop and methodologically frame a research question, in an area of communication or public relations research that is timely and

significant. Students then develop a sustained research programme to address this question. Students may select (depending on skills and background) to respond to the research question in either a creative or traditional approach. Working with individual supervision, students identify, shape, conduct, evaluate and clearly communicate their research.

Credit Points: 24

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

1. Work autonomously over a sustained period of research;
2. Identify an academic research question, and plan and execute a research project;
3. Select and employ appropriate research methods, to collect and analyse data;
4. Synthesise and apply complex concepts and theories in communication studies; and
5. Write in highly accurate language and master technical protocols of academic writing to a high standard.

Class Contact: Regular individual contact with supervisor for at least two semesters.

Required Reading: Key reading appropriate to topic. To be advised by supervisor.

Assessment: Progress towards completion of the minor thesis is graded as satisfactory or unsatisfactory only in minor thesis part one. Satisfactory progress includes: Refinement of the research question; Overview plan of the project, including an outline of the thesis structure; Significant progress in development of a literature review; Significant progress in data collection. This grade will be amended to accord with the final graded project on completion of minor thesis part two. Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component., Pass/Fail.

ACG6200 Minor Thesis (Part-Time) Part Two

Locations: City Flinders.

Prerequisites: ACG6200 - Minor Thesis (Part-Time) Part Two Eight coursework units of the graduate program in Communication, Communications (Public Relations) or Multimedia including ACG5200 Approaches to Research.

Description: Students select, develop and methodologically frame a research question, in an area of communication or public relations research that is timely and significant. Students then develop a sustained research programme to address this question. Students may select (depending on skills and background) to respond to the research question in either a creative or traditional approach. Working with individual supervision, students identify, shape, conduct, evaluate and clearly communicate their research.

Credit Points: 24

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

1. Work autonomously over a sustained period of research;
2. Identify an academic research question, and plan and execute a research project;
3. Select and employ appropriate research methods, to collect and analyse data;
4. Synthesise and apply complex concepts and theories in communication studies; and
5. Write in highly accurate language and master technical protocols of academic writing to a high standard.

Class Contact: Regular individual contact with supervisor for at least two semesters.

Required Reading: Key reading appropriate to topic. To be advised by supervisor.

Assessment: ACG6200 is examined by two independent examiners. Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component., 100%.

ACI1000 The Creative Process

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This is a practice-led creative arts industries studio and creative incubator unit designed to introduce students to creative practice via a series of creative project

briefs delivered by practicing artist academics working in and across the four creative arts disciplines of Visual Art, Music, Digital Media and Creative Writing. This unit of study provides a foundation in creative processes and systems that can be applied to creative thinking and generation of ideas. Students will generate creative artefacts in response to concepts, ideas and themes that support the development of artistic literacy in the contemporary creative arts context. By 'making' and 'doing', students will implement original ideas, build skills and techniques in problem solving appropriate to professional creative practice and learn to adapt theoretical concepts into practice in a collaborative cross-disciplinary environment. Project briefs will also emphasise inter-cultural understandings and the role of ethics and values in the achievement of goals.

Credit Points: 12

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

1. Experiment with different approaches to the creative process;
2. Analyse creative production processes;
3. Brainstorm original and creative ideas; and
4. Initiate and develop creative artefacts or products.

Class Contact: Workshop 3.0 hrs

Required Reading: Readings will be provided to students in studio or creative incubator based practicums and uploaded on VU Collaborate

Assessment: Creative Works, One artefact responding to project brief/s, 20%. Portfolio, Portfolio of supporting creative ideas, 40%. Creative Works, Two artefacts responding to project brief/s, 40%. Total effective word limit 3000 words.

AC11002 Creative Industries

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This practice-led creative arts industries studio and creative incubator unit will be centred around the fundamental concept of artistic agency and intention, giving students the opportunity to further enhance independent and collaborative creative processes through systematic approaches to 'making' and 'doing', exploring the languages, forms, materials, techniques and technologies appropriate to creative practice. Furthermore, students will develop skills in preparing students for critical reflection and evaluation and examine the value of risk-taking and failure as a tool for innovation. Project presentations will enhance oral communication and interpretation skills by presenting ideas, problems and artefacts in modes suited to a range of audiences. Students will also learn to recognise social, cultural and ethical issues as they are manifested in the creative artefact/s produced with an emphasis placed on creative works that demonstrate inter-cultural understandings and the role of ethics and values in the achievement of goals.

Credit Points: 12

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

1. Experiment with different approaches to the creative process;
2. Analyse and substantiate processes of creative making and artistic intention;
3. Explain the role of risk taking and failure in creative production;
4. Initiate, plan and develop creative artefacts or products; and
5. Present original and creative ideas independently and collaboratively.

Class Contact: Workshop 3.0 hrs

Required Reading: Readings will be provided to students in studio or creative incubator based practicums and uploaded on VU Collaborate

Assessment: Presentation, A creative artefact reflective of individual creative research, 30%. Creative Works, Response to three creative briefs incorporating independent artistic intention, 70%. Total effective word limit 3000 words.

AC11007 Creativity and Innovation

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit is designed to inspire students to generate and appreciate innovative and original creative ideas via a thematic survey of key thinking, processes and cultural theories across the creative disciplines both from an historical and contemporary perspective. The analysis and practical application of the history, theory and processes of creativity and innovation, inherent in ideas generation, will provide the foundation for effective professional practice across a broad spectrum of roles in the creative industries. Based on the notion of fearless exploration, students will consider the romantic conception of the artist as genius and outsider and the role of inspiration and chance across broad thematic and theoretical terrains including: food, taste, desire, horror, fame and entertainment. The unit will conclude with an imagining of future possibilities for the creative arts industries.

Credit Points: 12

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

1. Analyse and apply theoretical concepts underpinning creative industries and popular culture;
2. Integrate and manage the processes of creative and innovative ideas development;
3. Brainstorm and devise experimental and developed creative ideas; and
4. Present and articulate an original idea for a creative project.

Class Contact: Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading: Further texts will be available on VU Collaborate on Feigenblatt, Otto F./2013 Popular Culture A Reader Newcastle upon Tyne : Cambridge Scholars Publishing Cieslak, Magdalena/ 2012 Against and Beyond Subversion and Transgression in Mass Media, Popular Culture and Performance Newcastle upon Tyne : Cambridge Scholars Publishing

Assessment: Assignment, Experimental ideas portfolio responding to key themes, 25%. Project, Developed idea for an original creative project, 50%. Portfolio, Support work archived in experimental ideas portfolio, 25%. Total effective word limit 3000 words.

AC11009 Arts Industries: the Inside Story

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an introduction to the arts industries organisational environment including federal and state government bodies, local and community organisations and discipline specific professional associations. One of the key aims of the unit is to provide students with the skills to write proposals for creative arts projects, including grant applications, in the domain of the arts industries. Students are provided with the opportunity to investigate a specific industry examining current work practices and identifying emerging skill requirements for future opportunities and endeavours. This unit aims to: introduce students to the range of industries that incorporate arts professionals and creative practices; examine the rise of the arts industry in the Australian and international environments; examine work practices and roles specific to these industries including the importance of networking; investigate the new technologies supplementing these industries such as the potentials of crowdfunding and social media; and develop skills to explore and identify opportunities for participation in the exciting, dynamic and profitable arts industry.

Credit Points: 12

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

1. Analyse the dynamic roles of creative arts industries professionals and the nature of creative arts industries activities across discipline fields in community, business and government contexts;
2. Examine and catalogue the current organisational

landscape of the creative arts industries nationally and internationally; 3. Investigate and articulate options for future employment of self in the creative arts industries; 4. Propose a creative arts project for funding meeting the guidelines of a specific creative arts organisation; and 5. Determine and exemplify appropriate professional practices, interpersonal skills, technologies and (written and oral) communication required for industry standards and conduct in the creative arts.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:Weekly readings will be uploaded on VU Collaborate. Flew, T 2012, *The creative industries: culture and policy*, California: SAGE Publications.

Assessment:Presentation, Creative Arts Project Funding Proposal Pitch, 10%. Other, Creative Arts Project Funding Proposal, 25%. Assignment, Written reflection on Creative Arts Project Implementation, 25%. Report, A specific aspect of the Creative Art Industries, 40%. The Presentation includes LiWC in a simulated environment.

ACI2101 Creative Arts in Context

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This creative arts unit is a practice-led subject focused on the production, post-production, distribution and the industrial context of music video production. It aims to develop students' understanding of the context of the creative arts by focussing on the music video as a cultural and interdisciplinary artefact with a significant popular reach. Students are introduced to key music video practices and theories, such as the role of art direction, cinematography, fashion, aesthetics and performance, to further their understanding of how different creative disciplines relate to each other and evolve within particular historical, theoretical and philosophical contexts. In addition to being required to engage in critical analysis, students will work in groups to produce music videos of their own, and will utilise production equipment and facilities. Students undertaking this unit will further benefit from working collaboratively within a diversely-skilled team in response to music video project demands. Weekly group discussions will explore critical dialogues focussing on significant practical and theoretical issues and the assessment tasks will develop aural, visual and written analytical skills across a range of appropriate technologies and techniques.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Analyse and differentiate music video practices and relevant historical, theoretical and philosophical contexts; 2. Apply relevant skills and knowledge to produce and realise independent works, artefacts and forms of creative expression in the form of a collaborative music video; 3. Identify and evaluate appropriate and meaningful information from text, web, audio-visual and studio-based resources; and 4. Critique and analyse ideas and concepts presented in lectures, seminars and viewings.

Class Contact:Lecture 1.0 hr Seminar 2.0 hrs

Required Reading:Readings and references relevant to the work being investigated will be posted on VU Collaborate.

Assessment:Review, Critical Review of a Music Video, 20%. Essay, Analytical Research Essay, 40%. Creative Works, Completed Music Video, 40%. Total effective word limit 3000 words.

ACI3102 Critical Theory

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:Critical theory will introduce students to a dynamic range of artists, theorists, thinkers and philosophers providing students with an understanding of how

arts practice produces knowledge and critically relates to the world. Theoretical concepts and key themes (including art and social change) will be explored in relation to art and arts practice and students will respond through both analytical and critical tasks. This unit will encourage students to position art and practice-led inquiry, including their own, within a wider discourse and thus allow them to be able to evaluate and critically reflect on it through a theoretical and philosophical lens. In this capacity this unit allows students to have a deeper understanding of disciplinary knowledge and a more reflective attitude toward the arts industries practiced in Australia and internationally.

Credit Points: 12

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

1. Analyse and critique theoretical and cultural ideas related to interdisciplinary creative art practice; 2. Exemplify critical and theoretical ideas incorporating practice-led inquiry; 3. Evaluate and reflect on a range of creative arts texts, artefacts and performances through a theoretical lens; 4. Appraise and debate the application of a major areas of theory to creative arts practice.

Class Contact:Seminar 3.0 hrs

Required Reading:Further readings for this unit will be posted online in VU Collaborate. Harrison, C and Wood, Paul 2003 *Art in Theory, 1900-2000: an anthology of changing ideas* Malden, MA, Blackwell Publishers Hoffman, M and Murphy (ed) 2005 *Essentials of the Theory of Fiction* Duke University Press, Durham

Assessment:Literature Review, Selecting one relevant area of critical enquiry, 20%. Journal, Reflective journal linking key ideas to creative work, 30%. Essay, Relating critical theory to practice-led inquiry, 50%.

ACI3103 The Global Creative

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit is designed to facilitate engagement with the professional practices and networks of global artists. Guest lectures from leading contemporary artists with student facilitated question and answer sessions will provide a lead-in to peer-run public workshops around relevant global creative themes. Students will recognise and reflect on social cultural and ethical issues, and apply local and international perspectives to practice in the Creative Arts Disciplines. By developing independent programs, specific to each guest artist, the students will interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences. Assessments will facilitate engagement with new professional networks and provide tangible experience and written evidence for future employment opportunities.

Credit Points: 12

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

1. Collaborate with peers on facilitating a public seminar program comprised of a one hour guest lecture, including an adjudicated question and answer session and two hour workshop; 2. Coordinate, compose and negotiate a dynamic public workshop program with leading global creatives from industry and defend the methodologies utilised in the workshop activities created; 3. Interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences; and 4. Review in writing the work of a leading global creative, recognising and critically reflecting on relevant social, cultural and ethical issues and evaluating the ideas, concepts and processes presented.

Class Contact:Seminar 2.0 hrs

Required Reading:Readings supporting and responding to the work of the global creatives and relevant creative global themes will be provided on VU Collaborate.

Assessment: Report, A report on student led workshop including methodologies used, 50%. Review, Written analysis and critical response to global creative, 50%.

ACI3104 The Creative Producer

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit of study equips students with the skills, awareness, understanding and confidence necessary to function as creative producers across complex creative arts industries contexts including roles working as, supporting or coordinating; artists, writers, designers, curators, musicians, and content producers in professional arts organisations or working as a creative in related entrepreneurial, corporate or government fields. Content covers professional industry issues such as generating opportunities for creative endeavours; setting up the creative incubator, studio or technological working space; occupational health and safety issues; navigating legal, copyright and intellectual property compliance as they relate to the creative arts industries; creating and maintaining a curriculum vitae; understanding the vocabulary used in writing public or press release statements for creative projects, individuals and teams; generating grant submissions and compiling budgets; accessing professional information and support from industry bodies; creating employment opportunities; networking; establishing and managing a viable creative arts industries endeavour and sustaining relations with external bodies, audiences and the public sphere.

Credit Points: 12

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

1. Articulate and optimise a language and means for presentation of self as a creative producer in a creative arts industries context in the form of curriculum vitae, biographies, 'brand' development, project proposals and pitches in oral and written forms;
2. Evaluate opportunities available to emerging creative producers in the complex creative industries environment and assess the skills and resources necessary to take advantage of those opportunities - ie. to apply for grants and employment opportunities, submit project proposals;
3. Develop and defend project proposals and investigate how to manage and sustain a creative production practice outside of a university context (including budgets, promotion etc); and
4. Compile a resource collection from websites, available publications, galleries, industry organisations and peak bodies that will form a basis for an emerging professional practice.

Class Contact: Seminar 2.0 hrs

Required Reading: Shipley, Ian 2012 *Making the Most of your Creative Output Making money from your creative talents.* Luton : Andrews UK National Association for the Visual Arts (Australia), 2009 3rd edn, *The code of practice for the professional Australian visual arts, craft and design sector* Sydney: NAVA David Throsby, Anita Zednik 2010 *Artist careers : do you really expect to get paid? : an economic study of professional artists in Australia : what is your other job? : a census analysis of arts employment in Australia.* Surry Hills, N.S.W. : Australia Council for the Arts Further reading will be uploaded on VU Collaborate

Assessment: Journal, Journal and/or folder containing compilation of research of relevant industry/professional operations and opportunities, 30%. Portfolio, Curriculum vitae, Biography, Press Release, Relevant Documentation and/or Branding, Project Proposal Brief and Projected Budget, 50%. Other, Role-play of interview and project proposal pitch for chosen industry context, 20%. Total effective word limit 3000 words.

ACI4001 Practice-Led Research Methodology

Locations: Footscray Park.

Prerequisites: Nil.

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Description: This unit of study introduces students to practice-led research strategies and methodologies in the Creative Arts. Practice-led research situates the creative work itself as a form of research with specific research outcomes, and emphasises the reciprocal relationship between research and creative arts practice. The unit introduces students to a range of practice-led research strategies and methodologies relevant to Honours-level inquiry in Creative Arts, culminating in a creative work and exegesis. Students are required to evaluate and reflect on a range of conceptual, philosophical, material and theoretical frameworks, and to demonstrate an understanding of contemporary critical thinking across the Creative Arts disciplines of creative writing, digital media, music, performance studies and visual art. The unit provides students with the knowledge and skills necessary for Honours-level inquiry in the Creative Arts, and a strong foundation for postgraduate research work in their field.

Credit Points: 24

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

1. Analyse, critique and understand contemporary methodologies that inform research in the Creative Arts
2. Exemplify critical and creative ideas through the preparation of a coherent and well-structured research proposal for their individual creative project and exegesis and present this proposal for a simulated professional context;
3. Evaluate and reflect on the principles of ethical research, and understand ethical debates about practice-led research methods;
4. Extend knowledge and experience of creative, independent research;
5. Appraise and debate conceptual, philosophical, material and theoretical frameworks relevant to Honours level research and practice.

Class Contact: Workshop 2.0 hrs

Required Reading: Sullivan, G 2005, *Art practice as research*, London: Sage. Smith, H and Dean, R (eds) 2009, *Practice-led research/research-led*, Edinburgh: Edinburgh University Press.

Assessment: Exercise, Blog post in response to questions set each week based on readings and in class discussions, 10%. Presentation, Presentation: Research in Context, 25%. Creative Works, Creative work and abstract, 25%. Essay, Essay/exegesis and presentation, 40%. Effective word limit 5000 words
Community/ Industry/Professional practice-oriented individual creative proposals will be presented by students as a Learning in the Workplace and Community activity.

ACI4002 Honours Individual Creative Project A

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study enables students to refine and develop their individual Honours creative project. The content of each student's creative project (including exegesis) is outlined in the research proposal submitted for assessment in ACI4001. In this unit (ACI4002), individual projects are further refined and developed by each student, in consultation with their supervisor throughout the semester. In general, student projects are expected to develop towards a professional standard suitable for public exhibition, performance or publication.

Credit Points: 24

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

1. Refine and develop and produce work towards an original creative practice-based project in their chosen discipline to a level commensurate with professional standards;
2. Respond to a critical dialogue regarding the area of research;
3. Demonstrate evidence of a contribution to original research in the area; and
4. Integrate theory and practice in the chosen area of research.

Required Reading: A series of directed readings will be set by the supervisor depending on the individual project

Assessment: Review, Progress review by supervisor at semester end, Pass/Fail. Project equivalent word limit 5000 words. The student will be producing an original practical outcome in their chosen discipline to a level commensurate with professional standards. The supervisor will review the student's progress at the completion of this first semester unit leading into the major assessment for the final project which will take place in second semester's honours individual creative project B (ACI4003).

ACI4003 Honours Individual Creative Project B

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study builds on work undertaken in ACI4002 Honours Individual Creative Project A. Each student is expected to work towards completion of their individual creative project (including exegesis) in consultation with their supervisor. In general, it is expected that each student will complete a body of creative work of professional standard suitable for public exhibition, performance or publication.

Credit Points: 24

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

1. Complete for public outcome a creative practice-based research project to professional standard;
2. Respond to the critical inquiry of colleagues regarding the area of research;
3. Demonstrate the integration of theory and practice in the chosen area of research; and
4. Show evidence of an original contribution to research in the area.

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

Required Reading: Individual Reading program commenced in ACI4002 continues in this unit.

Assessment: Project, Creative project and exegesis, 100%. The student will submit his/her completed project at the end of semester. The work for examination will include a public outcome, comprised of a performance, exhibition or publication. The creative project (including exegesis) will be examined by at least two academic staff, comprising two academics with expertise in the area of research, excluding the student's supervisor, and including at least one academic from the College of Arts. Each examiner will provide a written report to the student. Effective word limit 15,000 words.

ACI4004 Honours Special Study Research Project

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study aims to integrate theory and practice and to assist the student to locate their individual creative project within the corpus of work in their field. Students will be required to present work in progress, to receive critical feedback on their own work, and to provide critical feedback on the work of their peers. Students will critically examine relevant professional practice in their field, and will develop skills in project management in preparation for the public outcome for their project.

Credit Points: 24

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

1. Understand the particular methodologies that inform their individual creative project and exegesis;
2. Develop a command of the body of theory relevant to their field of Creative Arts practice and research, appropriate for Honours level;
3. Prepare a coherent and well-structured presentation to communicate the key practical

and theoretical challenges and approaches taken in their individual creative project and present this proposal for a simulated professional context;

4. Extend their knowledge and experience of creative, independent research;
5. Evaluate and reflect on the conceptual, philosophical, material and theoretical frameworks relevant to Honours level research and practice in the Creative Arts; and
6. Develop skills, knowledge and strategies for project management relevant to practice-led research in the Creative Arts, appropriate for Honours level.

Class Contact: Seminar 3.0 hrs

Required Reading: Balkema, A and Slager, H 2004, *Artistic research*, Amsterdam: Rodopi. Knowles, G and Cole, A 2008, *Handbook of the arts in qualitative research*, London: Sage.

Assessment: Presentation, Presentation of advanced project proposals to a professional standard (see below), 25%. Journal, Reflective and observational, 25%. Literature Review, Situating individual practice in theoretical context for exegesis, 50%. Prepare a coherent and well-structured presentation to communicate the key practical and theoretical challenges and approaches taken in their individual creative project for a simulated professional context as a learning in the workplace activity Effective word limit 5000 words.

ACL1001 Reading Contemporary Fiction

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Articulate literary arguments in a variety of verbal and textual settings and formats;
2. Apply problem-solving skills to analyse literary texts;
3. Engage with literary strategies used in literary representations of diverse cultures by studying particular literary texts; and
4. Reflect upon and discuss issues raised in recent theoretical debates within literary studies.

Class Contact: One one-hour lecture and one two-hour tutorial per week for 10 weeks.

Required Reading: There is no set textbook for this unit. A reading list will be provided.

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

ACL1002 Studying Poetry and Poetics

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study is an introduction to the reading, analysis and performance of poetry. It aims at both immersion in the creativity and playfulness of poetic language and to teach coherent ways of thinking appreciatively and critically about this. Students will be introduced to basic skills in critical method and to

vocabulary relevant to the study of poetry in its various forms. There will be an emphasis both on the formal elements and the varieties of poetry and the social and cultural contextual influences upon these: theoretical questions arising from this will be considered. There will also be some emphasis on the ways in which a sympathetic understanding of a poem can inform a successful oral presentation of it. Students will be encouraged to consider the complex transactional processes involved in responding to and performing texts and discussing them with others. The poems covered will range from the traditional to the contemporary, with significant reference to the recent resurgence of youth-oriented and 'new wave' poetry writing, reading and performing in Australia: this includes attention to 'spoken word' poetry and the poetry of popular song lyrics.

Credit Points: 12

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

1. Utilise basic skills in critical method and vocabulary relevant to the study of poetry in its various forms; 2. Articulate theoretical questions arising from analysis of the formal elements and varieties of poetry; 3. Recognise and respond to different genres of poetry by performing and discussing them with others; and 4. Negotiate literary representations of diverse cultures by studying particular literary texts.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: There is no set textbook for this unit. A reading list will be provided via VU Collaborate.

Assessment: Exercise, Weekly (x8) contributions to Discussion List. (500 words total across unit), 20%. Exercise, In-class close reading exercise (800 words), 20%. Presentation, Class presentation (500 words), 20%. Essay, Critical essay (1200 words), 40%. Total equivalent word count is 3000 words.

ACL2001 Reading Contemporary Fiction

Locations: Footscray Park, St Albans.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

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

Credit Points: 12

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

1. Articulate literary arguments in a variety of verbal and textual settings and formats; 2. Apply problem-solving skills to analyse literary texts; 3. Analyse literary strategies used in representations of diverse cultures by studying particular literary texts; and 4. Critically reflect upon and discuss issues raised in recent theoretical debates within literary studies.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: There is no set textbook for this unit. A reading list will be provided in VU Collaborate and available at Footscray Park campus bookshop.

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

ACL2002 Studying Poetry and Poetics

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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

Credit Points: 12

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

1. Utilise basic skills in critical method and vocabulary relevant to the study of poetry in its various forms; 2. Articulate theoretical questions arising from analysis of the formal elements and varieties of poetry; 3. Recognise and respond to different genres of poetry by performing and discussing them with others; and 4. Negotiate literary representations of diverse cultures by studying particular literary texts.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: There is no set textbook for this unit. A reading list will be provided via VU Collaborate.

Assessment: Essay, Close reading essay, 30%. Essay, Critical essay, 50%.

Presentation, tutorial presentation and 400 word paper, 20%. Total equivalent word count is 3000 words.

ACL2007 Romance and Realism

Locations: Footscray Park, St Albans.

Prerequisites: ACL2001 - Reading Contemporary Fiction ACL2002 - Studying Poetry and Poetics Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This is a literary studies unit. It introduces two significant and highly debated concepts in western literary tradition through a discussion of some nineteenth-century and early 21st century prose fictions in English. It aims to develop an understanding of how the terms 'romance' and 'realism' have influenced the critical discussion of literary texts. There is also some discussion of the interaction of these terms with modernism and gender theory. When students have completed this unit, they will be able to identify some of the textual characteristics commonly associated with 'romance' and with 'realism'. Students will be able to discuss the usefulness and validity of the terms for defining texts and they will also be able to discuss the development and adaptation of 'realism' and 'romance' narratives, and challenges to them, in a number of fiction and critical texts.

Credit Points: 12

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

1. Engage with the key issues in late modern English Language prose fiction, its history and significant themes; 2. Present literary arguments in a variety of verbal and textual settings and formats; 3. Use discussion and debate to solve complex

problems; and 4. Negotiate literary representations of modernism and gender theory through the study of prose fiction texts.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:Austen, J *Pride and prejudice*, Penguin Bronte, E *Wuthering heights*, Penguin Dickens, C *Hard Times*, Penguin Hardy, T, *Tess of the D'Urbenvilles*, Penguin James, E.L. *Fifty Shades of Grey*, Random House Joyce, J, *Dubliners*, Penguin ACL2007 *Romance and Realism* reader Victoria University (All the above creative texts will be referred to according to the editions for sale in the bookshop).

Assessment:Presentation, Analysis of class readings., 25%. Assignment, Short analysis of two literary characters and their relationship in one of the set novels., 30%. Essay, Critical response to a chosen essay question., 45%. Total effective word limit 3000 words.

ACL2050 Children's Texts

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study introduces some issues concerned with the production, circulation and reading of texts written for children. Through examination and analysis of these texts, we consider some ways in which childhood in Australia is constructed. The intersections of gender, class, race and ethnicity are observed within these texts. Some recent and current debates within the field of 'children's literature' are examined.

Credit Points: 12

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

1. Consolidate and synthesise an awareness of some current issues debated around the idea of 'children's literature' with particular emphasis on the Australian context;
2. Critically read a range of fiction designed for children with particular reference to genre, narrative and ideology;
3. Critically apply relevant literary theory; and
4. Show clear, coherent and independent development of writing and research skills.

Class Contact:Seminar3.0 hrs

Required Reading:ACL2050 Book of Readings available at the Footscray Park bookshop.

Assessment:Review, Critical review of a children's text, 20%. Presentation, In class presentation and written overview, 30%. Essay, Research Essay, 50%. Total effective word limit 4000 words.

ACL3000 Children's Literature

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study introduces some issues concerned with the production, circulation and reading of texts written for children. Through examination and analysis of these texts, we consider some ways in which childhood in Australia is constructed. The intersections of gender, class, race and ethnicity are observed within these texts. Some recent and current debates within the field of 'children's literature' are examined.

Credit Points: 12

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

1. Consolidate and synthesise an awareness of some current issues debated around the idea of 'children's literature' with particular emphasis on the Australian context;
2. Critically read a range of fiction designed for children with particular reference to genre, narrative and ideology;
3. Critically apply relevant literary theory; and
4. Show clear, coherent and independent development of writing and research skills.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:None (necessary readings will be made available through VU

Collaborate and the Library).

Assessment:Review, Critical review of a children's text (800 words), 20%.

Presentation, In class presentation and written overview (1200 words equivalent), 30%. Essay, Research Essay (2000 words), 50%. Total effective word limit 4000 words.

ACL3007 Re-Presenting Empire: Literature and Postcolonialism

Locations:Footscray Park, St Albans.

Prerequisites:ACL1001 - Reading Contemporary FictionACL2001 - Reading Contemporary FictionACL1002 - Studying Poetry and PoeticsACL1001 OR ACL2001

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

Credit Points: 12

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

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

Class Contact:Lecture1.0 hrTutorial1.0 hrPlus one three-hour writing workshop to be scheduled by lecturer during the semester.

Required Reading:Conrad, J 1902 *Heart of darkness*. Achebe, C 1958, *Things fall apart*. Pilkington, D/Nugi Garimara, 1996, *Follow the rabbit-proof fence*, University of Queensland Press.

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

ACL3009 Australian Literature

Locations:Footscray Park.

Prerequisites:ACL2001 - Reading Contemporary FictionACL2002 - Studying Poetry and PoeticsStudents enrolled in course code ABAB or LBLA must have completed two of the following units ACL1002Studying Poetry and Poetics, ACL2001 Reading Contemporary Fiction, ACL2007 Romance and Realism.

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

Credit Points: 12

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

1. Investigate and appraise the key issues in Australian literature, its history and significant themes
2. Present literary arguments in a variety of verbal and textual

settings and formats; 3. Discuss and debate complex problems; and 4. Negotiate literary representations of diverse cultures through the study of literary texts.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Christos Tsiolkas, Allen and Unwin Barracuda Melbourne Kenneth Cook, Text Wake in fright Melbourne Katharine Prichard, Angus and Robertson Coonardoo Melbourne Christopher Lee (ed), UQP Turning the century St Lucia

Assessment:Presentation, Presentation and written report (500 words), 20%. Essay, Essay (1000 words), 30%. Essay, Major Essay (2000 words), 50%.

ACL3014 Writing Selves

Locations:Footscray Park, St Albans.

Prerequisites:Must have passed 2 units in {ACL1001, ACL1002} OR {ACP1053, ACP1054}

Description:In this unit, students explore and analyse a fascinating variety of autobiographical texts. Examples are drawn not only from work traditionally classified as an autobiography and memoir, but also from diaries, letters and journalism. The blurry boundaries surrounding 'fiction' and 'memoir' are explored, as are texts that are labelled 'fictional' autobiography and those labelled 'false' autobiography - when writers publish false accounts of their lives. Issues of privacy, ethics and publication, and the role of editors, are discussed. Gender, race and ethnicity are a continuing focus, used to analyse and critique approaches to writing the self. This critique enables students to write their own autobiographical piece, thereby using the theory to reflect upon and create their own creative work. This unit is cross-listed for both Literary Studies and Professional Writing specialisations and students have the opportunity to produce a critical essay and creative work.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify a variety of writing genres used by authors of autobiographical texts; 2. Analyse the structural and stylistic quality of various examples of autobiographical writing; 3. Consider the various aspects of autobiographical writing through the focus of critical writing; and 4. Write autobiographical texts of a literary standard.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Miller, P, 2007, The memoir book, Sydney: Allen and Unwin. ACL3014 Book of readings, Victoria University.

Assessment:Presentation, Presentation/workshop., 25%. Essay, Analytical essay based on class readings., 30%. Creative Works, Autobiographical creative piece., 45%. Total effective word limit 3000 words.

ACL3016 Working Class Writing

Locations:Footscray Park.

Prerequisites:ACL2001 - Reading Contemporary FictionACL2002 - Studying Poetry and PoeticsStudents enrolled in course code ABAB or LBLA must have completed two of the following units ACL1002 Studying Poetry and Poetics, ACL2001 Reading Contemporary Fiction, ACL2007 Romance and Realism.

Description:Working Class Writing describes a vast body of literary and other writings produced around the world over the last 200 years. It is a diverse body which includes writings across a range of forms and genres, represents differences of race, gender and class, and varies tremendously in terms of political purposes and effects. What these writings have in common, however, is their acceptance and celebration of the working class and class difference as important issues for exploration. Students are introduced to a range of texts which exemplify both the diverse and singular aspects of working class writing. Verse, prose fiction, plays, criticism and journalism from Australia and around the world are studied. Students engage with

two underlying theoretical issues: the definition of the working class and the question of whether working class writing is written by, about or for the working class. The unit also pays attention to questions of critical perspectives and forms of critical responsibility towards working class people, culture and politics.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Analyse and define working class writing; 2. Engage with and critique different genres of working class writing, in both local and global contexts; 3. Interrogate critical perspectives of working class writers and writing about working class issues; and 4. Debate forms of critical responsibility towards working class people, culture and politics.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:There is no set textbook for this unit. A reading list will be provided.

Assessment:Essay, Minor essay (1000 words), 25%. Essay, Critical essay (2500 words), 50%. Examination, In-class exam, 25%.

ACM1006 Digital Sound and Video

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:Media professionals need to be experts in producing digital forms of the 'old' recorded arts such as video, sound and text, as well as experts in putting these old forms together into new digital forms. This unit examines some of the technological developments that make possible contemporary forms of artistic expression and communication. It examines some of the conventions of visual language, techniques for shooting and editing digital video, and the operation of sound with digital video. The unit includes a special focus on sound production and editing. Industry professionals showcase their work and discuss contemporary issues in digital video and sound production.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Develop digital video, audio and text with reference to contemporary principles of media literacy; 2. Analyse, evaluate and develop digital media resources reflective of contemporary media terminology; 3. Critically reflect on the connections between text, sound and digital video; and 4. Create short digital sound and video projects.

Class Contact:Lecture 1.0 hrWorkshop 2.0 hrs

Required Reading:Students will be provided with access to an electronic reading list in class.

Assessment:Review, Article review based on focus topics., 20%. Creative Works, Synopsis, script, storyboard & production documents., 30%. Creative Works, Short film., 50%.

ACM1010 Introduction to Web Technologies

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:Web technologies are responsible for dramatic change in our work and personal lives, in a phenomenon known as digital transformation. Technology is at point where those with some training in digital media are able to co-opt technology for their own purposes. In this unit, we explore current uses of web technology (including social media networks) and the skills required to generate web content in a range of contexts for various audiences.

Credit Points: 12

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

1. Evaluate the use of new technologies for a range of social and business models;
2. Plan and create effective digital media content for a range of audiences;
3. Design and develop a website using a variety of web technologies;
4. Utilise a range of web technologies; and
5. Work effectively in a team to present web technology knowledge

Class Contact:Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading:Required reading is provided to students via VU Collaborate.

Assessment:ICT (Wiki, Web sites), 1. Web technologies research project development - draft submission (equivalent to 700 words), 20%. ICT (Wiki, Web sites), 2. Web technologies research project development - final submission (equivalent to 1225 words), 35%. Presentation, 3. Oral presentation (equivalent to 875 words), 25%. Journal, 4. Journal (700 words), 20%.

ACM2003 Interactive Programming

Locations:Footscray Park, St Albans.

Prerequisites:ACM1010 - Introduction to Web Technologies

Description:This unit focuses on popular web technologies required to successfully design an interactive website. Students learn the fundamental concepts of programming and gain a working knowledge of how to design the structure of a website and control presentation. Throughout the unit students also examine existing websites and how their structure and presentation aid usability for their target audience. The unit develops students understanding of webpage development and navigational design.

Credit Points: 12

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

1. Design effective interactive navigation and design concepts for wide ranging contexts;
2. Apply interactive design theory in the completion of a project;
3. Articulate fundamental concepts of programming; and
4. Devise and trouble shoot website structure and presentation.

Class Contact:Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading:Weekly electronic reading will be available.

Assessment:Creative Works, CSS assignment, 15%. Creative Works, Site planning documentation, 15%. ICT (Wiki, Web sites), Website, 40%. Essay, Design and usability, 30%. Equivalent word count 4000 words.

ACM2005 Special Effects and Motion Graphics

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:The aim of this unit is to equip students with the knowledge and technical skills to plan, design and implement effective special effects and motion graphics for the screen. It examines both the historical significance of effects technology in the moving image and contemporary industry practices and standards. Students use multiple sources such as video, sound, music, still photography, text, digital effects and 2D animation to create compositions for specific clients, audiences and platforms.

Credit Points: 12

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

1. Critique on contemporary approaches to special effect and motion graphic techniques;
2. Locate information and resources in a variety of formats and interpret them in both written and visual mediums;
3. Create and manipulate appropriately formatted media elements for composition;
4. Conceptually map the workflow required to plan, design and create compositions; and
5. Operate appropriate software to create compositions.

Class Contact:PC Lab 2.0 hrs

Required Reading:Required readings will be provided on VU Collaborate.

Assessment:Essay, Reflective essay outlining impact of effects on audiences, 25%. Exercise, In-class technical composition - from brief 1, 30%. Creative Works, Motion graphics composition, 45%.

ACM2008 Dynamic Web Development

Locations:Footscray Park, St Albans.

Prerequisites:ACM2003 - Interactive Programming

Description:This unit focuses on the knowledge and technical skills required to successfully generate effective and efficient dynamic web content. Students learn how to program in an active language that can draw from data sources such as a database. Students also learn best practices and security in order to ensure that their websites are designed in a secure manner. Throughout the unit students examine web technologies to gain an understanding of efficient and effective design for both users and clients. Students are provided with access to an external web server to further their learning.

Credit Points: 12

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

1. Create effective web applications using appropriate programming language;
2. Integrate technology and information to effectively solve problems;
3. Analyse and recommend dynamic programming languages for given situations;
4. Apply design knowledge to create effective web applications; and
5. Produce appropriate documentation for web development.

Class Contact:Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading:Readings will be available online

Assessment:ICT (Wiki, Web sites), Online quiz, 25%. ICT (Wiki, Web sites), Online application, 55%. Research Paper, Differences between dynamic languages, 20%. Total effective word limit 4000 words.

ACM2009 International Design

Locations:Footscray Park, St Albans.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit of study addresses the development of interface design for international audiences. The unit reviews established theories of human/computer interface design. This theoretical understanding enables students to design effective interfaces for specific environments and purposes. The unit examines the challenges of designing for, and communicating with, audiences in a globalised world. Theoretical and case study explorations are used. The unit explores the means to critically understand different audiences and groups, and the techniques to apply these insights. Contemporary industry issues, such as working in cross-cultural virtual teams, are discussed.

Credit Points: 12

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

1. Demonstrate the processes of research and design for diverse audiences through the production of a design portfolio;
2. Adapt and contextualise human computer design principles to individual design practice;
3. Apply and recommend user-testing skills and methodologies;
4. Collaborate with interdisciplinary teams; and
5. Substantiate the theory and practice of design decisions.

Class Contact:Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading:Murray J, 2011, Inventing the medium: principles of interaction design as a cultural practice, Cambridge, Mass, USA: MIT Press.

Assessment: Research Paper, 1. Usability Study, 30%. Presentation, 2. Design Presentation, 30%. Portfolio, 3. Design Portfolio, 40%.

ACM2010 Interaction Studio

Locations: Footscray Park.

Prerequisites: ACM2014 - Visual and Interactive Design for Digital Media

Description: This unit develops student understanding of human-centered design principles and builds on concepts gained in ACM1009 Visual Design for Digital Media and ACM2003 Interactive Programming. The unit places humans as the central focus point of design development and provides a systematic approach for developing effective, useable multimedia products. Students will learn to apply iterative prototyping and evaluation techniques to investigate the effectiveness of design interfaces. The unit will focus on computer interfaces, however, students will study the history of analogue and digital interactive design, to inform their understanding of contemporary interaction design issues.

Credit Points: 12

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

1. Demonstrate principles of good users interaction design in interactive products;
2. Utilise iterative design and evaluation techniques to improve interactive products;
3. Complete usability studies for a variety of products;
4. Apply techniques for the development of accessible and useable products; and
5. Demonstrate an understanding of legal and ethical principles for accessibility design.

Class Contact: Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading: DiSalvo, C 2012, Adversarial design, Cambridge: MIT Press. Harper R, 2010, Texture: human expression in the age of communications overload, Cambridge: MIT Press.

Assessment: Research Paper, Investigation of interactive design history of specified object, 30%. Report, Usability study, 40%. Essay, Contemporary accessibility, 30%. Equivalent to 3000 words.

ACM2011 Computer Supported Learning

Locations: Footscray Park, St Albans.

Prerequisites: ACM1010 - Introduction to Web Technologies ACM2003 - Interactive Programming

Description: Changes in technology have made possible different approaches to training, learning and teaching. Enthusiasm for the new technologies has led to poorly constructed learning and teaching experiences for both students and instructors. Too often learning activities designed for face-to-face and paper-based presentation have been simply transferred to online environments without recognition of the changes to teaching and learning methodologies required by the changed learning environments. This unit will examine the changed nature of teaching methodologies to accommodate technology-driven teaching and learning.

Credit Points: 12

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

1. Describe learner-centered approaches such as collaborative learning, problem-based learning and learning communities;
2. Identify successful teaching and learning methodologies for use in computer-assisted learning environments to assist learner-centered experiences;
3. Apply a systematic approach to the design and development of technology supported learning and training;
4. Understand principles of evaluation of learning acquisition; and
5. Develop an instructional design strategy for given learning objectives.

Class Contact: Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading: Unit Coordinator Computer Supported Learning Reader Victoria University The unit coordinator will prepare a reader with relevant articles for each

semester.

Assessment: Presentation, Identification and analysis of given teaching methodology, 25%. Project, Design and development of online learning module, 50%. Report, Evaluation of learning module, 25%. Total effective word limit 3000 words.

ACM2012 Emerging Technology Design

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: To be successful, emerging technology needs to connect in a relevant way to changing societies. This unit investigates how to develop technology that meets the needs of target audiences. Research methods to enable students to keep abreast of technological changes are explored. Means of understanding audiences for innovative technologies are investigated. Theory is applied to design with the aim of developing concepts for games and other entertainment applications that engage audiences. An important part of developing an idea in industry is suitably protecting and sharing it. In this unit, students learn about intellectual property issues and in particular, how it has impacted the games industry.

Credit Points: 12

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

1. Survey and critically appraise emerging technology trends
2. Map and analyse current debates within digital design;
3. Critically reflect on the development of interactive media concepts; and
4. Collaboratively design an interactive media concept utilising contemporary models of good practice.

Class Contact: PC Lab 2.0 hrs

Required Reading: Bentley F & Barrett E, 2012, Building mobile experiences, Cambridge: MIT Press.

Assessment: Report, Research report (written and oral components), 70%. Project, Design of a concept for a mobile service, 30%.

ACM2014 Visual and Interactive Design for Digital Media

Locations: Footscray Park, St Albans.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

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

Credit Points: 12

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

1. Investigate and evaluate the role of design in a digital media production;
2. Apply creative and technical skills to devise and execute a visual image;
3. Review and analyse the processes required to undertake design research, including the consideration of cultural values; and
4. Analyse needs of audience/client groups in design process.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Pentak, S and Lauer, D 2015 Design Basics Cengage Learning Manzini, E and Coad, R 2015 Design, When Everybody Designs: An Introduction to

Design for Social Innovation MIT Press

Assessment: Creative Works, 1. Four in-class practical works, 30%. Research Paper, 2. Written design journal (1500 words), 40%. Presentation, 3. Project Client design folio, 30%.

ACM3012 Mobile Technology Development

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: 'Mobile Technology Development' focuses on the analysis and development of content for mobile devices. Industry is at a point where technology can be co-opted by a range of professions to create innovative solutions that meet the needs of users 'on the go'. In this unit we explore current industry practice and the means to future-proof knowledge in a rapidly changing context. Students work individually and collaboratively in a group to produce a game that can work across a range of mobile devices. The design possibilities and constraints when working across mobile devices are outlined. Our explorations are grounded in the research area of 'Persuasion Design'.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse contemporary theories relating to mobile phone use; 2. Investigate aspects of mobile phone technology for a variety of contemporary work environments; 3. Assess design and development constraints for mobile platforms and recommend appropriate solutions; and 4. Design and implement an application for a device.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: eds. MacTavish, T and Basapur, S 1 Persuasive technology : 10th International Conference, PERSUASIVE 2015 Chicago/Springer 'Persuasive Technology' is available from the VU Library. Please contact the course coordinator for advice regarding the most appropriate chapters.

Assessment: Presentation, 1. Analysis of an existing product (equivalent 725 words), 25%. Report, 2. Application proposal (725 words), 25%. Creative Works, 3. Practical project for a mobile device (group work) (equivalent 1750 words), 50%.

ACM5000 Web Technologies

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study provides an introduction to the practical and theoretical aspects of website development. Students will learn practical skills in design and web development utilising current industry standard software such as Photoshop and Dreamweaver. Students are asked to consider the different practices of website development and in particular new developments in fields such as blogs, wikis etc. The study of new developments is put in the context of the history and development of internet technologies, and its practical application in a variety of environments. Students are asked to consider the social impact of the internet and will discuss ethical issues in web access usage and commercialisation. Industry speakers will be utilised to provide grounding in working practices within the web development industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate knowledge and understanding of website theory and practice through the production of websites utilising industry standard software; 2. Apply workplace process models to their own practices; and 3. Analyse existing works

and self-reflection to own work through the production of analysis journal.

Class Contact: Seminar 2.0 hrs

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

Assessment: Research Paper, Design documentation (1000 words), 20%. Report, Analysis journal (2500 words), 40%. Project, Website project (equiv. 2000 words), 40%.

ACM5001 Interactive Design for a Global World

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study explores issues in interface design theory. The first part of the unit will review the established understandings of human interface design. This awareness of theory is necessary for individuals to design effective interfaces for specific environments and purposes. The second part of the unit will investigate contemporary debates and strategies in the field. Industry speakers will be utilised to provide context of current workplace practice within the industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate the process of researching and design for niche audiences through the production of a design portfolio; 2. Apply human computer design principles to their individual design practice; 3. Apply user-testing skills and methodologies; and 4. Design culturally competent interfaces.

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

Assessment: Review, Usability study (1000 words), 20%. Report, Interface analysis (1500 words), 25%. Portfolio, Design folio (2500 words), 55%.

ACM5002 Digital Audio and Video Production

Locations: City Flinders.

Prerequisites: Nil.

Description: In this unit, students examine some of the technological developments that have made possible computer mediated forms of artistic expression and communication. Students explore some of the conventions of visual and aural language, techniques for shooting and editing digital video and the operation of sound with digital video. They undertake production and post-production of digital audio and video. Students also storyboard, shoot, digitise and edit video clips and create digital sound effects and sound tracks. Readings cover the history of video and sound technologies, technical theory and technique. The aesthetics of combining audio and video are considered through introductory discussion of film theory. Guest lecturers from the multimedia industry showcase their own work and discuss contemporary issues in digital video and sound production.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply theory and principles of video and sound design theory; 2. Capture, digitise and edit digital sound components; 3. Shoot, transfer and edit digital video; and 4. Utilise the terminology of digital sound and video production.

Class Contact: Workshop 2.0 hrs

Required Reading: There is no set text for this unit. Readings are available online.

Assessment: Essay, Research contemporary digital communication issue., 25%. Creative Works, Synopsis, monologue script ad storyboard., 25%. Creative Works, Short autobiographical film for online delivery., 50%. Minimum effective word limit 5000 words.

ACM5010 Design Management

Locations:City Flinders.

Prerequisites:Nil.

Description:The aim of this unit is to expose students to a range of management issues in the area of new technology design. The unit opens with coverage of project management principles relevant to new technology development. Established and new theories (for instance, 'incomplete' design) are critically appraised. The subject then moves to consider the issue of branding and design. Issues of intellectual property management are then reviewed. The unit closes with an investigation of employee management in the context of design. In the area of design, often work is completed through teamwork. We discuss the complexities, advantages and disadvantages to this mode.

Credit Points: 12

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

1. Research and critique theory exploring management of new media design projects;
2. Develop knowledge about branding and design from an industry perspective;
3. Negotiate common workplace scenarios involved in leading design teams; and
4. Identify critical intellectual property issues that impact on design development.

Class Contact:Seminar2.0 hrs

Required Reading:Best, K 2006, Design management: managing design strategy, process and implementation, AVA Publishing. Lockwood, T 2009, Design thinking: integrating innovation, customer experience, and brand value, New York/Allworth Press.

Assessment:Report, Team report, 20%. Case Study, User study, 40%. Presentation, Design Pitch, 40%. Minimum effective word limit 5000 words.

ACO1008 Music Techniques 1

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit of study introduces students to the practice and applied theory of music. Students develop an understanding of music theory, complementary aural skills and a context for how music develops in basic styles and genres. Students explore popular and contemporary music in relation to stylistic, harmonic and rhythmic aspects. Students apply theoretical knowledge in instrumental workshops where they develop skills in choosing, negotiating and preparing repertoire. Workshop facilitators assist students to develop technical fluency, interpretation and musical expression on their instrument(s) within a practical performance context.

Credit Points: 12

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

1. Interpret and articulate the use of major and minor chords, scales and intervals;
2. Apply basic music notation;
3. Interpret, apply and practice the correct use of basic rhythmic phrasing, tempo and time signatures;
4. Devise, develop and perform repertoire for a recital program;
5. Collaborate effectively as part of a group, with responsibility for their own output as well as that of a group; and
6. Apply interpretative skills and overall musicianship to new learnings.

Class Contact:Lecture1.0 hrTutorial1.0 hrWorkshop2.0 hrsLecture and tutorial - Mac Lab with music software and piano keyboards. Workshop - music rehearsal rooms, music performance rooms.

Required Reading:Tagliarino, B 2006, Music theory: a practical guide for all musicians, Milwaukee: Hal Leonard. Pilhofer, M & Day, H 2015, Music theory for dummies, New Jersey: John Wiley & Sons Inc. Additional reading materials will be provided by the lecturer.

Assessment:Exercise, Applied theory and aural exercises (equivalent to 1000

words), 30%. Examination, Applied theory Examination (60 minutes, equivalent to 1000 words), 30%. Performance, Instrumental performance (20 minutes, equivalent to 1000 words), 40%. Assessment 3 incorporates Work Integrated Learning (WIL) Total word limit is equivalent to 3000 words.

ACO1011 Practical Music 1A

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Students must be enrolled in ABMC or ABMU Bachelor of Music.

Description:This unit introduces technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Develop and produce musical works;
2. Collaborate effectively within group contexts;
3. Develop and maintain a written practice journal;
4. Exhibit foundation interpretative skills and overall musicianship; and
5. Articulate appropriate musical nomenclature in relation to music production activities.

Class Contact:Tutorial1.5 hrsWorkshop1.5 hrsTutorial- music performance space. Workshop - music rehearsal room.

Required Reading:There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment:Creative Works, Musical works - collaborative (equivalent to 30 minutes), 30%. Creative Works, Musical works - independent (equivalent to 30 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

ACO1012 Practical Music 1B

Locations:Footscray Park.

Prerequisites:ACO1011 - Practical Music 1AStudents must be enrolled in ABMC or ABMU Bachelor of Music.

Description:This unit introduces further technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Develop and produce musical works;
2. Collaborate effectively within group contexts;
3. Develop and maintain a written practice journal;
4. Exhibit foundation interpretative skills and overall musicianship; and
5. Articulate appropriate musical nomenclature in relation to music production activities.

Class Contact:Tutorial1.5 hrsWorkshop1.5 hrsTutorial- music performance space. Workshop - music rehearsal room.

Required Reading:There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment:Creative Works, Musical works - collaborative (equivalent to 30 minutes), 30%. Creative Works, Musical works - independent (equivalent to 30 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other,

Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

ACO1014 Music Theory 1

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Students must be enrolled in ABMC or ABMU Bachelor of Music.

Description: This unit introduces students to key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. This unit focuses on recognition and construction of melody, harmony and rhythm. Students learn chord nomenclature, chord construction, and how chords are derived from scale systems. Students learn to recognise interval usage in melody, chord voicings, key signatures, note values and time signatures. They also learn to understand melodic and motivic development.

Credit Points: 12

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

1. Analyse and interpret major, melodic minor and harmonic minor scales;
2. Analyse and interpret major and minor triads, extended, augmented and diminished chords;
3. Build major and minor triads, extended, augmented and diminished chords
4. Analyse and interpret note values and time signatures; and
5. Explain how melody, harmony and rhythm function within notated music.

Class Contact: Tutorial 3.0 hrs

Required Reading: Tagliarino, B. 2006, *Music theory: a practical guide for all musicians*, Milwaukee, WI: Hal Leonard.

Assessment: Test, 5 x 5% progressive in-class tests - week 2 to 6 (equivalent to 750 words), 25%. Test, 5 x 5% progressive in-class tests - week 7 to 11 (equivalent to 750 words), 25%. Examination, Written and aural examination (90 minutes, equivalent to 1500 words), 50%. Total word limit is equivalent to 3000 words.

ACO2005 Music Techniques 2

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACO1008 - Music Techniques 1

Description: This unit of study consolidates student skills and knowledge in relation to the practice and applied theory of music. Students further develop an understanding of music theory, complementary aural skills and a context for how music develops in basic styles and genres. Students continue to explore popular and contemporary music in relation to stylistic, harmonic and rhythmic aspects. Students continue to apply theoretical knowledge in instrumental workshops where they develop skills in choosing, negotiating and preparing (inclusive of arranging/transposing) repertoire. Workshop facilitators assist students to consolidate technical fluency, interpretation and musical expression on their instrument(s) within a practical performance context.

Credit Points: 12

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

1. Interpret and apply complex and extended chords and the chord/scale relationship;
2. Assess and evaluate the functionality of harmony and chord progression;
3. Apply ascending and descending intervals up to the octave;
4. Employ and apply music notation;
5. Interpret, apply and practice rhythmic phrasing, tempo and time signatures;
6. Devise, develop and perform repertoire for a recital program;
7. Collaborate effectively as part of a group, with responsibility for their own output and that of the group; and
8. Contextualise and apply interpretative skills and overall musicianship.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr Workshop 2.0 hrs Lecture and tutorial - Mac lab with music software and piano keyboards. Workshop - music rehearsal rooms, music performance space.

Required Reading: Reading materials will be provided by the lecturer

Assessment: Exercise, Applied theory and aural exercises (equivalent to 1000 words), 30%. Examination, Applied theory exam (90 minutes, equivalent to 1000 words), 30%. Performance, Recital (30 minutes, equivalent to 1000 words), 40%. Total equivalence word count of 3000 words. Assessment 3 incorporates Work Integrated Learning (WIL).

ACO2007 Songwriting

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit of study introduces students to the techniques and aesthetics of writing popular vocal songs in a variety of genres. An aesthetic exploration of European folk and American blues structures form the background for studies in modern styles such as rock and pop. The unit also explores sampling, turntablism and beat poetry in reference to styles such as hip hop and rap. Conceptual issues of theme, style and emotional intent are linked to various compositional techniques regarding melody, harmony, rhythm and form. Students explore the meanings behind lyrics and their relationship to rhythm and melody. A selection of well-known songs are analysed for style, compositional structure, lyrical meaning and emotional intent. Students undertake a major project in this unit, with the ability to choose either music analysis or music composition.

Credit Points: 12

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

1. Review and critique historical perspectives of songwriting in Western music;
2. Interpret and analyse the nuances of genre in popular Western music;
3. Analyse and apply the elements of rhythm, melody, harmony and form in relation to the composition of a song; and
4. Analyse and apply lyrics to a melody or spoken-word piece as is stylistically appropriate, in relation to the composition of a song.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs Tutorial - mac lab with music software and piano keyboards.

Required Reading: Citron, S 2008, 2nd edn, *Songwriting: a complete guide to the craft*, New York: Limelight Editions.

Assessment: Exercise, Analysis of selected songs (equivalent to 500 words), 20%. Exercise, Analysis of works of selected songwriter (equivalent to 500 words), 20%. Project, Original music (5-10 minutes) or music critique (equivalent to 1500 words), 40%. Portfolio, Supporting project materials (equivalent to 500 words), 20%.

ACO2009 Music Theory 2

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACO1014 - Music Theory 1

Description: This unit of study develops key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. This unit focuses on analysis and construction of melody, harmony and rhythm. Students learn advanced chord nomenclature, inversions, transposition techniques, analysing chords and their relationship to scale systems, and voice-leading. Students learn to recognise syncopation, accent and feel and to construct modes and analyse modal harmony. Students also learn to understand advanced melodic and motivic development, including jazz and blues stylistic characteristics.

Credit Points: 12

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

1. Analyse and interpret modal scales and melodic voice-leading;
2. Analyse and

interpret major and minor triads, extended, augmented and diminished chords; 3. Create extended and inverted chords; 4. Conceptualise and contextualise various transposition techniques 5. Analyse and interpret syncopation, accent and feel within the context of a notated score; and 6. Explain how melodic development and stylistic characteristics function within the context of a notated score.

Class Contact:Tutorial2.0 hrs

Required Reading:Tagliarino, B. 2006 *Music theory: a practical guide for all musicians*, Milwaukee, WI: Hal Leonard.

Assessment:Test, 5 x 5% progressive in-class tests week 2-6 (equivalent to 750 words), 25%. Test, 5 x 5% progressive in-class tests week 7-11 (equivalent to 750 words), 25%. Examination, Written and aural examination (90 minutes, equivalent to 1500 words), 50%.

ACO2010 Music Theory 3

Locations:Footscray Park.

Prerequisites:ACO2009 - Music Theory 2

Description:This unit further develops key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. It focuses on further analysis and construction of melody, harmony and rhythm. Students learn advanced transposition techniques, further analysing chords and their relationship to scale systems and cadences. Students learn to recognise and construct polyrhythms and polymeter and to understand and construct counterpoint and polyphony. Students also learn how to transcribe basic melody and rhythm.

Credit Points: 12

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

1. Analyse and interpret major and minor triads, extended, augmented and diminished chords, and cadences;
2. Analyse and interpret polyrhythms and polymeter;
3. Apply advanced transposition techniques;
4. Analyse and interpret syncopation, accent and feel within the context of a notated score;
5. Contextualise melodic development and stylistic characteristics within a notated score; and
6. Transcribe melodies and rhythms.

Class Contact:Tutorial2.0 hrs

Required Reading:Tagliarino, B. 2006, *Music theory: a practical guide for all musicians*, Milwaukee, WI: Hal Leonard. Tymoczko, D. 2011, *A geometry of music: harmony and counterpoint in the extended common practice*, Oxford: Oxford University Press.

Assessment:Test, 5 x 5% progressive in-class tests week 2 to 6 (equivalent to 750 words), 25%. Test, 5 x 5% progressive in-class tests week 7 to 11 (equivalent to 750 words), 25%. Examination, Written and aural examination (120 minutes, equivalent to 1500 words), 50%.

ACO2011 Practical Music 2A

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ACO1012 - Practical Music 1BStudents must be enrolled in ABMC or ABMU Bachelor of Music.

Description:This unit develops technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present intermediate technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Develop and produce musical works;
2. Collaborate effectively within group contexts;
3. Develop and maintain a written practice journal;
4. Exhibit intermediate interpretative skills and overall musicianship; and
5. Articulate appropriate musical nomenclature in relation to music production activities.

Class Contact:Tutorial1.0 hrWorkshop1.0 hrTutorial - music performance space. Workshop - music rehearsal room.

Required Reading:There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment:Creative Works, Musical works - collaborative (equivalent to 45 minutes), 30%. Creative Works, Musical works - independent (equivalent to 45 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

ACO2012 Practical Music 2B

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ACO2011 - Practical Music 2AStudents must be enrolled in ABMC or ABMU Bachelor of Music.

Description:This unit further develops technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present intermediate technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Develop and produce musical works;
2. Collaborate effectively within group contexts;
3. Develop and maintain a written practice journal;
4. Exhibit intermediate interpretative skills and overall musicianship; and
5. Articulate appropriate musical nomenclature in relation to music production activities.

Class Contact:Tutorial1.0 hrWorkshop1.0 hrTutorial - music performance space. Workshop - music rehearsal room.

Required Reading:There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment:Creative Works, Musical works - collaborative (equivalent to 45 minutes), 30%. Creative Works, Musical works - independent (equivalent to 45 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

ACO2014 Popular Music History

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit introduces students to the history and development of western popular music styles from the late 19th century to the early 21st century. The unit covers seminal popular music styles from blues and jazz through to rock and commercial pop, including relevant sub genres and styles. Popular music styles are examined from aesthetic, historical, local and international perspectives and are illustrated in particular through critical listening of musical works. There is an emphasis on the different and complex ways in which music develops stylistically to inform, and form, new musical genres. Students will also have the opportunity to develop a more in-depth understanding of a chosen style of popular music through a

research project.

Credit Points: 12

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

1. Identify the major popular western musical styles of the late 19th century and the 20th and 21st centuries;
2. Critique musical works and their musical elements from a stylistic perspective;
3. Explain how music develops to create new musical styles; and
4. Establish an understanding of the history and development of the major popular western musical styles of the late 19th, 20th and 21st centuries.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: A collection of class readings will be distributed by the lecturer

Assessment: Exercise, 6 x 5% in class exercises (equivalent to 500 words), 30%. Presentation, Class presentation (equivalent to 500 words), 30%. Essay, Research essay (2000 words), 40%.

ACO2015 Technology of Music and Audio

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an introduction to the essential roles digital technologies perform in modern music composition, production and performance. A brief historical and cultural overview of music technology provides a context for appreciating the techniques commonly used today and in the future. Students learn basic theoretical principles of digital audio and MIDI, with an emphasis on musical applications. Various computer-based techniques are introduced, including: MIDI sequencing and control; digital audio editing, mixing and processing; plug-ins and 'virtual instruments'; and music notation. Students are asked to consider and discuss the influences of software-based tools, digital media and the Internet on modern music composition, production and distribution, and how these tools influence the practices of professional musicians today.

Credit Points: 12

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

1. Articulate and critique key theoretical concepts related to music technology;
2. Operate a range of industry-standard music software including MIDI sequencers, digital audio workstations and music notation software;
3. Apply skills and knowledge of technology to compositional and performance contexts;
4. Appraise the history and culture of technology in music and explain how it relates to the modern professional musician.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs Tutorial - Mac lab with music software and piano keyboards.

Required Reading: Class materials will be provided online via VU Collaborate.

Assessment: Creative Works, MIDI sequencing project (equiv. 500 words), 30%. Creative Works, Score notation exercise (equiv. 500 words), 20%. Creative Works, Digital audio editing and mixing project (equiv. 1000 words), 30%. ICT (Wiki, Web sites), Discussion forum (1000 words), 20%.

ACO3001 Cultural Perspectives On Music

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: This unit of study develops an understanding and exploration of music with reference to cultural, aesthetic, political and social dimensions. Students develop an appreciation of the cultural place and role of music through lectures, listening exercises and discussion forums.

Credit Points: 12

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

1. Appraise, interpret and summarise the scope of human musical activity in Australia and throughout the world;
2. Develop a vocabulary and critical listening skills that will enable them to discuss music from an informed critical framework;
3. Articulate the ways in which music and identity are linked within social and cultural formations;
4. Analyse ways in which popular music has been connected historically to individual places, looking in particular at how this connection has been tied to issues of identity, and how that connection has been expressed in musical terms; and
5. Evaluate a range of musicological research methods employed and the ways that this research can be documented.

Class Contact: Seminar 2.0 hrs

Required Reading: Bennet, A, Shank, B, Toynbee, J 2008, The popular music studies reader, New York: Routledge. Additional readings will be provided by the lecturer

Assessment: ICT (Wiki, Web sites), Discussion forum (4 posts, total 500 words), 20%. Review, Literature reviews (5 x 200 words each, total 1000 words), 30%. Essay, Essay (1500 words), 50%.

ACO3003 Music and the Mind

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: This unit of study explores how musical sound is identified and processed by the human ear and brain and the subsequent effects and interrelationships music has with our memory, emotions, and physical wellbeing. Students begin with a review of hearing and brain anatomy and function, with a focus on the neural processes that transfer sound from the ear to the brain and the parts of the brain responsible for processing auditory information. This leads to an exploration of how people identify and recognise sounds, undergoing the process from sensation to cognition. The unit then continues with studies of the relationship between music and memory, and between music and emotion. The effects of music on childhood development and learning are then explored, as well as an introduction to the principles of music therapy and the potential effects music can have on treating people with illnesses and disabilities. The unit concludes with an exploration of theories of musical talent, and the essential cognitive traits of a professional or expert musician.

Credit Points: 12

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

1. Articulate key theoretical concepts and terminology related to psychoacoustics, music perception and cognition;
2. Analyse and evaluate how sound and music affect intellectual, emotional and physical states in both everyday and therapeutic contexts;
3. Discriminate between objective physical sensations and responses, and subjective emotional/intellectual sensations and responses to sound and music;
4. Reflect on the effects music has on life experience, memory and cultural identity; and
5. Investigate the effects of musical exposure and tuition on childhood development.

Class Contact: Workshop 2.0 hrs

Required Reading: Levitin, D 2008, This Is Your Brain On Music London: Atlantic Books Additional materials will be provided by the lecturer

Assessment: Essay, Detailed exploration of one area of interest (equiv. 2000 words), 25%. Examination, Lecture topics and key terminologies (equiv. 750 words), 50%. Test, Short online quizzes (equiv. 250 words), 25%.

ACO3009 Music Theory 4

Locations:Footscray Park.

Prerequisites:ACO2010 - Music Theory 3/ACO2010 OR ACO3014

Description:This unit introduces key concepts in advanced contemporary music theory. It focuses on extended theoretical techniques and concepts. Students are introduced to the stylistic foundations of serialism, minimalism, postmodernism, Musique Concrète, and stochastic techniques. Students learn to identify and construct atonal and non-tonal harmonic structures. Students learn to identify and analyse timbre-based music and how to transcribe advanced melody, harmony and rhythm.

Credit Points: 12

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

1. Demonstrate an understanding of contemporary theoretical techniques and concepts;
2. Identify atonal, non-tonal, polytonal and timbre-based structures;
3. Apply advanced transposition techniques;
4. Analyse melody, harmony and rhythm elements within a contemporary musical score; and
5. Transcribe advanced melody, harmony and rhythm.

Class Contact:Tutorial2.0 hrs

Required Reading:Tymoczko, D. 2011, *A geometry of music: harmony and counterpoint in the extended common practice*, Oxford: Oxford University Press.

Assessment:Test, In-class tests (week 2 to 6) 5 x 5%. (equivalent to 750 words), 25%. Test, In-class tests (week 7 to 11) 5 x 5%. (equivalent to 750 words), 25%. Assignment, Score analysis. (equivalent to 1500 words), 50%.

ACO3010 Arranging for Popular Music

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ACO2015 - Technology of Music and Audio/ACO3014 - Music Theory 3

Description:This unit focuses on the principles and techniques of arranging for popular music. Students are introduced to: the characteristics of musical instruments including synthesizers; idiomatic writing as part of the arranging process; blend, balance and voicing; melodic and harmonic embellishment; form and structure; timbre and texture; and dynamic and spectral contour. Students analyse and critique these techniques in a selection of exemplary works, and then produce and perform the techniques in illustrative arrangement contexts.

Credit Points: 12

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

1. Analyse, critique and assess different arranging techniques across a variety of styles and genres of music;
2. Explain how issues and problems of arranging affect different musical instruments;
3. Apply an understanding of idiomatic phenomena connected with arranging different musical instruments; and
4. Produce and perform arrangements for various popular music forms.

Class Contact:Workshop2.0 hrs/Mac lab with music software and piano keyboards.

Required Reading:Learning materials will be provided by the lecturer.

Assessment:Review, Critical analysis of selected musical repertoire (equivalent to 1000 words), 30%. Creative Works, Production of song arrangements (equivalent to 1500 words), 50%. Performance, Performance of song arrangements (equivalent to 500 words), 20%.

ACO3011 Practical Music 3A

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ACO2012 - Practical Music 2B

Description:This unit consolidates technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills. Students are instructed in a range of underpinning knowledge in

general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present advanced technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Develop and produce musical works;
2. Collaborate effectively within group contexts;
3. Develop and maintain a written practice journal;
4. Exhibit advanced interpretive skills and overall musicianship; and
5. Articulate appropriate musical nomenclature in relation to music production activities.

Class Contact:Tutorial1.0 hr/Workshop1.0 hr/Tutorial - music performance space. Workshop - music rehearsal room.

Required Reading:There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment:Creative Works, Musical works - collaborative (equivalent to 60 minutes), 30%. Creative Works, Musical works - independent (equivalent to 60 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

ACO3012 Practical Music 3B

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ACO3011 - Practical Music 3A

Description:This unit consolidates technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present advanced technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Develop and produce musical works;
2. Collaborate effectively within group contexts;
3. Develop and maintain a written practice journal;
4. Exhibit advanced interpretive skills and overall musicianship; and
5. Articulate appropriate musical nomenclature in relation to music production activities.

Class Contact:Tutorial1.0 hr/Workshop1.0 hr/Tutorial - music performance space. Workshop - music rehearsal room.

Required Reading:There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment:Creative Works, Musical works - collaborative (equivalent to 60 minutes), 30%. Creative Works, Musical works - independent (equivalent to 60 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

ACO3013 Musics of the World

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description:This unit explores the development of a selection of indigenous musical styles from around the world from cultural, historical and musicological perspectives. Students are introduced to the aesthetic nature of music from regions such as northern and southern Africa, the Middle-East, India, China, Japan, south-east Asia,

and South America. Students learn basic concepts in ethnomusicology, including: defining 'World Music', globalisation, hybridisation and musical diaspora. Learning is illustrated through reference to the history and development of exemplar indigenous musics.

Credit Points: 12

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

1. Evaluate and examine stylistic characteristics of a selection of indigenous music;
2. Critique and discriminate musical differences of a selection of indigenous musics;
3. Evaluate and examine issues pertaining to globalisation and hybridisation in 'World Music'
4. Articulate basic concepts in ethnomusicology.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Readings will be provided in class by the lecturer

Assessment: Review, Literature Reviews 2 x 15% (equiv. 1000 words), 30%. Essay, Essay (equiv. 1000 words), 30%. Presentation, Class presentation - individual or collaborative (equiv. 1000 words), 40%.

ACO3014 Music Theory 3

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACO2009 - Music Theory 2

Description: This unit further develops key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. It focuses on further analysis and construction of melody, harmony and rhythm. Students learn advanced transposition techniques, further analysing chords and their relationship to scale systems and cadences. Students learn to recognise and construct polyrhythms and polymeter and to understand and construct counterpoint and polyphony. Students also learn how to transcribe basic melody and rhythm.

Credit Points: 12

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

1. Analyse and interpret major and minor triads, extended, augmented and diminished chords, and cadences;
2. Analyse and interpret polyrhythms and polymeter;
3. Apply advanced transposition techniques;
4. Analyse and interpret syncopation, accent and feel within the context of a notated score;
5. Contextualise melodic development and stylistic characteristics within a notated score; and
6. Transcribe melodies and rhythms.

Class Contact: Tutorial 2.0 hrs

Required Reading: Tagliarino, B. 2006, *Music theory: a practical guide for all musicians*, Milwaukee, WI: Hal Leonard. Tymoczko, D. 2011, *A geometry of music: harmony and counterpoint in the extended common practice*, Oxford: Oxford University Press.

Assessment: Test, 5 x 5% progressive in-class tests week 2-6 (equivalent to 750 words), 25%. Test, 5 x 5% progressive in-class tests week 7-11 (equivalent to 750 words), 25%. Examination, Written and aural examination (120 minutes, equivalent to 1500 words), 50%.

ACP1001 Writing Selves

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit, students explore and analyse a fascinating variety of autobiographical texts. Examples are drawn not only from work traditionally classified as autobiography and memoir, but also from diaries, letters and journalism. The blurry boundaries surrounding 'fiction' and 'memoir' are explored, as are texts that are labelled 'fictional' autobiography and those labelled 'false' autobiography - when writers publish false accounts of their lives. Issues of privacy, ethics and

publication, and the role of editors, are discussed. Gender, race and ethnicity are a continuing focus, used to analyse and critique approaches to writing the self. This critique enables students to write their own autobiographical piece, thereby using the theory to reflect upon and create their own creative work.

Credit Points: 12

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

1. Appraise a variety of writing genres used by authors of autobiographical texts;
2. Analyse and critique the structural and stylistic quality of various examples of autobiographical writing;
3. Investigate and review the various aspects of autobiographical writing through the focus of critical writing;
4. Write autobiographical texts of an appropriate literary standard and substantiate rationale for suitability for the intended audience; and
5. Adapt and present knowledge to others and by doing so demonstrate their understanding of key concepts discussed in the unit.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Book of readings, Victoria University. Miller, P 2007 *The memoir book* Sydney: Allen and Unwin.

Assessment: Presentation, Presentation based on one of the key themes of the unit, 25%. Essay, Analytical essay based on class readings, 30%. Creative Works, Autobiographical creative piece., 45%.

ACP1002 Editing

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines the principles and practices of editing and publishing, with special emphasis on their role and influence in history and contemporary society. Students learn a range of practical techniques and applied theories of text editing in the context of small press and desktop publishing. They will apply the principles of structural editing, copy editing, proofreading and the forms of communication used by editors, designers, authors and printers in their practice. Students also review communications law in relation to editing and publishing, such as copyright law.

Credit Points: 12

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

1. Investigate the roles of editing in the publishing industry and society in general and review the influence of editing in history and contemporary society;
2. Solve simple and unpredictable editorial problems in a range of social and employment contexts with reference to a range of editing theories, principles and techniques;
3. Demonstrate professional editing skills that illustrate structural editing, copy editing, proofreading and the forms of communication appropriate to these areas to edit texts from a variety of contexts;
4. Collaborate and communicate effectively within a team on an editing project; and
5. Discuss the implications of communications law in relation to editing and publishing, especially copyright and defamation.

Class Contact: Lecture 1.0 hr Workshop 1.5 hrs

Required Reading: Mackenzie, J *The editor's companion* Cambridge University press, Cambridge

Assessment: Exercise, Workbook, 10%. Exercise, Manual editing exercise, 20%. Project, Group Project, 30%. Examination, End of semester, 40%.

ACP1003 Copy: Targeting Audiences

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the basic concepts of media

writing including new-writing, feature writing and op-ed. Students read a variety of media material, ranging from news and feature stories, press releases, "opposite the editorial page" pieces and commentary, as well as speeches of politicians. Lectures focus on the historical development of the media industries, their contemporary context, and the role of the journalists and professional writers in these industries. The unit also features guest lectures by media professionals.

Credit Points: 12

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

1. Write and critique diverse types of media writing;
2. Exemplify key elements of journalistic research and feature writing, and "opposite the editorial page" pieces;
3. Present and explain one's own work in relation to media writing conventions and to the work of published media writers; and
4. Employ the above contexts and work practices in media writing practice.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Book of Readings available on VU Collaborate.

Assessment: Assignment, Understanding and writing news stories, 10%. Assignment, drafting journalistic stories, 45%. Portfolio, portfolio of finished journalistic pieces, 45%.

ACP1004 Editing and Publishing

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit examines the principles and practices of editing and publishing, with some emphasis on their role and influence in history and contemporary society. Students learn a range of practical techniques and applied theories of text editing in the context of small press and desktop publishing. They will apply the principles of structural editing, copy editing, proofreading and the forms of communication used by editors, designers, authors and printers in their practice. Students review communications law in relation to editing and publishing, such as copyright law.

Credit Points: 12

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

1. Investigate the role of editing and page design in the publishing industry and society in general and the influence of editing in history and contemporary society;
2. Solve basic editorial problems in a range of social and employment contexts with some reference to a range of editing theories, principles and techniques;
3. Exhibit fundamental editing skills that draw upon study of copy editing, proofreading and the forms of communication appropriate to these areas to edit texts from a variety of contexts; and
4. Demonstrate basic page design skills using Adobe InDesign.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs

Required Reading: Mackenzie, J 2004, *The editor's companion*, Cambridge: Cambridge University Press. Mitchell, E 2014 *Your Book Publishing Options: How to Make and Market Ebooks and Print Books*, Melbourne: OverDog Press 2002 *6th Style Manual for Authors, Editors and Printers*. Brisbane: Wiley

Assessment: Exercise, Workbook, 10%. Exercise, Manual editing exercise, 20%. Project, Group Project, 30%. Examination, End of semester, 40%.

ACP1005 Memoir: Secrets and Lies

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit, students explore and analyse a fascinating variety of autobiographical texts. Examples are predominantly drawn from memoir and personal essay, but will also include but samples from diaries, letters and journalism. The blurry boundaries surrounding 'fiction' and 'memoir' and 'truth' and 'lies' are

explored, as are texts that are labelled 'fictional' memoir and those labelled 'false' memoir - when writers publish accounts of their lives. Gender, race and ethnicity are a continuing focus, used to analyse and critique approaches to writing the self. This critique enables students to write their own autobiographical memoir piece or personal essay, thereby using the theory to reflect upon and create their own creative work. This unit also explores other forms of memoir such as film and comic books as a way to reflect on what is possible in the written form, and as inspiration for their own memoir pieces. Students will use writing journals to develop their creative writing and reflect on the process of writing.

Credit Points: 12

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

1. Discuss a variety of writing genres used by authors of autobiographical texts;
2. Analyse and compare various examples of autobiographical writing; Examine issues of marginality when writing about contemporary topics;
3. Compose autobiographical texts and reflect upon the writing process; and
4. Develop ideas and themes that reflect upon learning experiences while managing the personal impact and ethics of memoir writing.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Book of readings available via the bookshop and VU Collaborate. Miller, P 2007 *The memoir book* Sydney: Allen and Unwin.

Assessment: Presentation, Presentation based on a close reading of one of the short texts in the unit, 20%. Essay, Write a memoir or personal essay piece with a reflection on the writing process and topic, 40%. Journal, Write a memoir or personal essay piece with a reflection on the writing process and topic, 40%.

ACP1054 Introduction to Media Writing

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the basic concepts of media writing including journalistic writing, and writing for public relations and advertising. The unit focuses on three writing areas - advertising, journalism and public relations - and teaches key techniques used to write advertisements and news and feature stories for the print media. Students write a range of public relations materials from media releases to speeches. Students read a variety of media material, ranging from advertisements to news and feature stories from newspapers and magazines, and the speeches of politicians. Lectures focus on the historical development of the media industries, their contemporary context, and the role of the advertising copywriter, journalist and public relations professional in these industries. The unit also features guest lectures by media writers.

Credit Points: 12

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

1. Analyse and discuss diverse types of media writing;
2. Apply key elements of advertising copywriting and design, journalistic research and feature writing, and PR writing to critique and contribute to media campaigns;
3. Analyse and discuss one's own work in relation to media writing conventions and the work of published media writers to critique and develop a news feature and a media release; and
4. Employ an understanding of the above contexts and work practices in media writing practice.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Introduction to Media Writing Unit Reader (available from campus bookshop).

Assessment: Assignment, Assignment 1 involves writing and laying out an advertisement (15%), and writing a critique explaining the advertisement (10%), 25%. Assignment, Assignment 2 involves writing a news feature (25%), and writing

a critique explaining the feature (10%), 35%. Assignment, Assignment 3 involves writing a crisis media release (15%) for hard copy distribution and a critique explaining the media release (5%), 20%. Test, Five short tests will cover material from the readings, the lectures and the tutorials., 20%. Total combined assessment word equivalence is approximately 3000 words.

ACP1055 Story: Transforming the Blank Page

Locations:Footscray Park.

Prerequisites:Nil.

Description:This is a first year unit which engages with the writing process - it looks at how to turn ideas and inspiration into coherent narrative structures. Students will be introduced to the essential of storytelling through a focus on three writing areas fiction, nonfiction and script writing. This unit gives students the opportunity to experiment and practice with different forms of writing, develop their skills as critical readers as well as writers and build their knowledge of contemporary literature and film. Students also read the published fiction of Professional Writing students in the literary magazine *Offset*, and are encouraged to contribute to the magazine. Lectures focus on historical and contemporary aspects of narrative and narrative structure, and on the contexts in which writers work. The unit also features short film screenings and guest lectures by creative writers.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse and discuss diverse types of creative writing; 2. Practise the techniques of imagination, innovation, composition and revision in fiction and nonfiction writing, and in short film scriptwriting; 3. Investigate and critique their own and peers' creative writing in relation to creative writing conventions and the work of published creative writers; and 4. Develop a short film script or a short prose work of fiction or nonfiction and critique that exemplifies key techniques and principles of professional and creative writing.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:Weekly readings and learning resources available via VU Collaborate.

Assessment:Assignment, Assignment 1 - Short reflective piece , 10%. Assignment, Assignment 2 - Short creative piece and responses to series of short answer questions, 20%. Assignment, Assignment 3 - Short creative piece and responses to series of short answer questions., 25%. Assignment, Assignment 4 - Portfolio - redrafted creative writing pieces from assignment 2 and 3, and two short reflective pieces., 45%.

ACP2002 Professional Writing for Sport

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit divides sport and professional writing into two main aspects. First, writing is considered as a practice intended to bring reward to the writer, whether pecuniary or of another kind. From journalism through academic and creative writing to fan-based material, students are encouraged to read and write broadly across these areas. The assessment is geared towards both critical reading and creative practice. The unit includes an examination of the writing styles of journalists and authors including guest speakers who discuss their craft. The emphasis of the unit is divided between writing exercises, which are workshopped in class and then redrafted and more scholarly or critical approaches to sportswriting. Second, writing is considered as a functional component of sports performance, management and administration, as in official and media communication. Guest speakers involved in this work will deliver stories from their experience within sports

organisations, looking closely at the role of social media in their professional and non-professional lives.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse a range of sports writing: journalism (features and hard news), biographies and sports books in general and identify writing styles of journalists and authors; 2. Produce a range of writing exercises workshopped in class and then redrafted independently; 3. Develop and demonstrate writing and editing skills; 4. Critique the role of social media in both professional and non-professional sports writing; and 5. Develop fundamental knowledge of issues pertaining to writing in and for the sports organisation.

Class Contact:Lecture 1.5 hrs Workshop 1.5 hrs

Required Reading:ACP2002 Book of Readings available on VU Collaborate

Assessment:Portfolio, Writing portfolio blog (at least 3 journalistic pieces), 40%. Essay, Extended critical essay, 40%. Presentation, Class presentation, 20%.

ACP2003 Introduction to Media Writing

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit of study introduces students to the basic concepts of media writing including journalistic writing, and writing for public relations and advertising. The unit focuses on three writing areas - advertising, journalism and public relations- and teaches key techniques used to write advertisements, and news and feature stories, and to write a range of public relations materials, from media releases to speeches. Students read a variety of media material, ranging from advertisements to news and feature stories, press releases and the speeches of politicians. Lectures focus on the historical development of the media industries, their contemporary context, and the role of the advertising copywriter, journalist and public relations professional in these industries. The unit also features guest lectures by media professionals.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse, critique and devise diverse types of media writing; 2. Apply key elements of advertising copywriting and design, journalistic research and feature writing, and PR writing for media campaigns; 3. Present and discourse on one's own work in relation to media writing conventions and to the work of published media writers; and 4. Employ the above contexts and work practices in media writing practice.

Class Contact:Lecture 1.0 hr Workshop 2.0 hrs

Required Reading:Book of Readings available on VU Collaborate.

Assessment:Assignment, Write and lay out an advertisement (15%), and write a critique explaining how the advertisement works(10%), 25%. Assignment, Write a journalistic feature story (25%), and a critique explaining the writing processes, forms and techniques involved in the writing (10%), 35%. Assignment, Write a crisis media release (15%) and a critique explaining the media release (5%), 20%. Test, Five short tests will cover material from the readings, the lectures and the tutorials., 20%.

ACP2005 Writing the Documentary

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit introduces students to the knowledge and skills involved in

writing and producing documentaries for different markets. Students view a wide range of Australian and international documentaries, which use a variety of storytelling techniques. Current theories about documentary-making are explored. There is a focus on working as part of a diversely-skilled production team. Topics covered include: documentary analysis; research and pre-production techniques; scripting techniques, including narration and dramatisation; stages of production; direction techniques; digital editing; the marketplace. There is also an emphasis on biopics and rock documentaries. The unit and its assessment is structured in a way that enables students to choose whether they would prefer to specialise in scripting or producing/directing. Students shoot their films on digital cameras and edit using Mac-based digital technology. This unit provides students with the opportunity to work on a project that conforms to and mirrors industry practice and standards - students produce a 25-minute documentary that meets broadcast standards. Guest lecturers also provide students with the ability to network with an industry professional.

Credit Points: 12

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

1. Appraise and evaluate aspects of documentary scripting, direction and production;
2. Critique and review current theoretical issues in documentary making and criticism;
3. Apply pre-production, production and post-production processes to produce a documentary;
4. Develop a script for a documentary; and
5. Collaboratively develop a short documentary film as part of a diversely-skilled production team.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Book of readings available on VU Collaborate

Assessment: Project, A pitch document with some appropriate supporting visuals and two pages of a first draft script for a document., 20%. Project, Write and post a critical paragraph on each pitch document and script and production exercise, 20%. Project, Final completed documentary film, 60%.

ACP2067 Gender and Genre in Short Fiction

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to develop an understanding of some of the ways in which the short story can be written and read. In doing so, it draws on ideas of genre: both the genre of 'the short story' and genres of fiction such as horror, detective; science fiction, superheroes and gender: the different ways in which masculinities and femininities are written. This unit identifies some major characteristics of genre and gender in the short story, and ways in which texts can cross genres, and demonstrates understanding in analytical writing. Students also have the opportunity to express and subvert some of these gendered characteristics and conventions by creating and workshopping their own short stories.

Credit Points: 12

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

1. Interpret definitions of 'gender' and 'genre' in the context of critical and creative texts presented in the unit;
2. Exemplify their understanding of gender and genre through both creative writing and critical writing; and
3. Debate, analyse and critique, both orally and in text form issues related to writing and reading about genre;

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: ACP2067 Gender and Genre in Short Fiction Book of Readings available on VU Collaborate

Assessment: Presentation, Presentation and workshopping: presentation based on set readings and workshopping of creative work., 25%. Creative Works, Gender and

genre short story writing., 45%. Test, In-class test based on all weekly topics., 30%. Total effective word limit 3000 words.

ACP2070 Editing Principles and Practice

Locations: Footscray Park.

Prerequisites: Must have passed the following two units: Either: ACP1053 and ACP1054 OR ACC2004 and ACC2002. Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit examines the principles and practices of editing and publishing, with special emphasis on their role and influence in history and contemporary society. Students learn a range of practical techniques and applied theories of text editing in the context of small press and desktop publishing. They will apply the principles of structural editing, copy editing, proofreading and the forms of communication used by editors, designers, authors and printers in their practice. Students review communications law in relation to editing and publishing, such as copyright law.

Credit Points: 12

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

1. Investigate the role of editing in the publishing industry and society in general and the influence of editing in history and contemporary society;
2. Solve simple and complex editorial problems in a range of social and employment contexts with reference to a range of editing theories, principles and techniques;
3. Demonstrate professional editing skills that draw upon study of structural editing, copy editing, proofreading and the forms of communication appropriate to these areas to edit texts from a variety of contexts;
4. Collaborate and communicate effectively within a team on an editing project; and
5. Analyse and interpret communications law in relation to editing and publishing, especially copyright and defamation.

Class Contact: Lecture 1.0 hr Workshop 1.5 hrs

Required Reading: Mackenzie, J 2004, The editor's companion, Cambridge: Cambridge University Press.

Assessment: Exercise, Workbook, 10%. Exercise, Manual editing exercise, 20%. Project, Group Project, 30%. Examination, End of semester, 40%.

ACP2079 Publishing Principles and Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines the principles and processes of contemporary publishing in their cultural, political and economic contexts, with a special focus on their practical application. Students learn advanced digital publishing skills using a range of software programs. Students use Adobe Indesign to create web, eBook and print-based publications.

Credit Points: 12

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

1. Analyse the core components of the publishing industry and its relationship to society in general;
2. Solve simple and complex publishing problems in a range of social and employment contexts;
3. Work collaboratively and articulate effectively as a result of group assessment; and
4. Demonstrate familiarity with digital publishing systems.

Class Contact: Lecture 1.0 hr Seminar 1.5 hrs

Required Reading: Mitchell, E, 2014 1st edn, Your Book Publishing Options Melbourne: Overdog Press. Victoria University 15 Offset Journal Victoria University, Melbourne

Assessment: Assignment, A critique of Offset Creative Arts Journal, 15%. Exercise,

Completion of draft publishing layout., 15%. Test, Based on the lecture material, 20%. Project, Group production of a newsletter, fanzine, anthology or other collection of writing., 50%.

ACP2080 Writing and Reading Place

Locations: Footscray Park.

Prerequisites: Must have passed 2 units in {ACP1053, ACP1054} OR {ACL1001, ACL1002}

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

Credit Points: 12

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

1. Compose creative texts in a number of genres presented and discussed during the unit;
2. Exemplify their understanding of literature and place through both creative and critical writing;
3. Discuss, analyse and critique issues related to writing and reading about place; and
4. Reflect on, evaluate and modify their own creative works in response to peer and tutor feedback and ideas presented in the unit.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: ACP2080 Class reader, Victoria University

Assessment: Presentation, Presentation and facilitation of workshop discussion., 25%. Essay, Analytical essay based on class readings and lectures., 30%. Creative Works, Creative piece - fiction or non-fiction., 45%. Total effective word limit 3000 words.

ACP2081 Writing from the Edge: Narrative Non-Fiction

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: In this unit students engage with creative and theoretical ideas about narrative non-fiction, reading both short (essay) and long-form narrative (non-fiction books) with a focus on developing their own voice. Students will read, critique and write non-fiction, and consider the similarities between narrative non-fiction and both fiction writing and journalistic writing. They will be introduced to the use of research in creative work as well as an introduction to interviewing techniques. Students are encouraged to think about how non-fiction writing can be used to address contemporary issues in a highly creative form. This unit has a socio-political focus on marginal identities and questioning power structure through narrative. Examples include those which are situated in the West of Melbourne; migrant, indigenous, working-class, queer and feminist perspectives. This unit includes narrative non-fiction theory, immersion theory and notions of subjectivity, and appropriate cultural studies theory about power structures and 'the other' in our culture. In this unit students will

build upon the work they have undertaken in Memoir, Copy and Story and will be prepared for Industry Placement and the capstones projects.

Credit Points: 12

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

1. Compose narrative non-fiction texts in a number of forms;
2. Exhibit their understanding of non-fiction through both creative and critical writing;
3. Discuss, analyse and critique issues related to narrative non-fiction; and
4. Reflect on, evaluate and modify their own creative works in response to peer and tutor feedback and ideas presented in the unit.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: ACP2080 Class reader on VU Collaborate Victoria University

Assessment: Literature Review, A plan for a piece of nonfiction writing about a social/cultural or political issue, to include research texts. 500 words, 20%. Essay, A personal essay with iterative drafts included to show development. 1200 words, 35%. Creative Works, An edited nonfiction essay or op-ed about a social/cultural/political issue, written in the third person. 2000 words, 45%.

ACP2082 Script and Screen

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: The aim of this unit is to examine methods of contemporary performance writing practice with emphasis on the mediums of film, television and theatre.

Through an examination of industry examples in each genre and the involvement of students in a professional workshop, the unit aims to generate critical understanding of performance writing practice. Students are given the opportunity to develop performance writing skills in the application of the basics of dramatic story-telling, characterisation, conflict, and dialogue through lectures, workshops, and writing groups that reflect industry practice. Students working in writing teams will produce an extended piece of writing; focusing on the performance writing process from conception to pitch and submission.

Credit Points: 12

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

1. Develop and demonstrate a range of performance writing skills;
2. Analyse performance writing formats;
3. Exhibit an understanding of the fundamentals of dramatic story-telling, characterisation, conflict and dialogue, and industry expectations and opportunities; and
4. Appraise and articulate the writing practices of self and others in professional workshop-type situations.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Book of Readings available via VU Collaborate.

Assessment: Assignment, Comparative analysis of short films, 20%. Presentation, In-class group presentation of TV series Analysis, 30%. Assignment, Script submission, 40%. Workshop, Attendance and written report/reflective piece based on Workshop conducted at Malthouse Theatre, 10%.

ACP2086 Impossible Worlds: Fiction and Genre

Locations: Footscray Park.

Prerequisites: ACP1055 - Story: Transforming the Blank Page ACP1003 - Copy:

Targeting Audiences Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit of study focuses on fiction writing and develops writing techniques and approaches to fiction practised in first year writing units of

study. Students will have the opportunity to experiment and develop different genres of fiction writing, including literary fiction and genre fiction such as dystopian, speculative, horror and science fiction. Students will read and theorise fiction in the different genres, consider gender, class, race and identity, and engage with creative writing theory and practice-led research. In this unit students are asked to write, workshop and edit longer pieces of narrative fiction and to consider prospective markets for their fictional work.

Credit Points: 12

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

1. Investigate a variety of fiction writing techniques and approaches behind the most compelling fiction;
2. Apply critical tools for editing and redrafting their own fiction and for providing feedback to fellow writers;
3. Reflect upon and nuance aspects of creative writing theory and research that will give them a sound basis for further academic study in the area of creative writing;
4. Critique and synthesise a range of approaches and techniques used by contemporary fiction writers and develop their critical reading skills; and
5. Locate current publication opportunities and work towards presenting work for publication, as well as various grants, websites and networks that are available for writers.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: ACP2085 Weekly readings and learning resources on VU Collaborate

Assessment: Review, Journal review and presentation, 30%. Creative Works, Short story and critique, 40%. Creative Works, Folio based on in-class writing exercises, 30%.

ACP2087 News and Social Media

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit builds directly on the introductory work students undertake in the first year unit Copy: Targeting Audiences in relation to the conventions and skills of researching and writing for the contemporary media arena. The unit explores the diversity of contemporary news and social media writing with a particular regional focus on Australia and Asia, and combines analysis of online media writing with practical research and writing exercises. The unit also focuses on new participatory forms of online media creation, such as blogs, wikis, social networking platforms such as Facebook, Instagram and Twitter, and citizen journalism. Importantly, this unit prioritises publication. Students are encouraged to critically evaluate and edit their own and other students' online media writing, and to utilise blogs for publication. Topics covered include: computer-assisted reporting (CAR); information credibility; writing for the computer screen; news, feature and other writing genres; writing structures; story packages and titles; hyperlinking, interactivity and functionality; graphics and digital photos; page design; online media legal issues; and social networking.

Credit Points: 12

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

1. Survey and critically review key genres of contemporary online media writing;
2. Investigate and analyse the features of computer-assisted reporting (CAR) and of information credibility;
3. Synthesise theoretical and practical understandings of the compositional and stylistic elements of online writing including the relationship between visual and text elements; and
4. Critique and exhibit the use of social media platforms to communicate appropriately for diverse purposes and audiences.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Unit Reader (available via VU Collaborate).

Assessment: Essay, Essay on key concepts in media practices, 20%. Report, Online submission of media articles, 40%. ICT (Wiki, Web sites), Online media post, 40%.

ACP3003 Industry Engagement

Locations: Footscray Park.

Prerequisites: ACP1055 - Story: Transforming the Blank Page ACP1003 - Copy: Targeting Audiences

Description: Industry Engagement will equip students with the skills, awareness, understanding and confidence necessary to function as practitioners in the professional and creative writing industries through actual engagement with those bodies via placement and research. This unit covers: industry-based research; freelancing as a writer; creating employment opportunities; career planning; setting up a writing practice; situating your practice within an industry framework and professional relationship building and networking.

Credit Points: 12

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

1. Investigate, critique and report on current writing industry practices;
2. Contextualise personal writing practice in an industry framework; and
3. Devise and propose short term and long term career plans.

Class Contact: Seminar 2.0 hrs

Required Reading: The Book of Readings will contain theoretical and practice-focused articles and will be provided to Students via VU Collaborate.

Assessment: Students will write a research paper investigating a particular sector of the writing industry in terms of the qualifications and experience necessary to work in that field. With direction and support, students will then seek a placement with an appropriate organisation, based on that research. Students will critically report on their placement via a class presentation and written report. Research Paper, Industry investigation, 30%. Practicum, Industry placement, 40%. Presentation, Class presentation and report, 30%.

ACP3008 Crossing Borders: Between Fact and Fiction

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACP1055 Story: Transforming the Blank Page, ACP2081 Writing from the Edge: Narrative Non-fiction, ACP2082 Script and Screen, ACP2086 Impossible Worlds: Fiction and Genre, ACP2087 News and Social Media.

Description: Building upon Impossible Worlds (ACP2086), Writing from the Edge (ACP2081) and Script and Screen (ACP2082), this unit focuses on the uneasy parallels and sometimes arbitrary boundaries between fiction and non-fiction in a variety of forms. Students are asked to interrogate the interconnectedness of these apparently distinct genres from a theoretical and creative perspective in either narrative (fiction and non-fiction) or scriptwriting formats (documentary or feature film). Crossing Borders asks students to specialise in a particular form of creative writing, and to familiarise themselves with the generic conventions and contemporary and critical debates surrounding this form. By interrogating key texts in this field, students will critically reflect on the implications of writing in a global environment, and on how digital environments have usurped traditional modes of authorship and authenticity. Students will also be asked to commentate and critically review how writers of marginal ethnicities, class, gender and sexual identities have interrogated canonical ideas about creative writing through both form and through the changes wrought by the digitalisation of the publishing industry. This unit will encourage students to position their writing within a wider discourse, and to commentate on their own and others' creative writing through a theoretical lens.

Credit Points: 12

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

1. Analyse and critique contemporary theoretical and cultural ideas related to creative writing;
2. Exemplify critical and theoretical ideas through their own writing;
3. Evaluate and reflect on professional and creative writing texts through a theoretical lens;
4. Appraise and debate the application of a major area of theory to writing practice; and
5. Identify and review potential target markets for publication.

Class Contact: Seminar 3.0 hrs

Required Reading: Hoffman, M and Murphy (ed) 2005 *Essentials of the Theory of Fiction* Duke University Press, Durham Wood, James 2008 *How Fiction works* Strauss and Giroux, New York

Assessment: Essay, Write an analytical or theoretical essay based on one of the key concepts and/or theories explored in the unit (1250 words), 30%. Creative Works, A creative work in a genre of the student's own choice in response to key themes and concepts presented in the unit. (2000 words), 30%. Other, In this assessment students are asked to resubmit their Creative Work having taken into consideration their tutor's feedback. (500 words), 40%.

ACR1000 Research (Full Time)

Locations: Footscray Park, City Flinders, St Albans.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail, results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

Learning Outcomes: N/A

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ACR1001 Research (Part-Time)

Locations: Footscray Park, City Flinders, St Albans.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail, results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

Learning Outcomes: N/A

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for

Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ACR8900 Creative Arts (Full-Time)

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: Nil.

Description: The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes below.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, the student will be able to demonstrate significant progress towards demonstration of: expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem expert cognitive, technical and creative skills to: design, develop and implement a research project/s to systematically investigate a research problem develop, adapt and implement research methodologies to extend and redefine existing knowledge manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations. capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals. intellectual independence, initiative and creativity in new situations and/or for further learning ethical practice and full responsibility and accountability for personal outputs autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar

Class Contact: Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading: To be determined in consultation with the supervisors.

Assessment: The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be assessed by the supervisory team, the College and University through 6-monthly progress reports. Thesis, Research Thesis, Pass/Fail.

ACR8901 Creative Arts (Part-Time)

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: Nil.

Description: The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge,

in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes below.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, the student will be able to demonstrate significant progress towards demonstration of: expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem expert cognitive, technical and creative skills to: design, develop and implement a research project/s to systematically investigate a research problem develop, adapt and implement research methodologies to extend and redefine existing knowledge manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations. capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals. intellectual independence, initiative and creativity in new situations and/or for further learning ethical practice and full responsibility and accountability for personal outputs autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar

Class Contact: Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading: To be determined in consultation with the supervisors.

Assessment: The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be assessed by the supervisory team, the College and University through 6-monthly progress reports. Thesis, Research Thesis, Pass/Fail.

ACT1001 Ground, Self and Others: Embodied Ethics

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with an embodied understanding of ethical and productive practices for working in dance, drama and performance. Specifically it aims to provide students with approaches to understanding, interacting and negotiating with spaces and places, themselves and with others. These understandings and approaches are organised around an embodied understanding of the ethical, productive dimensions of the basic performance elements of composition and improvisation. Staff will encourage students to develop their own compositional interests while providing a forum for discussion of the historical context of various compositional and technical processes (movement & voice) as well as for discussion of interpersonal and group dynamics. Students will utilise journals and groups discussion for feedback.

Credit Points: 12

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

1. Demonstrate understanding of ethical and productive ways of approaching and interacting with spaces and places, themselves, and others;
2. Demonstrate understanding of the basic performative elements of movement, dynamic interaction, image and composition;
3. Demonstrate basic skills in 'warming-up' for composing, improvising and developing performance work alone and with others; and
4. Demonstrate an embodied understanding of textual, visual and kinetic performance modes.

Class Contact: Seminar 3.0 hrs

Required Reading: Unit reader.

Assessment: Exercise, Practical tasks and processes within workshop classes), 50%. Report, Documentation of process, 20%. Presentation, Performance presentations, 30%. Total effective word limit 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT1002 Performance (Re)Making

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit exposes students to a range of contemporary performance, dance and drama through attending and/or viewing documentation of selected performances. Students are asked to construct a performed response to these works either as a solo or group presentation. The unit provides students with an understanding of the cultural context of the performance and how that changes through (re)sitting, (re)presenting and (re)interpretation. It also broadens their understanding of what a performance, dance or drama could be.

Credit Points: 12

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

1. Critically analyse and articulate through performance aspects of composition in dance, drama and performance;
2. Demonstrate an introductory understanding of the range and depth of contemporary performance, dance and drama;
3. Analyse the internal structure and substance of a number of live contemporary performances, including dance and drama; and
4. Demonstrate ways in which performances are constructed and how performances may be re-makings of other performances.

Class Contact: Seminar 3.0 hrs

Required Reading: Specific class readings are distributed online and in the workshop relevant to the work being investigated by students.

Assessment: Creative Works, Progressive assessment: attention to and completion of practical tasks and processes within workshop classes, 50%. Exercise, Documentation of processes, 20%. Presentation, Performance presentation, 30%. Total effective word limit 3000 words.

ACT2001 Performance: Self

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study exposes students to existing artistic practices concerned with using one's self as the catalyst for performance-making in dance, theatre and performance. Students will investigate the interplay between imagination and memory through a range of processes and strategies to generate and organise material. The students' ability to perceive what is unique/shared in relation to traditions and conventions will be developed through observation and discussion of their own and others work.

Credit Points: 12

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

1. Identify and articulate diverse ways in which notions of self are being explored in

a dance, theatre and performance context; 2. Utilise their own memory and imagination in constructing dance, theatre and performance material; 3. Develop a range of performance elements in voice and movement, dance and theatre; and 4. Develop a practice of observation and discussion of their own and others' work in verbal and written forms.

Class Contact:Seminar2.5 hrs

Required Reading:Students will be provided with a Class reader including extracts from the following: Bätschmann O 1997, *The artist in the modern world: the conflict between market and self-expression*, Yale University Press, New Haven. Berger J 1972, *Ways of seeing*, British Broadcasting Corporation, London. Elliott A 2001, *Concepts of the self*, Polity Press, Cambridge. Goulish, M 2000, *39 microlectures: in proximity of performance*, Routledge, London. Gouma-Peterson T 1999, *Miriam Schapiro: shaping the fragments of art and life*, Harry N Abrams Publishers, New York. Hughes-Freeland F (ed) 1998, *Ritual, performance, media*, Routledge, London. Linker, K 1994, *Vito Acconci*, Rizzoli, New York. Malin, J (ed) 2003, *Herspace: women, writing, and solitude*, Haworth Press, New York. Sobchack, V (ed) 2000, *Meta-morphing: visual transformation and the culture of quick-change*, University of Minnesota Press, Minneapolis. Steinman L 1986, *The knowing body: elements of contemporary performance and dance*, Shambhala, Boston. Tufnell, M & Crickmay, C 1990, *Body space image*, Virago Press, London. Viola B 1995, *Reasons for knocking at an empty house*, Thames and Hudson, London. Zaporah R 1995, *Action theatre: the improvisation of presence*, North Atlantic Books, California.

Assessment:Progressive assessment (attention to and completion of practical task and processes within workshop classes) 50%; Presentations 30%; Documentation and evaluation of process 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2002 Critical Practice A

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit is designed to provide students with an opportunity to pursue projects with performance practitioners and theorists. Projects may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Project content is driven by the expertise and interests of the practitioner and/or theorist. These projects represent an opportunity for students to explore the intersection of diverse contemporary cultural theories, performance, and performance techniques without the demands of large-scale performance. This intersection can be crucial for students' understanding of performance processes, contexts and politics.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Synthesise and articulate current critical thinking and practice in significant areas of the arts, in verbal, written, and other performance forms; 2. Critique the work of other students; and 3. Demonstrate an understanding of the complex contextual and conceptual role of dance, drama and performance in contemporary critical thought.

Class Contact:Lecture1.0 hrWorkshop1.5 hrs

Required Reading:A unit reader will be produced and made available to students at the beginning of semester.

Assessment:Exercise, Completion of practical tasks and processes in workshops, 30%. Presentation, Individual and group work presentations, 30%. Research Paper, Individual research paper based on unit materials and themes, 40%. Total effective word limit 3000 words. .

ACT2003 Performance: Others

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study provides students with a developmental practice in relation to working with, on, or for others in a performance or dance and theatre context. Structures are provided that allow for the development and communication of student ideas physically, verbally and in written form to others. Dynamics and range in the relationship of self to others are explored in performance, social and cultural contexts.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Employ a range of strategies to work collaboratively on performance or dance and theatre material; 2. Communicate ideas physically, verbally and in a written form to others; 3. Investigate a range of perspectives in the relationship of self and others; and 4. Apply an ongoing practice of listening through group improvisation structures.

Class Contact:Seminar2.5 hrs

Required Reading:Performance Others unit reader will be made available to students.

Assessment:Exercise, In-class, practice-based exercises, 40%. Assignment, Written reflection in which students report on their experiences in the workshops and external research., 30%. Performance, Small group and final ensemble performances, 30%. Total effective word limit 3000 words. .

ACT2004 Critical Practice B

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit exposes students to the diversity and depth of research, practice and critical thought in performance and related disciplines (dance, drama, performance, philosophy etc.). The unit provides a forum in which students can investigate specific theoretical and practical knowledges around current critical thinking in the arts. This enables students to foster knowledge and debate of contemporary themes, issues and performance and artistic processes, and to find ways of realising and exploring them through performance.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Synthesise and articulate current critical thinking and practice in significant areas of the arts, in verbal, written and other performance forms; and 2. Demonstrate the complex contextual and conceptual role of dance, drama and performance in contemporary thought.

Class Contact:Lecture1.0 hrTutorial1.5 hrs

Required Reading:A unit reader will be produced and made available to students at the beginning of semester.

Assessment:Workshop, Practical exercises and processes within workshop classes, 40%. Report, Documentation and reflection on process, 30%. Presentation, Incorporates performance, 30%. Total effective word limit 3000 words. .

ACT2005 Performance Studio A

Locations:Footscray Park.

Prerequisites:Nil.

Description:The content for the unit of study will be determined by the individual lecturer in consultation with the Course Co-ordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements,

sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

Credit Points: 12

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

1. Demonstrate the skills and processes required to compose, organise, rehearse and perform an original work across a range of forms (dance, drama, performance art, site-specific performance or other related art-form) to be determined by the practitioner; and 2. Research and evaluate both their own and others' performance-making processes.

Class Contact: Workshop 2.5 hrs

Required Reading: A Class Reader will be made for each specific studio drawing extracts from the following: Allen, P (ed) 2001 *Art, not chance: nine artists' diaries*, Calouste Gulbenkian Foundation, London. Lingwood, J 2002, *Off-limits: 40 artangel projects*, Merrell, London. Etchells, T 1999, *Certain fragments: contemporary performance and forced entertainment*, Routledge, London. Fusco, C 2001, *The bodies that were not ours*, Routledge, London. Goldberg, RL 1988, *Performance art: from futurism to the present*, HN Abrams, New York. Goldberg, RL 1998, *Performance: live art since 1960*, Thames and Hudson, London. Gomez-Pena, G 2000, *Dangerous border crossings: the artist talks back*, Routledge, London. Goulsh, M 2000, *39 micro-lectures: in proximity of performance*, Rutledge, London. Kaye, N 2000, *Site-specific art: performance, place, and documentation*, Routledge, London and New York. Marsh, A 1993, *Body and self: performance art in Australia 1969-92*, Oxford University Press, South Melbourne, Australia and New York. Miller, T 2002, *Body blows: six performances*, University of Wisconsin Press, Madison and London. Montano, L 2000, *Performance artists talking in the eighties: sex, food, money/fame, ritual/death*, University of California Press, Berkeley. Savran, D 1988, *Breaking the rules: the Wooster Group, Theatre Communications Group*, New York. Teicher, HR & Aeschlimann and Addison Gallery of American Art 2002, Trisha Brown: *dance and art in dialogue 1961-2001*, Addison Gallery of American Art, Phillips Academy, Andover, Mass and Cambridge, Mass.

Assessment: Class participation 30%; Class presentations 30%; Performance 40%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2006 Performance Studio B

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit develops skills and knowledge in performance studio practices. Content is drawn from a wide range of areas, including practical exercises in traditional and contemporary forms encompassing: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance.

Credit Points: 12

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

1. Develop the ability to work both independently and collaboratively on practical

problem-solving tasks in the studio; 2. Demonstrate an increased understanding of how performances can be created; and 3. Perform and communicate ideas verbally and in writing.

Class Contact: Workshop 2.5 hrs

Required Reading: Specific readings will be distributed in the workshop relevant to the work being investigated by students.

Assessment: Exercise, In-class, practice-based exercises, 30%. Performance, Solo and group performances, 40%. Assignment, Workbook and written proposal, 30%. Total effective word limit 3000 words. .

ACT2007 Performance Studio C

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study further develops skills and knowledge in performance studio practice. Content for this unit is drawn from a wide range of areas incorporating practical exercises in traditional and contemporary forms, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance.

Credit Points: 12

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

1. Develop the ability to work both independently and collaboratively on practical problem-solving tasks in the studio; 2. Demonstrate the skills and processes required to compose, organise, rehearse and perform an original performance; 3. Use research skills to evaluate both their own and others' performance-making processes; 4. Demonstrate an awareness of the variations of dynamic and meaning created via the body's presence and placement in relation to other performers, the audience and the site or space of performance; and 5. Perform and communicate ideas verbally and in writing.

Class Contact: Intensive contact of 5 hours a day over 6 days.

Required Reading: Specific readings will be distributed in the workshop relevant to the work being investigated by students.

Assessment: Exercise, In-class practice-based exercises, 40%. Assignment, Written reflection in which students reflect upon their experiences in the workshops, as well as performance/s they have seen, 20%. Performance, Small group and final ensemble performances, 40%. Total effective word limit 3000 words. .

ACT2008 Performance Studio D

Locations: Footscray Park.

Prerequisites: Nil.

Description: Content for this unit is drawn from a wide range of areas incorporating practical exercises in traditional and contemporary forms, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance.

Credit Points: 12

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

1. Develop the ability to work both independently and collaboratively on practical problem-solving tasks in the studio; 2. Demonstrate the skills and processes required to compose, organise, rehearse and perform an original performance; 3.

Use research skills to evaluate both their own and others' performance-making processes; 4. Demonstrate an awareness of the variations of dynamic and meaning created via the body's presence and placement in relation to other performers, the audience and the site or space of performance; and 5. Perform and communicate ideas verbally and in writing.

Class Contact: Intensive contact of 5 hours a day over 6 days.

Required Reading: Specific readings will be distributed in the workshop relevant to the work being investigated.

Assessment: Exercise, In-class practice-based exercises, 40%. Assignment, Students reflect in writing upon their experience in the workshop and performances they have seen, 20%. Performance, Small group and final ensemble performances, 40%. Total effective word limit 3000 words. .

ACT3021 Critical Practice C

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to expose students to the diversity and depth of research, practice and critical thought in performance and related fields by asking them to work with staff and invited practitioners / theorists from a wide range of disciplines (dance, drama, performance, philosophy) to provide a forum to which students can investigate specific 'theoretical' and 'practical' knowledges around current thinking in the arts, sciences, and humanities. This will enable students to foster knowledge and debate contemporary themes, issues and artistic processes, and to find ways of realising and exploring them through performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Synthesise and articulate current critical thinking and practice in significant areas of the arts, sciences and humanities in verbal, written and other performance forms; and
2. Demonstrate skills in analysing and giving feedback on the work of other students.

Class Contact: Lecture 1.5 hrs Workshop 1.5 hrs

Required Reading: Unit reader.

Assessment: Exercise, Practical exercises and processes within workshop classes), 40%. Report, Documentation of process, 30%. Presentation, Presentations, 30%. Total effective word limit 3000 words. .

ACT3023 Performance Improvisation 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with advanced practice and understanding of productive improvisational practices in dance, drama and performance. Students will develop their understanding of working in a place, with themselves, and with others. Moving, seeing, vocalising, speaking, touching and proxemics will be used as key organising elements in further developing improvisational skills in textual, visual and kinetic performance modes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Identify ethical and productive ways of approaching and interacting with spaces and places, themselves and others in the context of dance, drama and performance;
2. Demonstrate the basic performance elements of moving, seeing, vocalising, speaking, touching and proxemics; 3. Apply advanced skills to improvising alone and with others; and
4. Apply an advanced embodied understanding of textual, visual and kinetic performance modes.

Class Contact: Workshop 3.0 hrs

Required Reading: A Class reader will be provided with extracts from: Belgrad, D 1998, *The culture of spontaneity: improvisation and the arts in post-war America*, University of Chicago Press, Chicago. Forsythe, W, Bürkle, C, Gelber, ND, McManus, T, Pite, C, Sulcas, R, Zentrum für Kunst und Medientechnologie Karlsruhe & Deutsches Tanzarchiv Köln 2003, *William Forsythe improvisation technologies: a tool for the analytical dance eye*, ZKM in co-operation with Deutsches Tanzarchiv Köln, Karlsruhe, Germany. Kaltenbrunner, T 1998, *Contact improvisation: moving, dancing, interaction: with an introduction to new dance*, Meyer and Meyer, Aachen, Germany. Minchinton, M 1994, 'Delirious notes towards improvisation as a body without organs,' *Writings on Dance*, No 10, pp. 44-51. Tufnell, M & Crickmay, C 2004, *A widening field: journeys in body and imagination*, Dance, Alton Chailey, Vine House. Tufnell, M & Crickmay, C 1993, *Body space image: notes towards improvisation and performance*, Dance Books, London.

Assessment: Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Documentation of process 20%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACU1001 Discourse, Inquiry and Engagement

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit equips students with the skills and knowledge to participate more effectively in academic culture. In assisting participants to create an appropriate sense of student identity, it will introduce them to a range of foundational skills and practices. These skills and practices will be developed through an exploration of some of the philosophical underpinnings and critical debates that shape the Creative Arts, Humanities and Social Sciences. These debates provide the context for students to individually and collaboratively engage in activities including: critical thinking, close reading, textual analysis, debate and argument, academic writing and referencing. In assisting participants to construct a successful academic identity, the unit encourages students to have a more purposeful sense of engagement with, and investment in, their studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Discuss a range of complex topics pertaining to critical debates in the Creative Arts, Humanities and Social Sciences; 2. Locate and evaluate competing positions in academic debates; 3. Articulate effective reading strategies for understanding academic texts; 4. Develop academic writing skills appropriate for to the Creative Arts, Humanities and Social Science; and
5. Apply appropriate referencing system and exhibit familiarity with other widely used referencing systems.

Class Contact: Tutorial 2.0 hrs Workshop 2.0 hrs

Required Reading: SUGGESTED TEXT: Unit Reader RECOMMENDED TEXTS: Oshima, A and Hogue, A. 2007 *Introduction to Academic Writing*. White Plains NY. Pearson/Longman

Assessment: Essay, Essay drawing on central themes of the unit, 40%. Portfolio, Portfolio of reading, writing and oral exercises demonstrating and applying unit based knowledge, 60%.

ACU1002 Creativity, Communication and the Digital Age

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: Creativity, Communication and the Digital Age introduces students to the dynamic relationship between media and communications technologies and creative and cultural practice. Through a critical and historical analysis of the epochal

technological and social changes that led to the emergence of the digital age, it affords students the opportunity to consider how old and new media relate and intersect in the framing of the worlds in which we live. By blending theory and practice, this unit explores how media technology shapes and is shaped by culture, and thereby demonstrates how students and graduates are increasingly digitally literate producers and curators of knowledge and ideas rather than simply consumers or conveyors of the creative output of others.

Credit Points: 12

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

1. Analyse changes in the recent convergence of communications and media technologies
2. Examine the historical shifts in the relationship between culture and media;
3. Demonstrate knowledge of various media and communication theories in response to a range of texts
4. Collaborate in the production, curation and sharing of knowledge in a contemporary academic setting.

Class Contact: Tutorial 2.0 hrs Workshop 2.0 hrs

Required Reading: The unit reader will be available at the bookshop and accessible from the LMS. Kovarik, B., 2011, *Revolutions in Communication: Media History from Gutenberg to the Digital Age*, London, Continuum.

Assessment: Portfolio, Portfolio of reading, writing and audio-visual exercises demonstrating and applying unit-based knowledge (800 words), 30%. Essay, Essay drawing on central themes of the unit (1200 words), 50%. Presentation, Oral or digital presentation of key concepts discussed in the unit, 20%.

ACU1003 The Making of the Modern World

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: Focusing on the social, political and historical forces that have shaped the modern world, this unit develops the knowledge and skills required to participate in debates concerning the formation of contemporary culture and society. It introduces students to the core concepts of tradition, modernity and postmodernity, familiarises them with a range of positions in contemporary debates and examines the historical sources of these concepts and debates, with particular emphasis on the intellectual and social revolutions of the seventeenth and eighteenth centuries. In focusing on key historical debates, and the positions that underpin them, the unit aims to provide students with an understanding of the critical discourses needed to analyse and interpret the social, cultural and political systems that shape the contemporary world. As such, students come to recognize the importance of the Creative Arts, Humanities and Social Sciences to this enterprise.

Credit Points: 12

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

1. Analyse concepts and competing interpretations of tradition, modernity and postmodernity;
2. Examine cultural identities and institutions within traditional, modern and postmodern societies;
3. Analyse breaks with and in tradition and modernity;
4. Examine the social, political, intellectual and historical sources and structures of the development of the modern world; and
5. Identify a range of theoretical perspectives from the Arts, Humanities and Social Sciences in the interpretation and evaluation of the development of modern society.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: REQUIRED TEXT: Unit Reader RECOMMENDED TEXTS: Heywood, A., 2012 *Political Ideologies* 5th edn Palgrave Macmillan: Houndmills Kramnick, I (ed.) 1995 *The Portable Enlightenment Reader* Penguin Books: London. Pagden, A., 2013 *The Enlightenment: and why it still matters*, London: Oxford

Assessment: Portfolio, A portfolio of reading, writing and oral exercises demonstrating

and applying unit based knowledge, 50%. Essay, Essay drawing on central themes of the unit, 50%.

ACU1004 Critical Approaches to Society

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to a critical examination of the idea of society, its social construction and the institutions, structures and the social relationships that underpin it. Through the practice of thinking, writing and communicating theoretically, students learn to defamiliarise the everyday world and see it within a range of new and critical frameworks. By introducing the notion that both society and our 'idea' of society are socially constructed, the unit explores how the structures of, and relationships within, society are justified and normalised. In doing so, it investigates aspects of these structures and relations (including class, family, gender, ethnicity) and thereby demonstrates the ways in which this social construction shapes and delimits our everyday lives and opportunities. Students explore how the practice of defamiliarising and organising thought in a structured way through theory allows them to critically analyse contemporary society and to more effectively participate in discussions about how society could and should be shaped. This interdisciplinary unit draws on a range of modes of theorising and examines how such thinking intersects with disciplines in the Creative Arts, Humanities and Social Sciences. As such, it provides students with conceptual tools and practices that can be applied in these and other academic fields.

Credit Points: 12

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

1. Investigate and demonstrate understanding of a range of theories and concepts of society relevant to the Creative Arts, Humanities and Social Sciences;
2. Critically examine the idea of society and its social construction;
3. Use a range of theories to analyse human relationships across different times and places;
4. Examine how the norms, roles and values underpinning human relationships are justified and normalised in different historical periods; and
5. Apply theoretical concepts to the interpretation of aspects of contemporary society.

Class Contact: Tutorial 2.0 hrs Workshop 2.0 hrs

Required Reading: REQUIRED TEXTS : Unit Reader RECOMMENDED TEXTS: Van Krieken, Robert and et. al. 2014 *Sociology*, 5th ed., Sydney, Pearson. Germov, J., Poole, M. 2011 *Public sociology* Allen & Unwin, Crows Nest, N.S.W. Giddens, A., Sutton, P.W. 2013 *Sociology Polity*, Cambridge Holmes, D, Hughes, K. 2012 *Australian Sociology: A Changing Society*. 3rd ed Pearson, Sydney.

Assessment: Portfolio, Portfolio of reading, writing and oral exercises demonstrating and applying unit based knowledge, 50%. Essay, Argumentative Essay drawing on central themes of the unit, 50%.

ACU1005 Research and Critical Practice

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: Research and Critical Practice introduces students to the world of academic research and familiarises them with the various research methodologies employed in the Creative Arts, Humanities and Social Sciences. The unit demonstrates how different academic disciplines and fields of study favour particular methods and approaches and investigate the interplay between theory and research practice. It facilitates students to engage with and begin to develop a range of research skills and practices, including: identifying and formulating projects; library/database/archival research; forms of observational research; the use of questionnaires and survey instruments; the use of interviews; narrative research; art practice; and mixed-methods approaches. In preparing a research proposal of their

own, participants in the unit encounter and plan for the theoretical, logistical and ethical challenges confronting real world research.

Credit Points: 12

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

1. Discuss and critically engage with a range of research traditions and methods in the Creative Arts, Humanities and Social Sciences; 2. Investigate how different theories and methods frame and inform research; 3. Develop research questions and a research methodology for a research proposal; 4. Locate, analyse and report on information; and 5. Develop a capacity to employ research conventions.

Class Contact: Seminar 2.0 hrs Workshop 2.0 hrs

Required Reading: RECOMMENDED TEXTS: Flick, U., 2011 *Introducing Research Methodology - A Beginners Guide to Doing a Research Project* London, SAGE Publishers Oliver, P., 2010 *The Student's Guide to Research Ethics* Maidenhead, McGraw-Hill

Assessment: Exercise, Short answer question., 25%. Project, Develop a research question., 25%. Project, Present research project., 50%.

ACU1006 Conceptualising the Self

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: Conceptualising the Self introduces students to a range of foundational theories and ways of understanding the self. It investigates how this notoriously elusive concept is apprehended differently across the Creative Arts, Humanities and Social Sciences. These differences are commonly reflected in the language used to describe the self, with terms such as self, identity, and subjectivity often being used interchangeably. To further complicate matters, certain disciplines question whether the self, in any real sense, exists at all. In addressing this complexity, this unit examines some of the major conceptual and theoretical assumptions that underpin these different approaches and encourages students to apply these theories to develop a more complex understanding of themselves, others, and the self / world relation.

Credit Points: 12

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

1. Examine a selection of theories in the Arts, Humanities and Social Sciences focussing on concepts of the self; 2. Compare theories of self and their application to a range of contexts; and 3. Apply elements of theory to analyse a form of personal or social identity.

Class Contact: Seminar 2.0 hrs Workshop 2.0 hrs

Required Reading: SUGGESTED TEXT: Unit Reader RECOMMENDED TEXTS: Elliott A., 2013 *Concepts of the Self* 3rd edition Blackwell Publishing, Oxford Elliott A., 2012 *Handbook of Identity Studies* Routledge, London

Assessment: Portfolio, Portfolio of reading, writing and oral exercises demonstrating and applying unit based knowledge, 50%. Essay, Essay drawing on central themes of the unit, 50%.

ACU1007 Modernity and Its Discontents

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit focuses on tensions and conflicts arising from the rise of modern society and the processes of modernisation. The Enlightenment belief that reason would deliver human progress is critically investigated in the light of key nineteenth, twentieth and twenty-first century developments, including: industrialisation, urbanisation, mechanisation, digitisation, colonisation, nationalism, and social democracy. This investigation introduces students to the dominant critiques of

modernity; critically examines the various ways in which the champions of modernity have constructed its 'Others' in time and space; provides a comparative analysis of Western and non-Western experiences of modernity; and invites students to reflect on the modern world from a number of perspectives drawn from influential political ideologies and a range of marginalised and non-Western positions. Through this unit, students gain an historical and theoretical perspective on the complex social world in which they live, one that allows them to engage with, and critically respond to, contemporary ideas and events from a range of standpoints.

Credit Points: 12

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

1. Investigate the spread of, and critical encounters with, modernity through Western and non-Western cultures; 2. Critically analyse the tensions and conflicts that have arisen in the development of modern Western society; 3. Examine and analyse the role of reason and rationality within modern society; and 4. Compare and contrast competing interpretations in the Creative Arts, Humanities and Social Sciences of relationships between Western and non-Western societies.

Class Contact: Seminar 2.0 hrs Workshop 2.0 hrs

Required Reading: Unit Reader RECOMMENDED TEXTS: Heywood, A., 2012 *Political Ideologies* 5th edn Palgrave Macmillan: Houndmills. Giddens, A., 2002 *Runaway world: how globalisation is reshaping our lives* Profile, London. Hall, S., 1996 *Modernity: an introduction to modern societies* Blackwell, Cambridge, Mass.

Assessment: Portfolio, A portfolio of reading, writing and oral exercises demonstrating and applying unit based knowledge, 50%. Essay, Essay drawing on central themes of the unit, 50%.

ACU1008 Nature, Culture, Society

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with an opportunity to examine the ways nature is viewed and represented within different cultures and to gain insights into how these representations shape our attitudes to the natural environment and the challenges that emerge out of these attitudes. The unit poses the fundamental question of how we should live with and in nature and seeks to raise awareness of the relationship between human culture, society and nature. Students examine, interpret and respond to these relationships through a range of cultural texts that represent nature/culture relations. To provide an adequate picture of these relations this process of analysis draws on texts from across cultures and time and examines different theoretical and philosophical frameworks. Building on their investigation of the ways that nature has been understood in human culture, students also engage with contemporary debates about the 'environmental crisis'. In doing this, they develop an understanding of a range of possible threats to the natural world and reflect on the cultural practices and values that serve to perpetuate or redress these problems.

Credit Points: 12

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

1. Identify different views of nature and the cultural values that determine them; 2. Examine both contemporary and historical representations of nature and the values that shape them; 3. Explain the connection between meaning and practice in relation to contrasting views in the Arts, Humanities and Social Sciences on the value of nature; and 4. Analyse the key features of a contemporary environmental issue from an informed theoretical position.

Class Contact: Seminar 2.0 hrs Workshop 2.0 hrs

Required Reading: Unit Reader RECOMMENDED TEXTS: Kellert, S.R., 2012 *Birthright: People and Nature in the Modern World* Yale University Press, New Haven Hamilton,

C., 2010 *Requiem for a Species: why we resist the truth about climate change* Earthscan, London Marshall, P. H., 1996 *Nature's Web: rethinking our place on Earth* Armonk, New York

Assessment:Portfolio, A portfolio of reading, writing and oral exercises demonstrating and applying unit based knowledge, 20%. Essay, Essay drawing on central themes of the unit, 40%. Report, Report on an environmental issue, 40%.

ACV1001 Basic Vietnamese A

Locations:Footscray Park.

Prerequisites:Nil.

Description:As an introduction to the Vietnamese language and culture, Basic Vietnamese A is designed for students with no (or very little) previous knowledge of Vietnamese. It provides students with a foundation in pronunciation and grammar, a range of vocabulary, and a basic conversational ability through an interactive and communication-oriented approach. Students use all skills but emphasis is on the development of listening and speaking skills. In addition, students are introduced to basic information regarding the society of Vietnam. The cultural aspects of the language are an integral part of the unit.

Credit Points: 12

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

1. Compose and present simple conversations in Vietnamese;
2. Examine important aspects of Vietnamese `society and culture;
3. Analyse the differences between Vietnamese and English in terms of pronunciation and morphology; and
4. Apply cross-cultural communicative skills.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Basic Vietnamese A textbook (written by the coordinator) will be supplied.

Assessment:Test, 5 in-class tests (1000 words), 40%. Essay, Narrative composition (800 words), 20%. Examination, Oral and written examinations (1200 words), 40%.

ACV1002 Basic Vietnamese B

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit of study is designed to improve students' oral and written communicative skills in Vietnamese through the study of vocabulary, grammar and culture. Emphasis is placed on developing beginning-level competence in the four basic skills: listening, speaking, reading and writing. Topics centre on Vietnamese society and people so that students can acquire knowledge of the culture in which Vietnamese is spoken. Video material is used where appropriate to augment the topics discussed in class.

Credit Points: 12

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

1. Exhibit developing skills and strategies to read and comprehend short, predictable texts on familiar topics;
2. Create short paragraphs, notes and messages in Vietnamese;
3. Exhibit Vietnamese language skills for the purpose of socialising and further study; and
4. Critically review the diversity of Vietnamese society and culture.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Basic Vietnamese B textbook (written by the coordinator) will be supplied.

Assessment:Test, 5 in-class tests (1000 words), 40%. Essay, Narrative composition (800 words), 20%. Examination, Oral and written examinations (1200 words), 40%.

ACV2001 Intermediate Vietnamese A

Locations:Footscray Park.

Prerequisites:Students must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit is designed for students who have some knowledge of spoken and written Vietnamese and who wish to further enhance their skills. It aims to develop students' communicative skills in listening, reading, speaking and writing while further developing their general understanding of the culture. Topics for conversations are everyday life situations and issues in Vietnam as well as in the Vietnamese community in Australia. Audiotapes, video clips and similar materials are used to enhance students' listening skills.

Credit Points: 12

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

1. Exemplify the ability to participate successfully in basic conversations;
2. Exhibit an ability to read and understand simple texts;
3. Create short pieces of writing about people's lives in Vietnamese; and
4. Reflect upon and explain contemporary Vietnamese society and culture.

Class Contact:Tutorial 3.0 hrs

Required Reading:Intermediate Vietnamese A textbook (written by the coordinator) will be supplied.

Assessment:Test, 5 in-class tests (1000 words), 40%. Essay, Reflective essay (800 words), 20%. Examination, Oral and written examinations (1200 words), 40%. Total effective word limit 3000 words.

ACV2002 Intermediate Vietnamese B

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit of study provides continued development of skills attained in ACV2001 Intermediate Vietnamese A. It continues to emphasise further expansion of vocabulary and grammatical structures in the language. The focus will be the comprehension of Vietnamese non-literary works combined with increased cultural awareness. Simplified texts and selected passages from Vietnamese newspapers and magazines are read with attention to lexical and semantic features. Grammar is systematically reinforced. Film, tapes and videos are used. It is expected that at the end of the unit, students will be able to express themselves with confidence on a wide range of subjects.

Credit Points: 12

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

1. Exhibit an ability to express themselves with confidence on a wide range of subjects;
2. Read Vietnamese newspapers with the aid of a dictionary;
3. Prove an ability to write short essays on several topics; and
4. Critically review the diversity of Vietnamese society and culture.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Intermediate Vietnamese B textbook (written by the coordinator) will be supplied

Assessment:Test, 5 in-class tests (700 words), 30%. Essay, Reflective essay (800 words), 20%. Presentation, Report on community observations (500 words), 20%. Examination, Final written examination (1000 words), 30%.

ACV3001 Vietnamese Culture and Society

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB or LBLA must have completed

two of the following units: ACV1001 Basic Vietnamese A, ACV1002 Basic Vietnamese B, ACV2001 Intermediate Vietnamese A, ACV2002 Intermediate Vietnamese B.

Description: This unit of study is designed to introduce students to Vietnamese culture and society from the earliest times to the present with special attention paid to traditional Vietnamese ways of thinking, behaving and organising their lives. It aims to provide a sound understanding of several aspects of Vietnamese culture for those who want to work in Vietnam or with the Vietnamese community in Australia. Topics to be addressed in this unit include: history, politics, religion and customs; the dialogue between community-oriented attitudes and individualism or the Vietnamese conception of the self; food and styles of eating; the gendered models of virtue; family structure and the role of women; verbal and non-verbal communication; and views of body and beauty.

Credit Points: 12

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

1. Analyse Vietnamese culture and society, both historical and contemporary;
2. Critically review Vietnamese modes of experience in thinking, feeling, valuing, and perceiving themselves and the external world;
3. Conceptually map comparative civilizations and cross-cultural environments;
4. Prove a capacity to work with Vietnamese people in Vietnam and abroad, including Australia.

Class Contact: Tutorial 3.0 hrs

Required Reading: A Book of Readings will be supplied

Assessment: Review, Film/book review (1000 words), 20%. Essay, Analytical essay on aspects of Vietnamese culture and society (1000 words), 40%. Examination, Final written examination (1000 words), 40%.

ACV3002 Vietnam: Globalisation, Diaspora and Identity

Locations: Footscray Park.

Prerequisites: Updating prerequisite rule as follows: Students enrolled in course code ABAB or LBIA must have completed two of the following units: ACV1001 Basic Vietnamese A, ACV1002 Basic Vietnamese B, ACV2001 Intermediate Vietnamese A, ACV2002 Intermediate Vietnamese B, as approved by Assoc Dir, CMQS.

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

Credit Points: 12

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

1. Critically review continuity and change in Vietnamese culture and society after the Vietnam War;
2. Investigate the impact which the Vietnamese culture of war left on post-war Vietnam;
3. Analyse the impact of globalisation on Vietnamese society and the relationship between the Vietnamese diaspora and their homeland; and
4. Prove an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: A Book of Readings will be supplied.

Assessment: Review, Book/film (1000 words), 20%. Essay, Analytical essay on aspects of Vietnamese diaspora in Australia (1000 words), 40%. Examination, Final written examination (1000 words), 40%.

ACV3011 Vietnamese for Business

Locations: Footscray Park.

Prerequisites: Nil

Description: Through a close reading of various texts including advertisements, business correspondence, commercial documents, newspaper items and magazine articles, this unit of study is intended to strengthen students' linguistic and cultural base. It aims to enhance their ability in comprehending and writing Vietnamese and to familiarise students with aspects of contemporary Vietnamese society, especially in relation to business organisations and practices. It will also prepare students who wish to work in a Vietnamese-speaking business environment.

Credit Points: 12

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

1. Demonstrate understanding of the terminology of the Vietnamese-speaking business world;
2. Demonstrate an ability to write business letters and documents;
3. Demonstrate understanding of the Vietnamese business culture and mercantile practice; and
4. Demonstrate an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

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

Required Reading: A Book of Readings will be supplied

Assessment: Test, In-class tests, 20%. Presentation, Class presentation and paper, 20%. Essay, Reflective essay, 30%. Examination, Final written, 30%. Total effective word limit is 3000 words.

ACV3013 Vietnamese Folklore

Locations: Footscray Park.

Prerequisites: Nil

Description: Designed for students who have already completed a two year beginners stream or three years of secondary school Vietnamese or obtained some equivalent qualifications, this unit of study is an in-depth study of Vietnamese culture as seen in the folk literature, arts and festivals. It aims at further development of overall language proficiency through work on reading and to enhance students' understanding of the set of basic values underpinning ways of thinking and social interaction, including the use of language within the Vietnamese community. It also aims to enrich the students' vocabulary and to enable them to use the Vietnamese language with accuracy. A systematic overview of Vietnamese grammatical and syntactic structures is introduced. Vietnamese is the main medium of instruction.

Credit Points: 12

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

1. Demonstrate understanding of Vietnamese traditions, beliefs and customs;
2. Demonstrate an ability to read complex writings in Vietnamese;
3. Demonstrate an ability to write long essays in Vietnamese; and
4. Demonstrate an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

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

Required Reading: A Book of Readings will be supplied

Assessment: Test, In-class tests, 20%. Presentation, Class presentation and paper,

20%. Essay, Analytical essay, 30%. Examination, Final written, 30%. Total effective word limit is 3000 words.

ACV3023 Variation and Change in the Vietnamese Language

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit of study is a continued study of fundamental Vietnamese semantics and grammar. It is designed to provide students with a better understanding of the Vietnamese language in terms of its historical development and its geographical variations. Selected readings and audiovisual materials are chosen in order to enhance students' familiarisation of Vietnamese register and style in a variety of contexts. Dialects in Vietnamese and the Vietnamese language as spoken and written in Australia are studied. Conducted in Vietnamese.

Credit Points: 12

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

1. Demonstrate understanding of historical linguistics;
2. Demonstrate understanding of change and variation in the Vietnamese language;
3. Demonstrate understanding of the scholarly writings in Vietnamese;
4. Demonstrate an ability to use Vietnamese material as a tool for research; and
5. Demonstrate an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

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

Required Reading:A Book of Readings will be suppliedNguyen Hung Quoc 2004, 1st edn. Song Voi Chu California: Van Moi

Assessment:Test, In-class tests, 20%. Presentation, Class presentation and paper, 20%. Essay, Analytical essay on Vietnamese language as used in Australia, 30%. Examination, Final written, 30%. Total effective word limit is 3000 words.

ACV3024 A Comparative Study of Vietnamese and English

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB or LBLA must have completed the following units: ACV2001 Intermediate Vietnamese A and ACV2002 Intermediate Vietnamese B.

Description:This unit is designed to provide students who have a functional competence in both Vietnamese and English with a comparative study of the two languages in terms of phonology, word-formation, semantics, syntax and rhetoric, ranging from terms of address and reference to expressions of politeness and others. It continues to improve students' Vietnamese language skills, extend their knowledge of the language and linguistics, deepen their cultural awareness and particularly, their capacity for cross-cultural communication. Discussions focus on both verbal and non-verbal languages. Practical competence is developed from a combination of regular practices in class and specific assignments.

Credit Points: 12

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

1. Critically review cultural awareness through the comparative study of Vietnamese and English;
2. Prove an ability to use language skills in practical cross-cultural settings;
3. Exhibit sophisticated oral and written expressions in Vietnamese;
4. Prove a greater understanding of Vietnamese language and culture; and
5. Analyse differences between Vietnamese and English in terms of phonology, semantics, syntax and styles.

Class Contact:Tutorial3.0 hrs

Required Reading:A Book of Readings will be provided by the lecturer.

Assessment:Assignment, 5 in-class tests (1000 words), 30%. Project, Major project

based on translation (1000 words), 30%. Examination, Oral and written examination (1000 words), 40%.

ACV3025 Vietnamese-English Translation

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB or LBLA must have completed the following units: ACV2001 Intermediate Vietnamese A and ACV2002 Intermediate Vietnamese B.

Description:This unit is designed to introduce students to several basic theoretical issues of translation and a wide variety of contexts in which their pre-existing Vietnamese and English language skills can be developed into translation skills. It focuses on the practice of translating from Vietnamese to English or vice versa in different prose styles, from journalism to literature. While it doesn't aim to train students to become professional translators, this unit will help them to improve their Vietnamese language (for non-Vietnamese and second-generation Vietnamese students) and English (for overseas Vietnamese students) and more importantly, their understanding of cross-language and cross-cultural transfer.

Credit Points: 12

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

1. Analyse basic theories and principles of translation;
2. Translate simple texts from Vietnamese into English and vice versa;
3. Critically reflect Vietnamese and English through contextualised translation practice; and
4. Prove an ability to use a wide range of grammar patterns, phrases and vocabulary appropriately in both written and spoken Vietnamese.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:A Book of Readings will be provided by the lecturer.

Assessment:Assignment, 5 in-class tests (1000 words), 30%. Project, Major project - translation from Vietnamese to English, or vice versa (1000 words), 30%. Examination, Oral and written examination (1000 words), 40%. Total effective word limit 3000 words.

ACW1021 Fashioning Gender

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit explores the ways in which femininity and masculinity are 'fashioned' through popular representation of cultural images by exploring, film, television, magazines and literary representation. The unit considers themes such as body image, beauty and sexuality, and the construction of gender and sexuality via popular culture.

Credit Points: 12

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

1. Analyse and critique theories of gender representation;
2. Examine a variety of texts (written and visual) in which gender is represented;
3. Critically explore femininity and masculinity in a variety of texts; and
4. Recognise and critically investigate debates around gender representation in tutorials.

Class Contact:Lecture2.0 hrsTutorial1.0 hr

Required Reading:Book of Readings available via VU Collaborate

Assessment:Review, Review a chosen text to develop summarising and analysing skills., 30%. Research Paper, Minor paper exploring contemporary themes around representation, 30%. Essay, Major essay: critically explore gender in popular media., 40%. Total effective word limit 3000 words.

ACW2020 Sex and Gender

Locations:Footscray Park.

Prerequisites: Nil.

Description: This second-year unit is designed to introduce students to the discipline of Gender Studies. Gender Studies is an independent scholarly discipline that intersects with other humanities and sociology disciplines, such as, anthropology, literary studies, cultural studies, film studies, politics, history, psychology and philosophy. This unit introduces students to the complex notions of sex and gender, sexualities and gendered subjectivities. It considers gender as a socially constructed category and the ways in which this construction impacts on our everyday lives. This unit examines the complex array of processes at work which produce specific types of gendered subjects. The unit challenges traditional gender binaries, gender stereotypes and questions conventional beliefs about sex and gender.

Credit Points: 12

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

1. Analyse and apply gender approaches and theories to a variety of contexts;
2. Critically examine social and cultural influences in the construction of gender, gendered subjectivities, and understandings of sexuality;
3. Apply and utilise qualitative research methods in a research setting relevant to developing a gendered awareness;
4. Assess and apply contemporary gender debates and approaches in a variety of contexts; and
5. Exhibit a familiarity with ideas around gendered hierarchies and gender organisation.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr Workshop 1.0 hr

Required Reading: This unit utilises essential readings for students to read for each week which will be made available on VU Collaborate.

Assessment: Review, Write a review of an article related to the unit, 30%.

Assignment, In class response to gender studies key terms, 10%. Presentation, Present work-in-progress report on the observational project, 10%. Project, Observational research project, 50%.

ACW2021 Gender On the Agenda

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study explores some of the ways that gender and gender relations have become a focus of public policy and practice in contemporary Australia. The major focus will be upon the institutions of the State including the political and judicial systems, but also the economy, which has become increasingly dominant in public policy decisions. The influence of other major institutions in determining public agendas such as religion and the media will also be considered through examination in the weekly topics, as well as students' own choice of research topics. The unit specifically examines gendered work experience in the public and private sectors. The focus is on contemporary feminist theories and analyses of current issues including: balancing paid work and family; labour market restructuring and industrial relations; citizenship and globalisation; immigration and race relations; violence; law reform and gender in politics.

Credit Points: 12

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

1. Analyse a range of contemporary political and cultural debates involving gender and equity issues;
2. Critique gender as a key phenomenon in public policy and debate;
3. Apply social research methods to interrogate social policy that reflects gender and/or women; and
4. Discuss contemporary policy measures which aim to address issues of equity.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr Plus three hours per semester of mixed-mode or self-directed learning.

Required Reading: Book of Readings available via VU Collaborate.

Assessment: Review, Article review exploring a contemporary issue around gender, 30%. Project, Group research project, 70%.

ACW2022 Researching Gendered Lives

Locations: Footscray Park, St Albans.

Prerequisites: Nil

Description: This unit raises questions about the written record of people's lives in Australia and in particular in reference to the marginalisation of gender, class, race and ethnicity. The importance and difficulty of recording the ordinary and extraordinary lives of people is explored. Issues of identity and memory and the links of personal to wider histories are examined. International examples will be drawn upon in the unit. This unit examines social and feminist interpretations of history and historiographies to develop history-based research through interpretation of recent oral history. Students are introduced to oral history methods and required to undertake their own oral history project.

Credit Points: 12

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

1. Identify major themes in 21st century Australia social history with a focus on gender relations;
2. Investigate the meaning of inclusion and exclusion in the study of history and historiography, with particular reference to Australian history;
3. Analyse and apply feminist interpretations of history and historiography; and
4. Demonstrate oral history methodology and undertake original research utilising oral history methods.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Book of Readings available via VU Collaborate.

Assessment: Exercise, Class exercises based on weekly class work., 40%. Project, Oral history project., 60%. Total effective word limit 3000 words.

ACW2024 Gender in Public Life

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit of study explores gender in public life and gendered public structures in Australia, with reference to global trends and debates. The unit focuses on gendered perspectives and analysis of social policy in contemporary Australia. It considers the implications of public policy on women, men and families, and the consequences of gender-blind social policy. It explores the influence of major institutions in determining public discourse, agenda and subsequently, individual experience. The unit considers public social policy in addressing structural inequalities and discrimination. Themes covered in the unit are, citizenship, work, parental leave, childcare policy, pay gap, and family violence. The unit considers gender and the state, public institutions and political life. Students will draw on debates from feminist approaches to law and political science. The unit considers gender and politics, within political parties and political life. The unit offers students the opportunity to research themes related to gender in public life undertaking a qualitative group project and presentation.

Credit Points: 12

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

1. Analyse a range of contemporary political and cultural debates involving gender and equity issues;
2. Critique gender as a key phenomenon in public policy and debate;
3. Interrogate gender in social policy through the application of qualitative social research methods; and
4. Investigate contemporary policy measures which aim to address issues of equity.

Class Contact: Seminar 2.0 hrs

Required Reading: This unit utilises a range of scholarly readings relevant to the unit which will be available via VU Collaborate.

Assessment: Review, Review article related to gender in public life, 30%.

Presentation, Group presentation of a project on theme covered in the unit, 30%.

Essay, Individual essay on the group project, 40%.

ACW2026 Gender in Popular Culture

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit explores the gendered construction of femininity and masculinity through popular cultural practices by investigating themes of representation in a variety of textual forms, such as, film, television, magazines and literary genres. The unit critically considers the implications of popular culture in construction of gendered selves. It offers a reflective gaze in illustrating and understanding processes of objectification and sexualisation in the context of contemporary popular representation. Gender in popular culture introduces students to the limitations of gendered narratives in popular culture via the field of cultural studies.

Credit Points: 12

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

1. Investigate theories of gender representation, sexualisation and objectification in popular culture;
2. Critically review a variety of texts (written and visual) in which gender is reflected;
3. Interpret the gender construction of femininity and masculinity in a variety of texts; and
4. Critically reflect on debates around gender in popular cultural practices in tutorials.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: This unit utilises a range of essential readings relevant to the unit. These can be located on VU Collaborate.

Assessment: Review, Review a text relevant to the unit to develop summarising and analysing skills, 30%. Research Paper, Write a minor paper exploring contemporary themes in cultural studies, 30%. Essay, Write a major essay critically examining themes of gender in popular media covered in the unit, 40%.

ACW2033 Women and International Development

Locations: Footscray Park.

Prerequisites: Must have passed units in {ACW1020, ACW1021} OR {ASS1051, ASS1052} OR {ASA1023}

Description: This unit explores theories, strategies and discourses about women and feminism in the context of international political, economic and social development. Gender-conscious analysis and critique of development theories, policies, implementation and evaluation are examined. The unit intersects gender and feminist analyses and sustainability in the era of globalisation. The unit explores the impact of international trade and the movement of people; racism; conflict and militarisation; environmental crises and critiques of western paradigms. Recommended for students in gender studies, community development and international studies.

Credit Points: 12

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

1. Identify the major discourses of international development theory and practice;
2. Demonstrate a 'gender analysis' of discourses in the field;
3. Apply knowledge to construct critical case studies; and
4. Articulate knowledge in making a professional contribution to the international development sector.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Momsen, JH 2004, Gender and development, New York: Routledge Women and International Development, Book of readings, Victoria University

Assessment: Assignment, Class assignment based on material covered in weeks 1 to 3, 30%. Case Study, In-depth study of an issue in the development field, 50%. Test, In-class test covering the issues and topics throughout semester, 20%. Total effective word limit 3000 words.

ACW3001 Gender History and Memory

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACW1020 Sex and Gender, ACW2024 Gender in Public Life, ACW2026 Gender in Popular Culture.

Description: This unit raises questions about the written record of people's lives in Australia and in particular in reference to the marginalisation of gender, class, race and ethnicity. The importance and difficulty of recording the ordinary and extraordinary lives of people is explored. Issues of identity and memory and the links of personal to wider histories are examined. International examples will be drawn upon in the unit. This unit examines social and feminist interpretations of history and historiographies to develop history-based research project through interpretation of recent oral history. Students are introduced to oral history methods and required to undertake their own oral history project.

Credit Points: 12

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

1. Identify major themes in 21st century Australia social history with a focus on gender relations;
2. Investigate the meaning of inclusion and exclusion in the study of history and historiography, with particular reference to Australian history;
3. Analyse and apply feminist interpretations of history and historiography; and
4. Demonstrate oral history methodology and undertake original research utilising oral history methods.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: This unit utilises essential readings that consist of specific texts relevant to the unit focus and content. These readings are available in VU Collaborate.

Assessment: Exercise, Class exercises based on weekly class work, 40%. Project, Prepare and formulate a gendered oral history project, 60%.

ACW3019 Gender, Screen, Identity

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study examines feminist approaches to representations of masculinity and femininity in film, television and new media (such as blogs or online social sites), and the ways that interacting with the media feed into the construction of gendered social identities. It looks at the development of feminist screen theories and classical film texts; the impact of feminism on popular culture; and productions that question, subvert or critique conventional gender representations.

Credit Points: 12

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

1. Identify key issues in feminist screen theory;
2. Understand theories about gender and representation, and why this field of study is of importance to scholars of gender;
3. Analyse psychoanalytic approaches to understanding the pleasures of viewing narrative film;
4. Consider arguments about gender and genre;
5. Think theoretically about culture and cultural productions;
6. Read theoretically-

informed articles about film and television; 7. Contrast theoretical paradigms; 8. Undertake analyses of media texts; 9. Research and summarise; and 10. Write synthesis and argumentation.

Class Contact:Lecture 2.0 hrs Seminar 2.0 hrs Tutorial 1.0 hr

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

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

ACW3022 Rethinking the Family

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit examines contemporary family and family formations in Australia and explores shifting family patterns and debates. The unit presents a history of the family in Australia and the role of family in capitalist societies. It critically explores debates around the nuclear family model, the impact of increasing divorce rates, childlessness, reproductive technologies, family violence, and the future of the family formation in contemporary societies.

Credit Points: 12

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

1. Investigate a range of family models and patterns in contemporary Australia;
2. Critically analyse the connection between the state and the family;
3. Critique gender, sexuality and cultural issues that impact on familial organisation and behaviour; and
4. Reflect on changes to families and causes and consequences.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Rethinking the Family unit reader

Assessment:Exercise, Critical reflective summary exploring contemporary family debates, 30%. Case Study, Explore a key issue in family studies, 30%. Test, Synoptic assessment to capture overall learning, 40%. Total effective word limit 3000 words.

ACW3023 Gender Cross-Culturally

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit raises questions about gender relations and gender order from cross-cultural perspectives both within and outside Australia. The unit explores the anglocentricity and gender-blindness of much mainstream disciplinary discourses such as anthropology, and the impact of gendered beliefs and assumptions in political and social discourse. Local and international policy is considered through case study research.

Credit Points: 12

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

1. Analyse gender order and difference in social and cross-cultural settings;
2. Apply cross-cultural knowledge to specific situations and events within and across communities and in broader national and international contexts;
3. Develop and contribute a gendered perspective to policy and debate on matters of multiculturalism, immigration and other relevant fields; and
4. Demonstrate skills learned in evaluating a cross-cultural setting from a gendered perspective.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Gender Cross-Culturally, Book of readings, Victoria University.

Assessment:Review, Choose and read an ethnographic article from the Book of Readings and write a review, 20%. Case Study, Individual case study/presentation, 40%. Essay, Completion of a theoretical essay, 40%. Total effective word limit 3000 words.

ACW3024 Varieties of Feminist Thought

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit of study explores a number of streams of feminist thought ranging from liberal feminism to postfeminism. It looks at the 'waves' of feminism and at the social conditions which generated these waves. It also examines issues of difference and the relevance of feminism for globalised societies and contemporary social issues.

Credit Points: 12

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

1. Demonstrate an understanding of a comparative and stimulating interdisciplinary introduction to the methods and concerns of contemporary feminism;
2. Apply feminist theory to a range of contemporary social contexts;
3. Assess, analyse and synthesise political theory; and
4. Apply research methods using the internet, and interrogate a site.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr Plus three hours per semester of mixed-mode or self-directed learning.

Required Reading:Unit reader

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

ACW3028 Gender, Community and Social Change

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACW1020 Sex and Gender, ACW2024 Gender in Public Life, ACW2026 Gender in Popular Culture.

Description:This unit explores topics and approaches to understand social transformation, inequality and systems of oppression in relation to gender and sexualities in contemporary society. The unit offers critical perspectives on categories of difference and their relationship to activism and social change. The unit also examines current debates around social and cultural transformation, mobilization, collective action, political engagement, and ideas of interconnection and belonging. Students will consider what equality, equity and empowerment mean, and why they are important in understanding inclusion and belonging. The unit explores the future of gender-based activism and political action in the context of new social spaces. Students are introduced to practical activist-based approaches with gendered debates as a main focus.

Credit Points: 12

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

1. Evaluate the intersectionality of gender, sexualities, race, class and related categories of difference in the context of social change;
2. Exhibit an understanding of social movements and their relationship to political action;
3. Apply, identify and articulate feminist approaches to inequality and oppression;
4. Examine and respond to contemporary debates by engaging with activist-based approaches appropriate to feminism and gender studies; and
5. Analyse and apply critical thinking to issues of inequality and social change.

Class Contact:Seminar 2.0 hrs

Required Reading:This unit utilises a range of selected readings relevant to the field of gender and social transformation, feminist political action and activism, and other associated themes. These can be located via VU Collaborate.

Assessment:Assignment, Media analysis of a contemporary political action, 30%. Presentation, Formal group presentation on current gender-based political action, 30%. Essay, Major essay on group presentation and themes from the unit, 40%.

ACW3033 Gender Across Cultures

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACW1020 Sex and Gender, ACW2024 Gender in Public Life, ACW2026 Gender in Popular Culture.

Description:This unit explores the cultural production of gender and gender order from cross-cultural perspectives, both locally and globally. The unit explores traditional gender-blind anthropology and the impact on understanding gendered life and gendered subjectivities. It captures the gender revolution that has taken place in many streams of contemporary anthropology in recent times, and presents and utilises alternate forms of anthropology in understanding the complexity of gendered human life. Gendered belief and practice are examined in understanding the production of gendered hierarchies. Students will have the opportunity to utilise ethnographic practices and techniques in a research-based project from a cross-cultural perspective.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Critically review the persistence and production of gendered beliefs and hierarchies in cross-cultural settings; 2. Critically reflect on approaches to gender in anthropology, and gender and anthropology; 3. Investigate ideas of difference, oppression and marginalisation in the context of approaches to feminist anthropology; 4. Exhibit the use and understanding of anthropological and ethnographic techniques; and 5. Appraise and apply a meaningful understanding of discourse used in anthropology.

Class Contact:Tutorial2.0 hrs

Required Reading:This unit utilises essential readings that consist of specific texts relevant to the unit focus and content. These readings are available in VU Collaborate.

Assessment:Review, Review a text consistent with the theme of gender and anthropology, 20%. Presentation, Individual presentation on themes covered in the unit, 40%. Essay, Write an exploratory essay on themes covered in the unit, 40%.

ACX1001 Knowing and Knowledge A

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit aims to build a solid foundation of core study skills for use at university as well as in other professional and community settings. This includes skills ranging from essay writing to research (including library and online database resources) and critical thinking. Second, this unit probes how we know what we know; one of its key themes relates to the way knowledge is a constructed, contested and changing phenomenon. Throughout this semester, we will therefore engage with debates around various, often contentious, issues facing contemporary Australia and Australian society. How does academic study equip us better to understand such questions?

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Engage critically with topical debates; 2. Independently locate relevant sources and evaluate their validity against provided criteria; 3. Apply communication skills in a manner appropriate for specified tertiary-level academic purposes; and 4. Apply academic conventions regarding the presentation of work, such as those regarding the citing and referencing of sources.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:ACX1001 Book of Readings (current year).

Assessment:Assignment, Comparative analysis - building academic summarising,

analytical, reading and writing skills., 25%. Essay, Building academic research skills., 20%. Essay, Essay building on analytical and research skills., 40%. Other, Online Quizzes., 15%. Total effective word limit 3000 words.

ACX1002 Knowing and Knowledge B

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:Knowing and Knowledge B (ACX1002) is an academic-skills building unit which consolidates and extends the knowledge and skills students will have acquired through the successful completion of Knowing and Knowledge A (ACX1001) or some equivalent transitions unit of study. The unit consolidates students' academic writing and research skills, including their formal essay writing and their searching and use of academic peer-reviewed articles and other authoritative sources of knowledge. The unit equips students to work collaboratively in class discussions and to present confidently and effectively to groups of fellow students; including through formal class presentations. Students are encouraged and supported to engage in higher-level thinking about some complex contemporary social issues. For instance, the unit focuses on questions of identity in a globalising world and within a multicultural society, and on questions of social change produced through the impacts of information and communication technologies in their daily lives.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Critique scholarly articles - and a range of other source material - dealing with the complex social issues of identity formation in a globalising world, and the impact of ICTs on social change; 2. Use appropriate research materials in an essay and in a class presentation; 3. Participate in small-group and class discussions; 4. Produce an essay and a formal presentation which follow standard academic conventions and that are clearly and effectively expressed, proof-read or quality-checked and submitted or presented in a timely fashion; and 5. Discuss learning through the completion of weekly journal entries.

Class Contact:Seminar2.0 hrs

Required Reading:ACX1002 Knowing and Knowledge B: Book of Readings (current year).

Assessment:Journal, A short reflection on required reading/s and a folio of chosen journal entries., 30%. Presentation, A presentation on a major theme of the unit., 30%. Essay, An essay on a major set theme of the unit., 40%. Total effective word limit 3000 words.

ACX2000 Communicating Transculturally

Locations:Footscray Park.

Prerequisites:Nil.

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

Credit Points: 12

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

1. Recognise cultural and linguistic diversity and difference 2. Apply this knowledge to the analysis of intercultural encounters, whether at the level of individual, group, organisation or system; 3. Explain the concept of cultural competence and its application in intercultural encounters; 4. Assess cultural competence using appropriate tools; and 5. Communicate in a range of culturally and linguistically diverse contexts.

Class Contact:Tutorial3.0 hrs

Required Reading:ACX2000 Book of Readings (prepared by the unit lecturer)

Assessment:Assignment, Research project essay on cross-cultural communication which relates to a workplace or community, 50%. Exercise, Presentation and class activity/discussion which relates to selected readings on cross-cultural communication, 20%. Test, An in-class test will be held during the normal session time, 30%. Total effective word limit 3000 words.

ACX2001 International Study

Locations:Footscray Park.

Prerequisites:Nil.

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

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of other cultures and societies through experiential learning (a program of study in another country); 2. Apply knowledge and skills in culturally diverse environments to solve problems, communicate and work individually and in groups; and 3. Produce work within the specific discipline area of the negotiated content of the program of international study.

Class Contact:Equivalent to a quarter of a semester's load of full-time study. Format of classes and other learning activities and experiences will be negotiated for each specific program.

Required Reading:Dependent on the negotiated program.

Assessment:Review, 2 x 10% journal article reviews, 20%. Portfolio, Portfolio documenting experiences and learning of the Study Tour., 40%. Creative Works, Creative work in any creative arts medium, 40%. Total effective word limit 3000 words .

ACX3003 Professional and Career Development

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit of study offers an overview of the contemporary workplace, examining the ways in which a number of social forces have impacted on the range of careers available, the likely developments over the next few years and outlines the legislative framework which governs employment practices. It offers students the opportunity to explore vocational typologies, to identify their personal type, and look at their potential for job satisfaction in various areas of work analysing their values and likely sources of personal and professional fulfilment. It includes material on conflict resolution and working with others in a collegial environment. Students will construct a personal career plan, building on their working style and interests and the

likely developments in their field of interest. As part of an assessment task they will interview an employee in that field, and be taught to network using informal as well as formal methods of orientating themselves as professionals. They will be assisted in the preparation of their curriculum vitae and a resume, in preparing an effective job application and in presenting themselves at an interview.

Credit Points: 12

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

1. Demonstrate understanding of the contemporary workplace; 2. Practise strategies for finding potential employment; 3. Recognise vocational typologies and assess themselves within them; 4. Practise conflict resolution and other common workplace problems; and 5. Construct a personal career plan.

Class Contact:Tutorial2.0 hrs

Required Reading:Required readings provided to students during semester.

Assessment:Assignment, Personal career plan and presentation, 20%. Assignment, Essay and presentation, 20%. Project, Major project - simulated job selection analysis., 60%. Total effective word limit 3000 words.

ACX3005 Graduating Project 1

Locations:Footscray Park, St Albans.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete 48 credit points (equivalent to 4) of a Major prior to undertaking ACX3005 Graduating Project 1.

Description:The purpose of this first semester project unit is to develop a project concept, partnership and plan; projects will be implemented in the second semester unit Graduating Project 2, ACX3006. The ways that these are developed will vary with the students' specialisations, interests and career orientation. Projects may be developed in specialised groups or interdisciplinary groups. In developing this project, students are expected to utilise their learning throughout the course in their core units and specialisations. Students are encouraged to assist each other, and working groups will be established to support student collaboration. Projects may be undertaken with an industry and/or community partner.

Credit Points: 12

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

1. Evaluate challenges affecting practical implementation of their learnings in their specialisation(s); 2. Investigate issues and propose professional solutions in working on real life projects; 3. Exhibit skills developed in interdisciplinary teamwork; and 4. Articulate and advocate, in written or oral formats, a project concept and plan for development and production.

Class Contact:Tutorial2.0 hrs

Required Reading:Arts Graduating Project manual and reader available via VU Collaborate.

Assessment:Presentation, Concept pitch (oral presentation), 20%. Project, Project documentation (4000 words), 50%. Literature Review, Literature review (1500 words), 30%.

ACX3006 Graduating Project 2

Locations:Footscray Park, St Albans.

Prerequisites:ACX3005 - Graduating Project 1

Description:The purpose of this unit is to execute the project planned and developed in ACX3005 Graduating Project 1. This project provides the opportunity for students to implement knowledge and practise skills acquired across their course and to choose their own area of interest within their specialisation. Students are expected to produce a product or outcome which enhances their graduate employment prospects. Students generally work in groups, but there is also scope for individual assessment

within the group project.

Credit Points: 12

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

1. Manage the challenges encountered during a project, in particular those relating to timelines, technical matters, human resources and budgets;
2. Collaborate effectively in achieving interdisciplinary team outcomes with responsibility and accountability for own learning and professional practice;
3. Produce and advocate for a professional project; and
4. Present a professional progress report demonstrating critical reflection on goals and achieved and intended outcomes.

Class Contact: Tutorial 2.0 hrs

Required Reading: Set readings will be located on VU Collaborate.

Assessment: Journal, Working journal including self-evaluation (2000 words), 20%. Presentation, Mid-point work-in-progress report and presentation, 20%. Project, Project documentation (4000 words), 60%.

ACX3007 Studio Project 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: The purpose of this first semester project unit is to develop a project concept and plan; projects will be implemented in the second semester unit Graduating Project 2, ACX3008. The ways that these are developed will vary with the students' specialisations, interests and career orientation. Projects may be developed individually in specialised groups or interdisciplinary groups. In developing this project, students are expected to utilise their learning throughout the course in their core units and specialisations. Students are encouraged to assist each other, and working groups will be established to support student collaboration. Projects may be undertaken with an industry and/or community partner.

Credit Points: 12

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

1. Evaluate challenges affecting practical implementation of their learnings in their specialisation(s);
2. Investigate issues and propose professional solutions in working on real life projects;
3. Exhibit skills developed in interdisciplinary teamwork; and
4. Articulate and advocate, in written or oral formats, a project concept and plan for development and production.

Class Contact: Seminar 2.0 hrs

Required Reading: Special Project 1 manual and reader available via VU Collaborate.

Assessment: Presentation, Concept pitch (oral presentation), 20%. Project, Project documentation (4000 words), 50%. Literature Review, Literature review (1500 words), 30%.

ACX3008 Studio Project 2

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACX3007 - Studio Project 1

Description: The purpose of this unit is to execute the project planned and developed in ACX3007 Studio Project 1. This project provides the opportunity for students to implement knowledge and practise skills acquired across their course and to choose their own area of interest within their specialisation. Students are expected to produce a product or outcome which enhances their graduate employment prospects. Students generally work in groups, but there is also scope for individual assessment within the group project.

Credit Points: 12

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

1. Manage the challenges encountered during a project, in particular those relating to timelines, technical matters, human resources and budgets;
2. Collaborate

effectively in achieving interdisciplinary team outcomes with responsibility and accountability for own learning and professional practice.

3. Produce and advocate for a professional project.
4. Present a professional progress report demonstrating critical reflection on goals and achieved and intended outcomes.

Class Contact: Workshop 2.0 hrs

Required Reading: Set readings will be located on VU Collaborate.

Assessment: Journal, Working journal including self-evaluation (2000 words), 20%. Presentation, Mid-point work-in-progress report and presentation, 20%. Project, Project documentation (4000 words), 60%.

ACX4001 Humanities Honours 4

Locations: Footscray Park, St Albans.

Prerequisites: Admission by coordinator into unit.

Description: A study of the theoretical and epistemological issues of contemporary literary, historiographical and epistemological theories and of methods of research in the humanities and social sciences.

Credit Points: 24

Class Contact: The unit of study will be offered by directed study, with seminars if required.

Required Reading: To be determined in each discipline.

Assessment: Critical bibliography 30%; Essay (2000 words) 30%; Essay (3000 words) 40%.

ACY1002 Public Speaking and Communication

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit focuses on the development of professional (English language) communication skills appropriate to workplace and professional settings. Students are introduced to different communications models/theories and to the specific features involved in key communicative processes. The main areas of study and assessment are divided between theoretical material and practice-oriented workshops. This unit develops awareness of the differences between spoken and written language and their implications for the projection of a speaking persona in professional contexts. Students develop skills in the analysis of structures of oral language as well as an awareness of language variation (rhetorical practice) relative to professional contexts. This unit builds practice in developing and performing some of the key interactions and presentations in an interpersonal and organisational setting. Specific areas covered include: presentation skills, including the use of audio and visual digital aids; committee participation, including membership, secretariat, and leadership; and interview skills for both research and employment settings.

Credit Points: 12

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

1. Articulate the processes involved in oral communication, particularly in professional contexts;
2. Develop and perform a variety of interpersonal and presentational functions involving oral communication in professional/organisational contexts;
3. Exemplify a high level of spoken language in a variety of professional contexts with confidence, accuracy, and the use of appropriate grammar and vocabulary;
4. Distinguish and apply the theoretical and practical requirements of typical interpersonal and organisational/communications, especially presentations, committee proceedings, and interview work; and
5. Exhibit the interfaces between written preparation, oral performance, and written and oral evaluation in interpersonal and organisational communication.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Recommended readings and source materials will be listed in the

unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Presentation, 8 x short speech in-class, 40%. Presentation, Scripted speech exercise, 20%. Presentation, Major group presentation and work report, 40%.

ACY1003 Principles and Practice of IMC

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit prepares students to understand the approaches, strategies and concepts of Integrated Marketing Communication (IMC) by learning how it has evolved in the Marketing Communication profession, combining the key areas of advertising, public relations, digital, media and consumer engagement. Students are introduced to the fundamental principles and theoretical concepts of IMC by reviewing case studies and the work of practitioners. Personal and professional ethics are explored throughout the unit. Experienced professional guest speakers and an industry tour visiting domestic and global agencies provide insights and trends into the practice of IMC in Australia and internationally. The unit is designed to support students to explore interests, opportunities and networks within the Marketing Communication profession as they begin their journey as an Early Career Professional.

Credit Points: 12

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

1. Analyse and evaluate key approaches of IMC and how advertising, PR, media and digital interact to engage the consumer;
2. Articulate the ethical and social contexts of Integrated Marketing Communications;
3. Analyse a recent IMC campaign developed by a nominated agency for corporate, government, non-government organisations, community groups and/or social movements;
4. Exemplify how research supports marketing communication practitioners to identify and segment target audiences to produce effective IMC campaigns;
5. Collaborate with others individually and/or as part of teams to demonstrate professional standards expected within the workplace; and
6. Exhibit knowledge of IMC approaches and industry trends, and professional standards, when engaging with peers, teachers and industry practitioners.

Class Contact: Workshop 2.0 hrs

Required Reading: The Required Text: 'Advertising: An Integrated Marketing Communication Perspective' is a key text that will be used as a key resource and reference throughout the course. Belch, G., Belch, M., Kerr, G. & Powell, I. (2014) 3rd ed. Advertising: An Integrated Marketing Communication Perspective Australia: McGraw-Hill. The following books will be referenced throughout the course, including in this unit: Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Qvester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Portfolio, Client Relationship Development: incorporating Engagement Agreement (10%), Peer & Self-Reflection Report (10%), Professional Contribution (10%), 30%. Project, Agency Case Study, 40%. Presentation, Industry Case Study presentation, 30%.

ACY2005 Communication Research

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACY1002 - Public Speaking and Communication ACY1003 - Principles and Practice of IMC. Students are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication.

Description: Marketing Communications is a results driven profession and outcomes need to be achieved to effectively drive sales, increase awareness, encourage engagement or change behaviour - all key deliverables. Fast Moving Consumer Good (FMCG) campaigns, social marketing and political campaigning have influenced the rationale for evidence-based results. Additionally, these approaches identify how significant consumer behaviour is. The trend is now for all marketing communications to demonstrate with evidence the impact and/or influence of consumers. In this unit, students learn the theoretical and practical skills in evaluating and measuring marketing communications, the advantages of analytics, and the critical value of research. By working with industry professionals in communication research, students gain insights into how to improve and adapt for the next stage of a campaign, how to persuade the consumer, how to achieve Return on Investment, and how to influence social and cultural behavioural change.

Credit Points: 12

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

1. Analyse a range of research methods and diagnose appropriate approaches for marketing communication;
2. Design research methods and analyse the impact on the consumer;
3. Evaluate and measure a campaign using communication research tools, such as analytics;
4. Present and interpret data in a professional manner demonstrating ethics; and
5. Network with the communication research industry to assist in being an early adopter with new trends and for career options.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs

Required Reading: The following books will be referenced throughout the course, including in this unit: Belch, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Report, Research Methods: design and analysis, 25%. Research Paper, Consumer Research Report, 50%. Report, Evaluation & Analytics Report, 25%.

ACY2006 Media Management

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACY1002 - Public Speaking and Communication ACY1003 - Principles and Practice of IMC. Students are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication.

Description: In this unit, students acting as public relations practitioners, develop skills in media relations and media management across a range of media, including digital, online, mobile, television - free-to-air and paid, print and radio. Media organisations and media players, including journalists, editors, producers and social media manager are studied to provide a way of developing effective skills for media management. To illustrate the challenges in managing these dynamic relationships, students participate in an industry media tour and hear from experienced professional guest speakers. Students will explore the relationship between public relations and media practitioners, focusing upon perceptions and realities. Ethical concerns of both

journalists and public relations practitioners are highlighted. Students experience practical techniques in media production across a range of media to build up effective skills in media management. Students learn specific skills in media relations including planning a media campaign, interview techniques, managing issues and reducing risk, and how to advise clients on media outcomes to enable them to work with the media and identify the changes to the evolving media landscape.

Credit Points: 12

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

1. Analyse the complex relationship between public relations and the media;
2. Evaluate how news is constructed and relayed across different formats and mediums;
3. Critique the media landscape in Australia and internationally, understanding the key media players and how best to work with them for effective PR results;
4. Articulate the ethical issues in PR media messages and dealing with media people and organisations; and
5. Design and implement an effective media campaign, incorporating media strategy, risk and issues management and message management to achieve PR outcomes.

Class Contact: Workshop 2.0 hrs

Required Reading: The following books will be referenced throughout the course, including in this unit: Bekh, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Quester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Case Study, Media Agency Case Study, 30%. Report, Online Media Strategy, 30%. Project, Integrated Media Project, 40%.

ACY2007 Client Relationship Management

Locations: Footscray Park.

Prerequisites: ACY1002 - Public Speaking and Communication ACY1003 - Principles and Practice of IMC Students are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication

Description: This unit prepares students for marketing communication practice and the challenges of working with clients - be they internal and/or external clients. This is achieved by understanding the differing types of workplace cultures; and/or managing problems in workplace contexts through individual and collaborative work. Students gain skills in how to communicate and work in a professional situation by reviewing client relationship management approaches, including the art of listening, negotiation and persuasion, clear personal and written communications, and effective presentation skills as explained in industry leader Robert Solomon's 'The Art of Client Service' (Kaplan, 2008), who also provides advice and industry expertise to the students. Solomon, based in USA, supports and engages with Bachelor of Marketing Communication students so as to offer context to his writing specifically for Early Career Professionals. Students demonstrate their learning and knowledge through a series of pitches (mini-presentations, media releases and media article) on current social and political issues that incorporate storytelling techniques that influence and persuade.

Credit Points: 12

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

1. Exemplify client service skills encompassing leadership, engagement, initiative and presentation;
2. Collaborate with others individually and/or as part of teams to demonstrate professional standards expected within the workplace;
3. Articulate skills acquired through professional presentation to deliver pitches and messages to clients that persuade and influence;
4. Negotiate and apply problem solving skills to manage challenging situations in workplace contexts; and
5. Exhibit strategic and conceptual skills to identify future trends in the marketing communication profession that will support industry networking.

Class Contact: Workshop 2.0 hrs

Required Reading: Solomon, R. (2008). The Art of Client Service: 58 things every advertising and marketing professional should know. New York: Kaplan Note: The Art of Client Service is not a text but a book considered by industry globally as influential and therefore a must-read for any marketing communication practitioner. It is used as a key text and resource throughout the course. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Presentation, Professional Pitch on current social issues, 30%. Project, Strategic analysis of a proposed client campaign, 40%. Presentation, Professional Pitch on organisational communication trends, 30%.

ACY2008 Writing for Public Relations and Advertising

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACY1003 - Principles and Practice of IMC ACY1002 - Public Speaking and Communication Students are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication.

Description: As consumers we are bombarded with messages - some obvious, others less so. Some we embrace, while other messages offend. In this unit, students will review messages embedded in advertising and public relations, compare approaches in Australia and internationally, and consider the ethical implications. Guest industry practitioners will discuss the importance of creating an effective marketing communication campaign that engages and influences the target audience, and provide expertise in how to develop messages that are simple and persuade. Students will use their research and analytical skills to create advertising copy for a range of media including online, outdoor, television, radio and print demonstrating how their messages influence. By gaining knowledge and experience in public relations writing for both traditional and digital audiences, students will develop skills in adapting messages for social media, produce both online and hard copy media kits, and evaluate the current trends in effectively selling messages through advertorials. Students will review complaints and determinations listed with the Advertising Standards Board to gain a greater understanding of the sensitivities affecting the community and produce alternative messages that resonate and influence while considering the ethical, social and cultural implications.

Credit Points: 12

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

1. Analyse marketing communication messages embedded in advertising and Public Relations and the impact on consumers;
2. Articulate the traditions and trends in marketing communication messages both in Australia and internationally;
3. Compose clear and effective messages in advertising copy and public relations writing for a range of media and target audiences
4. Evaluate ethical, social and cultural implications of marketing communication messages found in advertising and PR; and
5. Contextualise marketing communication messages across a range of media articulating how target audiences are influenced.

Class Contact:Lecture 1.0 hr Tutorial 1.5 hrs

Required Reading:The following books will be referenced throughout the course, including in this unit:Belch, G., Belch, M., Kerr, G. & Powell, I. (2014), 3rd ed. 'Advertising: An Integrated Marketing Communication Perspective Australia: McGraw-Hill Qvester, P, Pettigrew, S & Hawkins, D. (2014), 7th ed. Consumer behaviour: implications for marketing strategy Australia: McGraw Hill Solomon, R. (2008). Art of Client Service, 58 things every advertising and marketing professional should know New York: Kaplan Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment:Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace Portfolio, Public Relations writing, including Media Kit, Advertorial and social media text (worth 10% each), 30%. Project, Advertising Standards Board Case Study, 40%. Portfolio, Advertising Copy for different media (x 3 worth 10% each), 30%.

ACY3005 Communication Professional Practice

Locations:Footscray Nicholson, Industry, Footscray Park.

Prerequisites:A Capstone unit: students are expected to have completed Year 1 and Year 2 in ABMM and recommended that students have completed ACY2007 Client Relationship Management prior.

Description:This capstone unit is normally taken in the last year of the degree and is intended to prepare the student for entering marketing communication practice. Students are placed in a workplace under the supervision of a marketing communications professional. The professional practice placement is sourced by the student in negotiation with their lecturer and Engagement and Partnerships Coordinator, with placement duties agreed upon by all. The placement is usually for 15 days or equivalent in hours undertaken in either block or concurrent mode. Considerations of issues of ethical practice are expected in all assessment submissions and during professional placement. Students are encouraged to enrol in this unit in Semester 1 so as to provide sufficient time to source a suitable placement to be undertaken in their final year.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Exhibit the learning and skills gained throughout their degree in a professional marketing communication position; 2. Network and consult to source own placement and career opportunities demonstrating skills in initiative and self-management; 3. Collaborate with others individually and/or as part of teams to produce work of a professional standard expected within the marketing communication profession; 4. Critically reflect, analyse and evaluate to examine and improve their own professional practice for career outcomes; and 5. Exemplify the professional standards of an Early Career Professional to gain a graduate position within the marketing communication profession.

Class Contact:Workshop 3.0 hrs

Required Reading:The following books will be referenced throughout the course, including in this unit: Belch, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Qvester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment:Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Portfolio, Professional portfolio and Personal Career Plan, incorporating career development materials, 30%. Presentation, Professional presentation, 30%. Report, Professional Placement Details, incorporating Placement Outcomes Report, evaluations, log of hours, 40%.

ACY3006 Marketing Communication

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ACY1003 - Principles and Practice of IMACY1002 - Public Speaking and CommunicationACY3008 - Campaign ManagementStudents are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication, and ACY3008 Campaign Management.

Description:Students demonstrate their learning of marketing communication theory in developing a national campaign for a client and to professional expectations, such as being involved with the International Advertising Association (IAA) Big Idea competition. Students produce an engagement campaign for a national Not-for-Profit organisation that demonstrates a big idea that is new and innovative and will engage the target audience. Previous clients have included Kids Helpline, Legacy Australia and Good Beginnings. Students develop their campaign by working closely with the client, answering the client brief and client expectations - all delivered to real deadlines and professional standards. For this reason the unit is offered in intensive burst mode. Throughout the process students will be coached and supported by academic staff to assist them to achieve these goals. The outcomes of this unit contribute to the student's professional portfolio and skills as an Early Career Professional.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Prioritise and manage the challenges encountered during a professional project, in particular those relating to deadlines, client expectations, technical requirements, human resources and budgets; 2. Exhibit initiative; self-management and collaborative team building to develop and produce a campaign demonstrating a big idea that will engage the target audience; 3. Exemplify skills gained from the course in client relationship management to identify and resolve client-agency challenges; 4. Collaborate with others individually and/or as part of teams to bring a project to completion that is of a professional standard as expected within the marketing communication profession; and 5. Integrate learning and experience from developing and producing a marketing communication campaign to demonstrate job-ready skills.

Class Contact:Tutorial 3.0 hrs

Required Reading:The following books will be referenced throughout the course, including in this unit: Belch, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Qvester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment:Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Other, Engagement Agreement, 15%. Other, Work-in-Progress Schedule, 20%. Project, Marketing Communication Campaign, 50%. Review, Self and Peer Reflection Review, 15%.

ACY3007 Student-led Communication Agency

Locations: Footscray Park.

Prerequisites: A Capstone unit: students are expected to have completed Year 1 and Year 2 in ABMM.

Description: The Student-led Communication Agency based at VU's Footscray Park campus will give students the opportunity to put their theory into practice by working with real clients and on real projects. Students will pitch for marketing communication jobs and gain valuable experience in managing clients and working to client deadlines. As a capstone unit, the Student-led Communication Agency offers a unique professional experience of working in a communication agency within a supported, managed learning environment. Marketing Communication students will have the opportunity to create and coordinate communication projects with industry clients ranging from: Integrated Marketing Communication solutions Digital engagement strategies Public Relations Media Management Publication management Copywriting and Speechwriting The Student-led Communication Agency expands the client projects that Bachelor of Marketing Communication students have produced for: STREAT, Legacy Australia, Kids Helpline and Good Beginnings, and supports students to become early career professionals and job ready.

Credit Points: 12

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

1. Investigate and initiate opportunities to source and secure work from new and existing clients for a sustainable, productive Student-led Communication Agency;
2. Manage the challenges encountered during professional agency work, in particular those relating to deadlines, client expectations, technical requirements, human resources and budgets;
3. Collaborate with others individually and/or as part of teams to bring client work to completion that is of a professional standard as expected of a marketing communication agency;
4. Exhibit skills acquired from the course in client relationship management to identify and resolve interpersonal and client-agency challenges;
5. Design strategies for continuous improvement within the SCA that will strengthen its brand positioning and client network; and
6. Exemplify the professional standards of an Early Career Professional so as to act as an ambassador and advocate for the Student-led Communication Agency.

Class Contact: Workshop 3.0 hrs

Required Reading: Students are expected to be familiar with: Belch, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill, Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Quester, P, Pettigrew, S & Hawkins, D. 2014 (7th ed.), 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008), 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the Unit Guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Report, Personal Career Strategy for SCA placement, 10%. Project, Client Development – work at SCA, 40%. Portfolio, Portfolio of work created at SCA, 40%. Report, Outcomes Report, 10%.

ACY3008 Campaign Management

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACY1003 - Principles and Practice of IMCACY1002 - Public Speaking and Communication Students are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication.

Description: In this unit, students develop and learn how to manage a digital engagement campaign for a Melbourne-based not-for-profit organisation that

specialises in social enterprise. Students learn the critical importance of research, understanding the target audience, planning, creative development, engaging with the Big Idea, using PR for strategic outcomes, and campaign evaluation. The digital engagement campaign applies social marketing approaches, which are engagement campaigns that have a call to action and change behaviour for positive outcomes. Emphasis is on techniques and approaches to influence the target audience, cultural and social factors, ethics and understanding of the sensitive environment in which the client operates, implementing a campaign with little or no budget or resources, and the importance of evaluation and measurement to ensure continued engagement with the target audience. Students present their digital engagement campaigns to the client at the end of semester who selects the shortlisted campaigns to be adopted. Previously students developed digital engagement campaigns for the award-winning social enterprise STREAT, a not-for-profit organisation that is committed to reducing youth homelessness through food - cafes and coffee. By working with a leading Australian social enterprise, students develop entrepreneurial skills that support creative and innovative solutions for marketing communication practice. With the production of a digital engagement campaign students enhance their professional portfolio and skills as an Early Career Professional.

Credit Points: 12

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

1. Devise and implement a digital engagement campaign to professional standards and to client expectations;
2. Exhibit critical thinking and conceptual skills to develop an effective communication research brief that supports the campaign strategy;
3. Articulate key influences on consumer behaviour in a marketing communication context that persuades the target audience to engage;
4. Design a campaign strategy employing innovative digital media techniques and approaches that showcases the Big Idea; and
5. Collaborate with others individually and/or as part of teams to bring a project to completion that is of a professional standard as expected within the marketing communication profession.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: The following books will be referenced throughout the course, including in this unit: Belch, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Quester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the Unit Guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Report, Client Relationship Development: incorporating Engagement Agreement, Work-in-Progress schedule, Peer & Self-Reflection Report., 30%. Report, Communication Research Brief, 30%. Presentation, Digital Engagement Campaign (including presentation to client), 40%.

ADC2002 Global Leadership 2: International Security Contexts and Challenges

Locations: Footscray Park, St Albans.

Prerequisites: EDC2001 - Global Leadership 1: the Challenge of 21C

Interdependence Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:An understanding of global leadership is fundamental to understanding responses to global security challenges. In this unit, students will examine the emergence of challenges to global security in historical and contemporary contexts. Students will explore traditional and contemporary security issues including national conflict, political and social challenges. They will focus on developing an understanding of the place of leadership in national, international and non-governmental institutional responses to these challenges. Students will be offered the opportunity to investigate leadership and global issues relevant to their particular discipline area. Students will track historical change and reflect on how and why the sources of global insecurity have shifted in the late 20th and early 21st century, as a means to understand the emergence of new collective responses.

Credit Points: 12

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

1. Identify contemporary and historical sources of 21C global insecurity;
2. Work collaboratively to conceptualise and articulate sources of insecurity, related to key dimensions of leadership, global citizenship and interdependence;
3. Critically reflect on a range of relevant theories concerning global security, global governance and leadership;
4. Analyse the effect of leadership responses to a global security, social or political challenge;
5. Engage in critical self-reflection as learners, citizens and as potential leaders in local and global contexts; and
6. Effectively communicate complex ideas in oral, written, and visual forms across different presentation contexts and to a range of audiences.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:Williams, P., (2008) Security studies: an introduction London and New York: Routledge

Assessment:Portfolio, Portfolio of questions and reflections for and on the security report press briefing sessions, 20%. Presentation, Group presentation of a security report (supported by a media release document) at a simulated press briefing session, 40%. Essay, Written to explore and provide a synthetic understanding of an issue or problem relating to a global challenge, 40%. The cumulative assessment tasks in this unit represent a 2500-3500 effective equivalent word count.

ADM5001 Visuals, Digital Media and a Global World

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit introduces students to the requirements and principles of design for digital screens, including mobile devices in the context of the research area of user experience (UX). Students develop practical skills to create images and 'clickable wireframes'. The unit explores the role of branding in a globalised world where designers need to respond to a variety of communication styles to connect with different audiences. Using a range of case studies, students explore how industry communicates with different demographic groups and they critique assumptions made about different groups. As digital media professionals are required to keep their skills current, students review how practitioners can continue to research new developments, and assess the viability of a trend. The unit covers the latest developments and assesses the viability of trends. Other topics explored include processes to create a design concept, relationship between text and image, handling different file types, and employment contexts for designers.

Credit Points: 12

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

1. Critically review the function of design in digital media productions;
2. Interrogate the theoretical processes involved in design research (both creative and technical);
3. Devise innovative design solutions that meet the needs of niche audiences;
4. Exhibit the technical skills required for digital image production;

5. Resolve intricate cross-disciplinary problems from a digital media design perspective;
6. Devise and develop artefacts using both written and visual communication to demonstrate design concepts to a range of stakeholders;

Class Contact:Lecture 1.5 hrs Seminar 1.5 hrs

Required Reading:Sullivan, B 2015 The Design Studio Method: Creative Problem Solving with UX Sketching CRC Press Benz, P ed. 2014 Experience Design: Concepts and Case Studies Bloomsbury Publishing

Assessment:Portfolio, In class UX exercises (Equivalent to 1,250 words), 25%. Presentation, An oral presentation outlining how designers target a specific demographic (group assignment) (Equivalent to 1,250 words), 25%. Portfolio, A design portfolio consisting of three images for a target audience (group assignment). (Equivalent to 1,250 words), 25%. Report, Journal (1,250 words), 25%.

ADM5002 Video Production

Locations:City Flinders.

Prerequisites:Nil.

Description:In this unit, students examine some of the technological developments that have made computer mediated forms of artistic expression and communication possible. Students explore some of the conventions of visual and aural language, techniques for shooting and editing digital video and the operation of sound with digital video. They undertake production and post-production of digital audio and video. Students also storyboard, shoot, digitise and edit video clips and create digital sound effects and sound tracks. Readings cover the history of video and sound technologies, technical theory and technique. The aesthetics of combining audio and video are considered through introductory discussion of film theory.

Credit Points: 12

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

1. Interpret theory and principles of video and sound design theory to create productions that will serve as an innovative portfolio pieces in a dynamic industry;
2. Convince and persuade others using industry terminology concerning digital sound and video production;
3. Critically review the impact of moving image technology on communities;
4. Negotiate a producer role for one aspect of a digital video production and advocate for certain contextualised decisions; and
5. Exhibit project management skills.

Class Contact:PC Lab 3.0 hrs

Required Reading:Denby, D / 2012 Do the movies have a future? Simon and Schuster Riley, M and Chirtou, M / 2012 The Craft of the Cut Wiley

Assessment:Essay, Research investigation - contemporary digital communication issue Students critically review and interpret the impact of technology on communities and present their findings in a report that construes a position (L1) (L2) Essay, Research contemporary digital communication issue. (individual), 25%. Creative Works, Synopsis, monologue script ad storyboard. (group), 25%. Creative Works, Short autobiographical film for online delivery. (group), 50%. Creative Works, Synopsis, monologue script ad storyboard Students devise creative concepts and present their ideas in a range of formats expected in industry in preparation for a competitive work environment. (L1) (L5) Creative Works, Short autobiographical film for online delivery (group assignment) Students interpret theory and principles of video and sound design theory to create innovative practical productions. Students participate as a producer for one aspect of a digital video production and demonstrate specialised project management skills. (L3) (L4) (L5).

ADM5003 Web Technologies

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit of study provides an introduction to the practical and theoretical aspects of internet development using current industry standard approaches. Students compare various industry development tools and also develop an understanding of Javascript and CSS. The skills required for mobile production are introduced. We review topical issues such as content strategy and search engine optimization including skills sought after in industry such as keyword research. Web technology is at the core of today's entrepreneurial culture and in this unit we explore how individuals can negotiate current industry contexts.

Credit Points: 12

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

1. Formulate responsible, well-informed and ethical judgments in considering the role of the practitioner in a complex and highly dynamic digital media industry;
2. Exhibit the ability for agile thinking in complex environments;
3. Critically evaluate the strengths and limitations of industry standards as they apply to gathering information from digital environments;
4. Propose and resolve a professional web and social network analysis tasks;
5. Analyse and interpret trends on social media

Class Contact:Lecture3.0 hrsSeminar1.5 hrs

Required Reading:Apfelbaum, S and Cezzar, J / 2015 Designing the Editorial Experience: A Primer for Print, Web, and Mobile Rockport Publishers Wellens, P / 2015 Practical Web Design by Example Packt Publishing Ltd

Assessment:Presentation, Research the advantages and disadvantages of a nominated piece of web production software OR an innovation in the area of web production (Equivalent to, 30%. Essay, Research essay (Equivalent to 2000 words), 35%. Creative Works, Develop a website / Develop a professional digital media presence (Equivalent to 2000 words), 35%.

ADM5004 Analysing the Web and Social Networks

Locations:City Flinders.

Prerequisites:Nil.

Description:Interconnected digital environments create a growing pool of data in the form of web analytics and social network information. In this unit we explore how to harness this data to inform decisions and the methodologies used in industry. This unit reviews use made of such data using case studies from a range of fields. Students will learn about analytical tools available to professionals, in particular, those that measure the performance of digital environments or products. They will learn how such tools inform research into the behaviour of users, product or service developments and improvements in campaign or project outcomes. Learning is grounded in the consideration of the complexities in the field including those of trust, privacy, and information injustice.

Credit Points: 12

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

1. Formulate responsible, well-informed and ethical judgments in considering the role of the practitioner in a complex and highly dynamic digital media industry;
2. Exhibit the ability for agile thinking in complex environments;
3. Critically evaluate the strengths and limitations of industry standards as they apply to gathering information from digital environments;
4. Propose and resolve a professional web and social network analysis tasks;
5. Analyse and interpret trends on social media.

Class Contact:Tutorial1.5 hrs

Required Reading:Borgman, C 2015, Big Data, Little Data, No Data: Scholarship in the Networked World, The MIT Press Freebn, D and Coleman, S / 2015, Handbook of Digital Politics Edward Elgar Mangold, M / 2015, Learn Google AdWords and Google Analytics Loves Data

Assessment:Presentation, A presentation of a research development in the area of web analytics or social network analytics (Equivalent to 1000 words), 30%. Report, A research report that draws on knowledge of web analytics(Equivalent to 2000 words), 35%. Report, A research report that draws on knowledge of social network analysis (Equivalent to 2000 words), 35%.

ADM6002 Digital Media for Sport and Health

Locations:City Flinders.

Prerequisites:Nil.

Description:Digital media is expanding into many areas of everyday life. The use of digital media to support sport and health is a burgeoning area. Digital media applications are developed for a range of purposes from tackling obesity to improving the strategy of elite sportspeople. We explore the area through the lens of UX (user experience). In this unit, we focus on building our skills as UX practitioners. Different UX methodologies to gain insights into the user's perspective are examined. Example methodologies include 'personas' and 'user journeys'. The similarities between UX and the relatively new field of Service Design are reviewed. Controversial issues in the research field are debated including the sharing of information, and privacy, and designing for motivation. Problems of a technical nature are also addressed, including the development of information 'silos' and the limits of GPS technology.

Credit Points: 12

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

1. Interpret case studies exploring the delivery of sport and health digital media products
2. Explicate the ideologies behind different voices discussing sport and health
3. Argue sensitively the needs of a target market
4. Advocate for a design intervention aimed a specific target market using theory and evidence ?
5. Argue, using academic theory, the validity design decisions to a group of stakeholders
6. Contribute to a team that devises and develops an innovative practical outcome guided by theory

Class Contact:Tutorial3.0 hrs

Required Reading:Rau, P, ed. /2015 Cross-Cultural Design Applications in Mobile Interaction, Education, Health, Transport and Cultural Heritage Springer Rosenzweig, E / 2015 Successful User Experience: Strategies and Roadmaps: Strategy and Roadmaps Morgan Kaufmann . .

Assessment:Presentation, Present a case study of a digital application that responds to a problem in the area of health or sport (individual oral presentation) (Equivalent to, 20%. Report, Write a 'working document' for a sport or health digital application (group) (Equivalent to 1500 words), 30%. Creative Works, Respond to a brief, develop a prototype of a health /sport orientated mobile phone application (group) (Equivalent to 2500 words), 50%.

ADM6003 Cross-Platform Media Production

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit investigates the notion of cross-platform production, the creation of a digital product that can function across different platforms. We review the elements that create an engaging user experience (ux) and study the fundamentals of 'Persuasive Design'. To create cross-platform projects, practitioners need to know how to create, produce, execute and promote productions. Currently there are industry offers solutions for digital media practitioners to 'co-opt' solutions so that individuals and teams can create their own projects quickly and easily. In this unit, students have the opportunity to build a game. Students acquire knowledge and experience of cross-media production in the research context of innovation

management. Currently this is a burgeoning area in industry that does not have enough specialists who understand the nuances of different mediums.

Credit Points: 12

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

1. Elucidate the strengths and limitations of existing tools and the potential of emergent tools for cross-platform media production
2. Distil technical knowledge concerning cross-platform media production in order to learn how to cover the large amount of information of varying quality available on the internet concerning innovative production
3. Commentate on the value of technical and forecasting information pertaining to innovative digital media production
4. Critically reflect on academic theory about innovative digital media productions from both social and technical perspectives
5. Devise and execute an innovative and advanced cross-platform media production
6. Advocate for a certain production path to colleagues including recommendations of how to 'future-proof' a digital media production

Class Contact: Tutorial 3.0 hrs

Required Reading: Fields, T / 2014 *Mobile & Social Game Design: Monetization Methods and Mechanics* CRC Press
Marcus, A / 2015 *Mobile Persuasion Design: Changing Behaviour by Combining Persuasion Design with Information Design* (Human-Computer Interaction Series) Springer

Assessment: Creative Works, Develop a concept that works with the qualities of the cross-platform medium (Equivalent to 1500 words), 30%. Report, Write a 'change-log' (an industry style journal) (Equivalent to 1500 words), 30%. Project, Contribute to the production of a cross-platform product (Equivalent to 2000 words), 40%.

ADM6005 Design Management

Locations: City Flinders.

Prerequisites: ADM5001 - Visuals, Digital Media and a Global World

Description: The aim of this unit is to expose students to a range of management issues in the area of new technology design production. The unit opens with coverage of project management principles relevant to new technology development. Established and new industry approaches are critically appraised including; agile software development, product release methodology, and content strategy. Issues of intellectual property management are then reviewed. The unit closes with an investigation of employee management in the context of design, for instance, the difference between a producer, project manager and product owner. In the area of design, often work is completed through teamwork. We discuss the complexities, advantages and disadvantages to this mode.

Credit Points: 12

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

1. Research, and critique theory exploring management of new media design projects;
2. Critically reflect on one's practice and how to 'future proof' a career;
3. Elucidate critical intellectual property issues that impact on design development;
4. Adjudicate the expectations of a range of stakeholders;
5. Persuade others regarding a design direction or process; and
6. Troubleshoot common workplace scenarios involved in leading design teams.

Class Contact: Seminar 2.0 hrs

Required Reading: Stone, T 2010 *Managing the Design Process: Implementing Design: An Essential Manual for the Working Designer* Rockport Publishers
Lockwood, T 2009 *Design thinking: integrating innovation, customer experience, and brand value*, New York/Allworth Press.
Varbanova, L 2013 *Strategic Management in the Arts* Routledge

Assessment: Report on a management approach (individual) Students are provided with the opportunity to research and critique theory exploring management of new media design projects to an advanced level and the common controversies involved

in the design and creative industries domain. Students report on one management approach and study the advantages and disadvantages in various contexts. (L1) (L2) Design recommendation report, (group) In groups students prepare a design recommendation report including the identification of critical intellectual property issues. The client is a community, government or private organisation and persuasive writing is required. (L3) (L5) Report, Report on a management approach (individual), 25%. Case Study, Design recommendation report (group), 35%. Presentation, Design Pitch (group), 40%. Design Pitch (group). - Students manage a design pitch from conception to delivery including the expectations of a range of stakeholders. As part of this pitch, which is held in a workplace simulation, students role-play workplace scenarios and exhibit an advanced knowledge of industry interactions. Students negotiate processes and provide structured peer feedback to enhance the quality of outcomes (L2) (L4) (L5) (L6) .

ADM6006 Documentary

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will provide students with an understanding of the creative and management processes involved in writing, directing and producing a digital video documentary. Opportunities are available to apply analytical approaches to the documentary genre screened on national, international and public television networks. By the end of the semester, students produce a short documentary to the industry standard required for programming on public television networks. Some attention will be given to the emerging field of interactive documentary. Topics include: program needs analysis, documentary directing techniques, digital production techniques, stages of production, composition theory, scripting techniques, including the use of pitch documents, narration and dramatization, off-line and on-line editing, graphics, the sound track mix, interviewing techniques, legal and business issues in documentary production, interpersonal communication techniques, and production exercises.

Credit Points: 12

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

1. Compose and defend documentary pre-production material to a range of stakeholders;
2. Analyse how a documentary can represent the interests of different groups of people;
3. Devise and research concepts for documentaries representing different perspectives;
4. Exhibit the ability to work as part of a diversely skilled production team adopting a leadership role at appropriate times; and
5. Implement the production process for a documentary (including budgeting and resources) in a multi-disciplinary environment to produce an innovative outcome.

Class Contact: Seminar 2.0 hrs

Required Reading: Ellis, J, 2012 *Documentary: witness and self-revelation* Routledge
Small, B, 2010 *The documentary: Politics, emotion, culture* Palgrave Macmillan

Assessment: Pitch document and first draft script (solo): Students are required to prepare documentation for a documentary (including directions for scripting, direction, production). To complete the task, students research a documentary concept and devise concepts representing different perspectives within a community. Students also analyse existing documentary scripts and reviews to investigate industry discourse. (L1) (L2) (L3) Presentation, Presentation of a pitch document and first draft script, 40%. Creative Works, Video production and/or documentary script, 60%. Video production (team): Working in multi-disciplinary teams, students demonstrate advanced industry knowledge by developing an innovative documentary production and managing resources and budgets. Students are allocated a leadership position over some areas of the production and will need convince and persuade others accordingly. (L4) (L5) (L6) .

ADM6008 Methods for Understanding Users of Digital Environments

Locations:City Flinders.

Prerequisites:Four units of study undertaken within Digital Media Postgraduate study.

Description:Grounded in the research area of User Experience Design (UX), this unit of study explores issues involved in the collection of primary data in digital environments. The first part of the unit reviews design principles developed in the research area. This awareness of theory is necessary for individuals to research and design digital environments at an advanced level. The second part of the unit investigates different methods to understand niche audiences for the purposes of design including surveys, interviews, digital ethnography, and cultural probes. The research area consistently develops new techniques and we review ways to keep abreast of developments. User testing can take place at different points in the production of a design and we explore how user testing and evaluation is undertaken in industry. One of the technical skills digital media professionals currently need is 'wireframing', and in this unit students learn how to produce a 'clickable wireframe' using different software packages. Skills in the research of target audiences assist graduates to research and justify research in the workplace and academia.

Credit Points: 12

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

1. Devise and execute processes to gather primary data to explore a research question;
2. Critically reflect on user-testing skills and methodologies;
3. Interrogate the ethical questions involved in the exploration of digital environments;
4. Troubleshoot problems encountered when collecting primary data; and
5. Elucidate the processes required for a primary data collection activity.

Class Contact:Seminar 2.0 hrs

Required Reading:Simonsen, J and Robertson, T eds., 2012 Routledge handbook of participatory design Routledge Rouncefield, M and Tolmie, P eds., 2011 Ethnomethodology at work Ashgate Publishing, Ltd

Assessment:Presentation of a concept in 'a clickable wireframe' and supporting documentation Students select a concept developed as a part of study in other units and develop four research questions that the concept raises. In class, students elect one research question and develop a 'clickable wireframe', an industry communication tool to explain the question. Supporting written documentation is also required. (L01, L02) Creative Works, Presentation of a concept in 'a clickable wireframe' and supporting documentation, 30%. Project, Usability study plan, 40%. Report, Prepare an ethics application, 30%. Usability study plan 40%; Students develop a document outlining a primary data collection process to explore their key research question. The documentation should include an explanation of what participants are expected to do, how research integrity is handled and also precedents in the theory. (L02, L04, L05) Prepare an ethics application 30% Students prepare an ethics application for the VU research environment. Attention to drawn to aspects that may be common with the practices expected at other research institutions. (L03, L04, L05).

ADM6009 Applied Research Project (Digital Media) 1

Locations:Footscray Nicholson, Footscray Park, City Flinders.

Prerequisites:8 units of Postgraduate study

Description:This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and plan a thesis (between 15,000 - 20,000 words) on a topic related to digital media research. Alternatively, students may elect to undertake part of the work as a practical project with an accompanying text. Final topic will be negotiated between the student and supervisor. Some form of fieldwork or primary data collection is encouraged and in this case, students must demonstrate high-level knowledge of ethical fieldwork procedures and seek timely

ethics clearance. Students may wish to work together on assignments or draw more informally on each others' expertise. There is an emphasis on collaboration in this unit, reflecting industry conditions.

Credit Points: 24

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

1. Investigate and distill previous research in a designated area;
2. Critically reflect on a range of conceptual and empirical materials and justify conclusions;
3. Argue findings through written communication;
4. Conceptually map the intersection between theory and practice;
5. Elucidate potential ethical problems and implement ethical research processes under supervision; and
6. Transform work processes and knowledge formation through collaboration with others.

Class Contact:Research students will have regular supervision sessions with allocated supervisors.

Required Reading:Berger, A 2013 Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches SAGE Publications Hayles, K, 2012 How we think: Digital media and contemporary technogenesis University of Chicago Press

Assessment:Literature Review, Reviewing the literature relevant to the topic of study, 15%. Assignment, Develop a comprehensive research proposal with the guidance of the supervisor, 40%. Other, Complete and submit ethics application to be reviewed by VU's ethics committee, 30%. Journal, Create a collaboration journal, 15%. During the first part of the unit students will learn, under supervision, by doing the preliminary steps of the research process to allow time for data collection in the intervening period. Each assignment is designed as separate research/learning milestones for students to complete the research thesis and accompanying practical project (where applicable). Feedback will be provided in each research milestone to prepare students for the final written submission. Students are required to submit a completed research thesis of 15,000-20,000 words (a component of this can be by creative project) by the end of ADM6010. Reviewing the literature relevant to the topic of study (L01, L01, L03) Develop a comprehensive research proposal with the guidance of the supervisor (L02,L03, L04, L05) Complete and submit ethics application to be reviewed by VU's ethics committee (L05) Create a collaboration journal (L06).

ADM6010 Applied Research Project (Digital Media) 2

Locations:City Flinders.

Prerequisites:ADM6008 - Methods for Understanding Users of Digital EnvironmentsADM6009 - Applied Research Project (Digital Media) 18 units of Postgraduate Study

Description:This unit of study provides students the opportunity, under guidance from a supervisor, to produce a research project in the context of the digital media industry. Further to developing a research question and designing the study with an ethics process, the learner will undertake data analysis and its management, and finalise the study report. The final written report will constitute 12,000 - 15,000 words and may include a practical component. Students can undertake the work individually, in groups, or call upon each others' expertise when necessary. Collaboration is enabled through the framework of the unit. A focus of the unit is the balance between written theory and the production of a practical project. This is an opportunity for learners to demonstrate they are able to conduct ethical field research, report and interpret the findings and communicate them to various audiences. Students can undertake the work individually, in groups, or call upon each others' expertise when necessary.

Credit Points: 24

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

1. Critically reflect on a range of conceptual and empirical materials and justify conclusions; 2. Argue findings through written communication; 3. Conceptually map the intersection between theory and practice; 4. Devise innovative creation solutions in response to academic theory; 5. Troubleshoot and manage a practical project to successful completion; 6. Implement ethical research processes under supervision; and 7. Transform work processes and knowledge formation through collaboration with others.

Class Contact: Research students will have regular supervision sessions with allocated supervisors.

Required Reading: Andrews, R, et al., eds., 2012 *The SAGE Handbook of Digital Dissertations and Theses* SAGE Publications. Sage Berry, D, ed. 2012 *Understanding digital humanities* Palgrave Macmillan

Assessment: Assignment, Completion of data collection process and data analysis report, 10%. Assignment, Completion of research findings chapter, discussion chapter on findings and conclusion chapter, 15%. Project, Completion of research project of 15,000 - 20,000 words (a component can be a practical project), 65%. Journal, Collaboration journal, 10%. Each assignment is designed as separate research/learning milestones for students to complete the research thesis. Feedback will be provided in each research milestone to prepare students for the final submission. Students are required to submit a completed research project of 15,000-20,000 words by the end of the unit. A component of the work can be a practical project. Data analysis report: (LO1, LO2, LO6) Research findings chapter: (LO1, LO2, LO3, LO4, LO5) Research project: (LO1, LO2, LO3, LO4, LO5, LO6) Collaboration journal: (LO7) .

AEK1105 Aboriginal Traditions and Policy

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study gives an introduction to Indigenous Australian histories prior to 1788. The main themes of this unit will be: Indigenous Australian creation beliefs and epistemologies, the role of ceremony and ritual in traditional Indigenous Australian communities, the structure of traditional Indigenous Australian communities, the diversity of beliefs and customs among traditional and contemporary Indigenous Australian communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate an historical overview of Indigenous Australia; 2. Critically analyse and use culturally acceptable inquiry skills; 3. Inquire into and articulate the complex traditional systems of Indigenous Australian communities; 4. Critically reflect on the impact of the diversity of Indigenous Australia; and 5. Analyse and commentate on the impact of colonisation on the traditional life of Indigenous Australia.

Class Contact: Lecture 2.0 hrs

Required Reading: Students will be given their required readings in week one of classes.

Assessment: Presentation, Context discussion (1000 words or equivalent), 20%. Essay, Critical reflection on learning outcomes (750 words), 30%. Assignment, Written essay on Indigenous Australian traditional systems or historical overview. (1500 words), 50%.

AEK1204 Aboriginal History and Political Movements

Locations: Footscray Park, VU Sydney, St Albans.

Prerequisites: Nil

Description: This unit of study will be an introduction to the history of the Aboriginal

struggle and the continual impact of colonisation upon Aboriginal Australian peoples. Students will explore the role of Aboriginal activism, including why Indigenous peoples have and continue to resist. Students will take part in a wide variety of activities in which they will be expected to engage in critical reflection and reading, and discussions.

Credit Points: 12

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

1. Examine and conceptualise the key dimensions of Aboriginal history and political movements in Australia; 2. Discuss the complexities of contemporary Aboriginal Australian communities and community-based organisations and modes of engagement; 3. Critically reflect on the continuing impact of colonisation; and 4. Articulate the continual role of Aboriginal activism and resistance in Australia.

Class Contact: Workshop 2.0 hrs

Required Reading: Prior, B & McDonald, M 2010, *Maybe Tomorrow*, Allen & Unwin. This book is available as an e-book via the Victoria University library website.

Assessment: Other, Critical book review and reflection 1000 words, 40%. Essay, Critical essay on unit content 2000 words, 60%.

AEK2103 Aboriginal Health and Wellbeing

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: The origins of health behaviours are located in a complex range of environmental socioeconomic, family and community factors. A number of studies have found that between one-third and one-half of the health gap between Indigenous Australians and non-Indigenous Australians is associated with differences in socioeconomic indicators such as education, employment and income. In this unit, students develop the knowledge and understanding of measures such as community functioning that show that Indigenous Australians draw strength from a range of health determinants such as connectedness to family, land, culture and identity. Students also investigate the impact of settlement / invasion and the pathways from racism to ill health that have led to cultural and social impacts on Indigenous individuals and communities. Students reflect on their own cultural understandings and are asked to critique a range of policy and professional practice processes. They delve into the epidemiological profile of Indigenous health in contemporary Australia and gain skills and competencies to collaborate and work with Indigenous Australians.

Credit Points: 12

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

1. Demonstrate knowledge of the impact of colonial settlement on the cultural, health and social outcomes of different Indigenous populations; 2. Describe how different policy approaches and practices have shaped and framed cultural, health and social outcomes for Indigenous communities; 3. Demonstrate a clear understanding of the principal health issues confronting Indigenous communities; and 4. Recognise the importance of culturally appropriate and culturally safe nursing and health services and modes of delivery for Indigenous populations.

Class Contact: Tutorial 4.0 hrs

Required Reading: no required texts

Assessment: Journal, Written assessment (1000 words), 30%. Essay, Written assessment (2000 words), 40%. Presentation, Group presentation (1 hour), 30%.

AEK2104 Leadership in Aboriginal Communities

Locations: Footscray Park.

Prerequisites:AEK1204 - Aboriginal History and Political MovementsAEK1105 - Aboriginal Traditions and PolicyStudents must successfully complete either AEK1204 OR AEK1105. Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit of study will explore leadership in Aboriginal Australian Communities through posing and discussing the following themes and questions: When did it begin? What forms did it originally take? Who were these leaders? Who are the current leaders? What constitutes 'real' representation? Are the current organisations/leaders representative? Where to now?

Credit Points: 12

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

1. Demonstrate an understanding of the many manifestations of leadership;
2. Articulate what it means to lead;
3. Critically articulate the emergence of a Western concept of Aboriginal Australian leadership; and
4. Demonstrate an understanding of the complexities of leadership in Aboriginal Australian communities.

Class Contact:Workshop2.0 hrs

Required Reading:Students will be supplied with readings in class and online versions will be available.

Assessment:Students enrolled in the Bachelor of Arts Kyinandoo undertaking this unit may be involved in a study tour or community project. If this occurs, students assessment will be based on this project/study tour. Otherwise, assessment will be based on issues covered within the unit. Project, Project or research equivalent., 30%. Journal, Critical reflection on issues covered in the unit., 30%. Creative Works, Creative piece about study tour or research equivalent., 40%. Total effective word limit 3000 words.

AEK2105 Oral Traditions and Storytelling

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study explores the frame of oral tradition and storytelling in Victorian Aboriginal communities and its cultural relevance and importance of story to Aboriginal Australians and other global Indigenous peoples. The importance of preserving and regenerating traditional practices of orality and the implications to contemporary cultural heritage of information sharing through various genres of storytelling will be examined. Students will also explore colonial discourse and representations of Aboriginal peoples.

Credit Points: 12

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

1. Critically analyse the role of oral tradition in both traditional and contemporary Aboriginal Australia;
2. Articulate understanding of the impact of colonial discourse on the representations of Aboriginal peoples; and
3. Critically reflect on and exhibit understanding of the complexities and genres of Aboriginal orality and storytelling.

Class Contact:Seminar2.0 hrs

Required Reading:Students will be advised in class and online versions will be available.

Assessment:Review, Written review on an artefact of orality or storytelling. 500 words., 20%. Presentation, Presentation on orality based on class readings. 700 words., 40%. Performance, Group performance through storytelling or other media. 1000 words., 40%.

AEK2205 Politics of Aboriginal Art

Locations:St Albans.

Prerequisites:AEK1204 - Aboriginal History and Political MovementsAEK1105 - Aboriginal Traditions and PolicyStudents are required to complete either AEK1204 or AEK1105 before enrolling in this unit. Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:Aboriginal art is a global multi-million dollar business, and for many non-Aboriginal people, the stereotypical view is that Aboriginal art is only authentic if it is in the form of dot paintings. Contemporary Victorian Aboriginal art, however, emanates from range of lifestyles, landscapes, cultural experiences and beliefs. Many Koori artists work from ancestral designs and their continuing connection to the land, producing possum skin cloaks, carving emu eggs and creating artefacts such as shields, boomerangs and jewellery, while others are inspired by contemporary issues, blending cultural traditions with personal and political views. Many urban Aboriginal artists use their art practice to affect change across their communities through the provision and delivery of community development or health projects to enable positive outcomes in colonised and disadvantaged families and groups. Contemporary Aboriginal art practice is an expression of Aboriginal story/stories and is a way of articulating cultural sovereignty, autonomy and survival for the artists. In this unit, students investigate and understand the range of Victorian Indigenous art, its cultural underpinnings and its style and medium. Students analyse the impact of colonisation on Victorian Aboriginal communities, the art practices in relation to outcomes in disadvantaged communities, the reclamation of cultural practices and oral traditions and subsequent effects on art style and subject matter. Students also reflect on their own understandings and undertake comparative research on Aboriginal art in an Australian context.

Credit Points: 12

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

1. Demonstrate knowledge of the impact of colonial settlement on the cultural, health and social outcomes of urban Victorian Aboriginal populations and their art;
2. Describe how different art styles and subject matter have shaped and framed Victorian Aboriginal resistance and reclamation of cultural practices;
3. Demonstrate a clear understanding of Indigenous art, its impact on Aboriginal communities and how art and community development can transform place and space and impart oral tradition;
4. Recognise and understand the importance of how culturally appropriate and culturally safe urban Indigenous art projects impact and produce positive outcomes in Aboriginal communities; and
5. Recognise that contemporary Indigenous art practice, in all mediums, are fundamental products and processes of Aboriginal sovereignty.

Class Contact:Seminar2.0 hrs

Required Reading:Students will be given copies of the required texts prior to the beginning of the first week of classes.

Assessment:Journal, Written assessment (1000 words), 30%. Presentation, Group presentation, 30%. Essay, Written assessment (2000 words), 40%.

AEK3103 Aboriginal Literacies

Locations:Footscray Park.

Prerequisites:AEK1204 - Aboriginal History and Political MovementsAEK1105 - Aboriginal Traditions and PolicyStudents enrolled in course code ABAB or LBLA must have completed two of the following units: AEK1105 Aboriginal Traditions and Policy, AEK2103 Aboriginal Health and Wellbeing, AEK2104 Leadership in Aboriginal Communities, AEK2205 Politics of Aboriginal Art.

Description:This unit of study will explore the historical and contemporary contributions of Indigenous writers in Australia. Through examining the historical and contemporary forces placed upon Indigenous writers, students will appreciate how

Colonialism and Resistance shape the context of Indigenous works of literature. This Unit aims to introduce the student to the following aims and concepts: an introduction to Australian Indigenous literature and writers an overview of historic and contemporary issues in Australian Indigenous literature.

Credit Points: 12

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

1. Identify & have insight into the major themes of Indigenous Literature in Australia;
2. Identify the complexities of the 'Indigenous voice' in Australian Literature;
3. Develop critical ideas and arguments about purposes, audience and construction of Indigenous text; and
4. Identify the similarities between the experiences of Australian Indigenous peoples and those of global Indigenous peoples.

Class Contact: Seminar 2.0 hrs

Required Reading: Students will be supplied with readings in class and online versions will be available.

Assessment: Assignment, In class assessment, responses to themes., 20%. Creative Works, Poetry reading, 20%. Essay, Written essay on Indigenous writers topic., 60%. Total effective word limit 3000 words.

AEK3203 Working Ethically in Aboriginal Community

Locations: Footscray Park.

Prerequisites: AEK1204 - Aboriginal History and Political Movements AEK1105 - Aboriginal Traditions and Policy Updating pre-requisite rule as follows: "Students enrolled in course code ABAB or LBLA must have completed two of the following units: AEK1105 Aboriginal Traditions and Policy, AEK2103 Aboriginal Health and Wellbeing, AEK2104 Leadership in Aboriginal Communities, AEK2205 Politics of Aboriginal Art." as approved by Assoc. Dir. CMQS.

Description: This unit of study will investigate traditional Indigenous Australian community structure with emphasis on the following themes: connections to 'country' and reciprocal rights; multi-connectedness/obligations to many 'countries'; traditional versus historical connections; the contemporary Indigenous Australian reality. This unit may also have a ten-day Community Partnership component or research project.

Credit Points: 12

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

1. Analyse the reciprocal/obligatory nature of Indigenous Australian society and what this means both in contemporary Indigenous Australia and for community organisations;
2. Investigate and explain the concept of 'country' and the obligations that are part of it;
3. Articulate the complexities of contemporary Indigenous Australian communities; and
4. Present a succinct summary of the diversity of Indigenous Australian communities.

Class Contact: Workshop 2.0 hrs

Required Reading: Students will be supplied with readings in class and online versions will be available.

Assessment: Journal, Critical reflection on issues covered in unit., 50%. Assignment, Written report or essay on project work or unit issues., 50%. Total effective word limit 3000 words.

AFX1101 Place, Time, Experience

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit aims to develop a solid understanding of the conceptual foundations of the humanities, arts and social sciences and to build essential skills of critical reading, analysis, argument, use of evidence and formal academic writing. Students will be introduced to some of the key concepts and developments within

about the humanities, arts and social sciences through a coherent case study that runs throughout the semester. Possible areas to be explored include colonialism, migration and cultural diversity in the Australian context, citizenship and global citizenship, and the impact of internationalisation on everyday experience. This case study approach will ensure that skills of language, literacy and numeracy are embedded in the unit to provide a strong foundation for the disciplinary requirements of various specialisations in relevant undergraduate courses. The unit combines conceptual and practical outcomes through the link between skills-based learning and the development of scholarly analytical approaches to the humanities, arts and social sciences.

Credit Points: 12

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

1. Evaluate some key concepts in the humanities, arts and social sciences;
2. Compare and contrast different forms of academic and non-academic literature on a given topic;
3. Locate, manage and use information effectively and efficiently;
4. Exhibit the ability to reference sources according to established academic conventions; and
5. Discuss with a level of cultural awareness a range of topics relating to contemporary Australian life.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Beilharz, P & Hogan T (eds) 2012, *Sociology: Antipodean perspectives* South Melbourne: Oxford University Press.

Assessment: Exercise, Diagnostic writing (personal reflection on the case study topic) (500 words), 15%. Assignment, Identifying distinctive features of academic writing. Written comparison of sources on a single topic (including an academic source) (800 words), 25%. Essay, Essay demonstrating use of academic conventions (1,200 words), 40%. Report, Written reflection on the marked academic essay (500 words), 20%.

AFX1102 Debates in Contemporary Australia

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit supports Humanities, Arts and Social Sciences students as they transition to tertiary study. It builds a solid foundation of core academic skills for use at university as well as in other professional and community settings. Such skills range from academic writing to research (including library and online database resources) and critical thinking. Skills development will be scaffolded around an interdisciplinary thematic focus on debates around various, often contentious, issues facing contemporary Australia and Australian society.

Credit Points: 12

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

1. Critique topical debates in the Humanities, Arts and Social Sciences;
2. Independently locate relevant sources and evaluate their validity against provided criteria;
3. Exhibit communication skills in a manner appropriate for specified tertiary-level academic purposes in the Humanities, Arts and Social Sciences; and
4. Apply academic conventions regarding the presentation of work, such as those regarding the citing and referencing of sources.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: ACX1001 Book of Readings (current year).

Assessment: Assignment, Comparative analysis - building academic summarising, analytical, reading and writing skills. (800 words), 25%. Essay, Building academic research skills. (800 words), 20%. Essay, Essay building on analytical and research skills. (1600 words), 40%. Other, Online Quizzes., 15%.

AFX1 103 Creating Knowledge: the Research Process

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit is an interdisciplinary first year foundation unit for students studying in a range of courses and specialisations across the humanities, arts and social sciences. The unit is designed for students to develop the academic skills needed for successful study within the humanities, arts and social sciences, and assist transition to becoming a self-directed and independent university learner. The unit introduces students to the concepts, processes and practices of research in the humanities, arts and social sciences. Reading and lecture content across the semester will build understanding of key concepts and terms in research, and practical engagement in tutorials and workshops supports the development of skills and understanding in research processes and practices. Weekly workshop activities in academic reading, writing and research skills activities each week will prepare for assessments in this and other units, and assessment tasks have been designed to progressively develop and test growing skills, knowledge and comprehension.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Exhibit a developing understanding of research processes, and the kinds of knowledge gained through research; 2. Demonstrate the basic principles and practices associated with the practical use of a range of research methods and approaches; 3. Apply key foundational research terms and concepts; 4. Locate a range of research literature on a suitable topic; 5. Develop skills in scholarly summary, paraphrasing and synthesis; 6. Assess the effectiveness of methodology, approach and outcomes of social research in relation to the stated aims, objectives and research question; and 7. Critically evaluate relevant literature and present this evaluation in a scholarly literature review.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:Henn, M, Weinstein, M & Foard, N 2009, 2nd edn, A critical introduction to social research, London UK: Sage.

Assessment:Assignment, Identifying and justifying a research question suitable for a small research project., 10%. Annotated Bibliography, Sourcing, summarising and assessing a small number of research papers on a single topic, 20%. Literature Review, Developing a research proposal that identifies and justifies a research question suitable for a small research project, outlines appropriate methodology, 40%. Test, One hour test on key terms, concepts and practices of research, including some basic numeracy skills, 30%.

APA4003 Organisational Psychology 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:The aim of this unit of study is to introduce students to organisational psychology theory and research, organisational structure, communications, leadership and change strategies. Topics include: fundamentals of organisational psychology; theories and models of organisations; motivation, attitudes and perception in the workplace; job performance, satisfaction and psychological health; organisational structure, power in organisations; leadership and decision-making; and selection processes.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: Demonstrate an understanding of behaviour within organisations and the impact of individual, group and organisational processes on the functioning of organisations; Demonstrate an introductory understanding of the procedures involved in recruitment and selection of employees eg. personnel testing, interviews and assessment centres.

Class Contact:Seminar2.0 hrs

Required Reading:To be advised by lecturer.

Assessment:Assignment, Written assignments, 70%. Test, Class test, 30%. EWL 3000 words.

APA4015 Community Psychology

Locations:Footscray Nicholson.

Prerequisites:Nil

Description:This unit of study provides students with an introduction to the ways of thinking and levels of analysis in community psychology. It focuses on the historical and theoretical underpinnings of community psychology. Topics include: history of community psychology; philosophical underpinnings; levels of analysis; levels of prevention; empowerment; ecological approaches.

Credit Points: 12

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

1. Appraise the conceptual shift underpinning the community psychology paradigm;
2. Critique the levels of analysis in community psychology prevention;
3. Critically assess concepts in community psychology; and
4. Apply and reflect upon the use of an ecological perspective to explain current social issues.

Class Contact:Seminar3.0 hrs

Required Reading:To be advised by lecturer.

Assessment:ICT (Wiki, Web sites), Online discussion: Reflection on theoretical issues, 20%. Research Paper, Critical evaluation of ecological model and discussion of application to current social issue, 40%. Test, Content reflects community psychology concepts, 40%. Minimum effective word limit 5000 words.

APA4019 Field Research

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Admission in to the Graduate Diploma in Psychology

Description:This unit of study is designed to provide students with experience in planning, conducting and reporting an applied research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student's and staff member's area of interest. Students will design and carry out an independent investigation and report their findings in a thesis or research report. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APA4020 Extended Field Research. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

Credit Points: 24

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

1. Critically review relevant literature and exemplify understanding of the depth and breadth of knowledge in a particular research area;
2. Construct a research problem and question;
3. Exemplify consideration of methodological issues when designing a research project; and
4. Appraise and apply ethical standards when designing and undertaking a research project.

Class Contact:Students meet regularly with an individually assigned research supervisor.

Required Reading:To be advised by the student's field research project supervisor.

Assessment:Research Thesis, Research thesis of approximately 9,000 to 15,000 words to be submitted and graded in second semester (APA4020 Extended Field Research), 100%.

APA4020 Extended Field Research

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:APA4019 - Field Research

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student's and staff member's area of interest. Specifically, the aims are to develop and use the skills required to conduct a research project and to present a research thesis.

Credit Points: 24

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

1. Gather and analyse data using relevant quantitative or qualitative techniques;
2. Report and critically discuss the findings in the context of the literature review;
3. Critically evaluate the research methodology and findings; and
4. Present the research in a formal thesis or research report.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student's field research project supervisor.

Assessment: Research Thesis, Research thesis between 9000 - 15000 words, 100%.

APC5201 Research Project 1

Locations: St Abans.

Prerequisites: Admission to the Master of Psychology course

Description: This unit is the first in a series of units designed to provide students with experience in planning, conduction, analysing and reporting a major research project on a topic with clinical relevance. Students will work with a research supervisor to identify a research question, critically review relevant literature and develop a research proposal.

Credit Points: 12

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

1. Demonstrate an understanding of the factors to be considered in designing psychological research studies;
2. Identify a viable research question;
3. Demonstrate a familiarity with the literature associated with their proposed research project; and
4. Develop a brief research proposal.

Class Contact: Individual supervision, no scheduled classes

Required Reading: As advised by supervisor

Assessment: Other, Submission of a brief research proposal including a rationale and an outline of the methodology to be used for the research project, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

APC5203 Clinical Experience 1

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology Course

Description: This unit of study will introduce students to the Victoria University Psychology Clinic (VUPC) including the use of equipment for recording of clinical consultations. An introduction to clinical practice will be provided via case presentations, role-plays and where possible observation of assessment of cases referred to VUPC. Allocation of cases referred to the clinic will occur from Week 10 depending on the availability of referrals and the individual student's progress.

Credit Points: 6

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

1. Demonstrate an understanding of the role and operation of the Victoria University Psychology Clinic;
2. Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files;
3. Demonstrate an understanding of the application of ethical principles to clinical work;
4. Demonstrate the development of clinical interview and assessment skills at a beginning level; and
5. Demonstrate initial acquisition of an appropriate

professional stance in relation to clients.

Class Contact: Seminar 1.0 hr

Required Reading: Victoria University Psychology Clinic Manual

Assessment: Report, Submission of a report of a first session, based on an observation of a VUPC case or a viewing of a DVD, Pass/Fail. Effective word length 3000 words.

APC5204 Professional Practice Issues

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study will examine ethical and legal frameworks for clinical practice in Australia. Professional practice issues relevant to clinical practice, the APS Code of Professional Conduct and examples of ethical dilemmas will be presented. Cultural values and expectations in the area of health care will be explored. Clinical work from the perspective of several cultures as represented by migrant and Indigenous communities in Victoria will be considered. The impact of language barriers on clinical work and appropriate use of accredited interpreters will also be included in these seminars.

Credit Points: 6

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

1. Demonstrate knowledge of the law governing the practice of psychology in Australia and the operation of the Psychology Board of Australia;
2. Demonstrate knowledge of the APS Code of Ethics and Current Guidelines;
3. Demonstrate an awareness of the ethical and legal issues most germane to the area of clinical practice, including issues of confidentiality, the protection of minors, the notion of informed consent, responsibility to clients and to employers, and the appropriate use of psychological tests;
4. Demonstrate a knowledge of the effect of cultural differences and the impact of language barriers on clinical work; and
5. Demonstrate an awareness of the ethical issues in cross-cultural psychological practice.

Class Contact: Seminar 1.5 hrs

Required Reading: Australian Psychological Society 2007, Code of ethics, Melbourne, Australia. Australian Psychological Society 2008, 8th edn, Ethical guidelines, Melbourne, Australia. National Law, Health Practitioner Regulation

Assessment: Test, Two in-class tests of ethical knowledge, cultural differences and legal and registration requirements for clinical practice, 100%. Other, Completion of hurdle requirement: Exercises related to ethical dilemmas in clinical practice (pass/fail), 0%. One component of assessment will be graded - 2 in class tests One component of assessment will be ungraded - Pass or Fail (hurdle requirement) Effective word length 2500 words.

APC5205 Group Process

Locations: St Abans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: Theoretical frameworks for understanding processes in groups will be presented. The main theoretical emphases are on psychoanalytical and systems-based approaches. Students will be provided with an experience of the issues discussed in the literature by participation in a study group, which has the task of analysing its own processes as they occur.

Credit Points: 6

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

1. Demonstrate knowledge of the field of group dynamics;
2. Demonstrate an awareness of how processes beyond awareness affect group functioning;
3. Demonstrate a developing ability to explore group process; and
4. Demonstrate a

working knowledge of theories of group development and dynamics.

Class Contact:Seminar 2.0 hrs

Required Reading:Benson, JF 2009, 3rd edn, Working more creatively with groups, Hoboken: Taylor & Francis. Bion, W 1961, Experiences in groups and other papers, Tavistock: London. Freud, S 1921, Vol 12 Group psychology and the analysis of the ego, Pelican Freud Library: London. Lipgar, RM & Pines, M 2003, Building on bion: roots: origins and context of Bion's contributions to theory and practice, Jessica Kingsley: London. Hinshelwood, RD 1987, What happens in groups, Free Association: London.

Assessment:Assignment, Weekly journal record of the study group, 30%. Essay, Essay, 70%. The two components of assessment will be graded Total effective word length 3000 words.

APC5206 Child and Adolescent Psychopathology

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study is designed to provide students with an understanding of the major disorders that occur during childhood and adolescence. The concept of psychopathology and classification systems such as DSMIV, ICD 10 and alternative diagnostic frameworks such as the Psychodynamic Diagnostic Manual (PDM) are introduced. Developmental pathways that lead to common symptom patterns and the meaning of these patterns are discussed in the context of developmental stages. The limitations of the application of categorical taxonomies in paediatric populations will be covered.

Credit Points: 6

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

1. Demonstrate an understanding of the aetiology of the major disorders occurring in childhood and adolescence; 2. Demonstrate an understanding of diagnostic classification systems and an ability to critically evaluate the application of these classification systems to children and adolescents; 3. Demonstrate competence in identifying an appropriate diagnosis and reporting the rationale for the diagnosis for various child and adolescent presentations; 4. Demonstrate an understanding of developmental pathways and associated symptom patterns in childhood and adolescence; and 5. Demonstrate an understanding of the concepts of differential diagnosis and comorbidity.

Class Contact:Seminar 1.5 hrs

Required Reading:American Psychiatric Association 2000, 4th edn, Diagnostic and statistical manual of mental disorders: DSM-IV-TR, Washington, DC: Author. PDM Task Force 2006, Psychodynamic diagnostic manual, Silver Spring, MD: Alliance of Psychoanalytic Organisations.

Assessment:Examination, Examination, 70%. Test, Two in-class diagnostic tests, 30%. The two components of assessment are graded. Effective word length 3000 words.

APC5207 Adult Psychopathology

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study is designed to provide students with an understanding of a range of clinical presentations in adulthood. Phenomenology and etiology of the major psychological disorders will be studied as well as at-risk presentations such as suicidality and self-harm. Students will be expected to develop competence in the application of diagnostic classification systems (including current versions of DSM and ICD) but will also be encouraged to critically evaluate such systems.

Credit Points: 6

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

- Demonstrate an understanding of the phenomenology and aetiology of the major psychological disorders occurring in adulthood;
- Demonstrate an understanding of and an ability to critically evaluate the application of diagnostic classification systems;
- Demonstrate competence in identifying an appropriate diagnosis and reporting the rationale for the diagnosis for various adult clinical presentations;
- Demonstrate an understanding of clinical presentations involving at-risk (eg suicidal) ideation and behaviour;
- Demonstrate an understanding of the concepts of differential diagnosis and comorbidity.

Class Contact:Seminar 1.5 hrs

Required Reading:American Psychiatric Association 2000, 4th ed, text revision, Diagnostic and statistical manual of mental disorders: DSM-IV-TR, Washington, DC: Author. PDM Task Force 2006, Psychodynamic diagnostic manual, Silver Spring, MD: Alliance of Psychoanalytic Organizations.

Assessment:Examination, Examination, 70%. Exercise, Diagnostic exercises, 30%. The assessment for this unit is graded. Effective word length 2500 words.

APC5208 Research Project 2

Locations:Footscray Nicholson.

Prerequisites:APC5201 - Research Project 1

Description:This unit is the second in series of units designed to provide students with experience in planning, conducting, analysing and reporting a major research project on a topic with clinical relevance. Students will work with a research supervisor to refine their skills in writing a critical review of the relevant literature, to develop a full research proposal and to prepare an ethics application for this project.

Credit Points: 12

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

1. Write an integrated critical review of previous studies in the area of their chosen research project; 2. Develop a full research proposal, including rationale, methodology and proposed method of data analysis; and 3. Demonstrate an ability to prepare research ethics applications.

Class Contact:Individual supervision, no scheduled classes

Required Reading:No Scheduled Classes, only individual supervision. Project supervisors to advise

Assessment:Other, Submission of a full research proposal (due mid-September), Pass/Fail. Presentation, Oral presentation of research proposal, Pass/Fail. Other, Submission of a draft ethics application, Pass/Fail. The assessment for this unit is ungraded Effective word length 5000 words.

APC5210 Clinical Experience 2

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study provides students with opportunities to commence/continue practical consolidation of clinical skills through supervised work with clients referred to the Victoria University Psychology Clinic (VUPC) building to an average of 2.5 hours per week of face to face client contact. Case presentations and individual supervision will facilitate further development of problem-solving and communication skills around clinical assessment.

Credit Points: 6

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

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate skills in writing psychological reports at an increasingly professional level; and 4. Demonstrate an understanding of the role of supervision.

Class Contact: One 1 hour seminar per week and fortnightly/weekly individual clinical supervision as required

Required Reading: Victoria University Psychology Clinic Manual

Assessment: Report, Submission of one signed written report of an assessment of a client conducted in VUPC to be submitted to the Course co-ordinator, Pass/Fail. Presentation, At least one case presentation in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of case material in supervision, Pass/Fail. Report, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. Effective word length 3000 words.

APC5211 Interventions 1

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit focuses on Cognitive and Behavioural approaches to therapy, including Behavioural therapy (BT), Cognitive Therapy (CT) and Cognitive Behavioural Therapy (CBT). Students will be introduced to the main theories, concepts and techniques of CBT, and gain understanding of the stages and process of BT, CT and CBT treatments.

Credit Points: 6

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

1. Demonstrate understanding of key BT, CT and CBT theories and interventions; 2. Demonstrate understanding of the evidence-base of cognitive and behavioural therapies, and how this relates to treatment planning; and 3. Demonstrate the ability to conceptualise, plan and implement a basic course of treatment based on a CBT formulation.

Class Contact: Seminar 1.5 hrs

Required Reading: Nil

Assessment: Case Study, Case formulation and therapy plan using a cognitive-behavioural approach, based on a set case study, 60%. Examination, Short-answer examination of understanding of cognitive and behavioural therapy concepts and interventions, 40%. *A grade of Credit or above on Assessment Item 1 is required to pass the unit. The two components of assessment are graded. Effective word length 3,000 words.

APC5212 Observational Methods

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study will introduce the principles involved with observation (confidentiality, minimal intrusion, observer effects recording observations). Naturalistic observation will be applied to the developmental period of infancy and to provide a context there will be a review of the early developmental stages, parent-infant relationships and the family and social contexts for the new family constellation. The unit will include discussion of major theoretical frameworks for understanding individual and family development in the context of a new baby coming into the family. As well as participation in seminars students will undertake a practical intensive experience of observation of infant and infant-parent

interactions. The importance of observation as a research methodology and as a core skill in clinical practice will be emphasised.

Credit Points: 6

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

1. Demonstrate an understanding of the principles of observation; 2. Demonstrate an understanding of observation as a critical skill in clinical work; 3. Demonstrate knowledge of theoretical frameworks for understanding infants and parent-infant relationships; and 4. Demonstrate an ability to record and report on the observation of an infant in the context of a new family constellation.

Class Contact: Seminar 1.5 hrs

Required Reading: As advised by lecturer

Assessment: Journal, Submission of a logbook of weekly observations, Pass/Fail. Report, Submission of a report of the observation, Pass/Fail. The two components of assessment will be ungraded. Total effective word length 3000 words.

APC5213 Research Methods

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: A range of models and methods of research design and analysis will be presented in class. Methods of sampling and data collection within experimental, quasi-experimental and observational designs will be examined. The principles of qualitative research will be introduced. The basic concepts and theories underlying statistical techniques used in the health sciences will be covered. Students will gain experience in a range of statistical techniques and will be required to identify appropriate statistical methods to be applied in their own empirical work.

Credit Points: 6

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

1. Demonstrate an understanding of the factors to be considered in designing psychological research studies; 2. Demonstrate knowledge of basic statistical concepts and techniques (univariate and multivariate); 3. Demonstrate an ability to perform basic and advanced statistical techniques and correctly interpret results; and 4. Demonstrate an ability to write a clear and detailed report summarising a specific statistical technique and to provide an oral presentation on that statistical technique.

Required Reading: Howitt, D & Cramer, D 2008, Introduction to SPSS in Psychology: For Version 16 and Earlier, London: Pearson Prentice Hall. Tabachnick, BG & Fidell, LS 2006, 5th edn, Using Multivariate Statistics, Boston: Allyn and Bacon.

Assessment: Test, Two in-class statistical methods tests, 80%. Presentation, One oral presentation to class, 20%. The two assessment components for this unit are graded. Total effective word length 3,000 words.

APC5215 Child and Family Interventions

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical)

Description: This unit of study introduces students to child and family psychotherapy theory and techniques, using the psychodynamic and family systems frameworks. Emphasis is placed on thorough assessment of individual, parental and familial dynamics in order to develop a contextually appropriate case formulation and treatment plan. The basic skills of play therapy, parental intervention and family therapy are taught. Changes in the traditional family structure and its psychological implications are addressed. Relevant ethical issues specific to child and family assessment and intervention are also considered.

Credit Points: 6

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

1. Grasp the theoretical frameworks relevant to understanding the intrapsychic, interpersonal and systemic dynamics operant in child and family presenting problems; 2. Formulate child and familial difficulties and make sound clinical decisions concerning appropriate interventions; 3. Demonstrate knowledge of the basic skills involved in play therapy, parental intervention and family therapy; and 4. Show an awareness of the ethical and legal issues accompanying therapeutic interventions with children and families, and demonstrate sound ethical decision making in addressing these.

Class Contact:Seminar 1.5 hrs

Required Reading:Blake, P 2008, Child and adolescent psychotherapy, Melbourne: IP Communications.

Assessment:Assignment, Case study assignment demonstrating the ability to conceptualise and develop a case specific treatment plan, 100%. Total effective word limit 5000 words.

APC5216 Clinical Psychology Assessment 1

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study is designed to develop students' understanding of the principles and practice of psychological assessment in clinical psychology. It will include an introduction to basic clinical assessment techniques, including observations, interviewing, and history-taking. Administration, scoring and interpretation of general cognitive tests (Wechsler and Woodcock-Johnson), memory assessments (WMS-IV and others) and achievement tests (WIAT, WRAT, WJ3) as well as cognitive assessment report-writing and providing feedback will be covered.

Credit Points: 6

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

1. Demonstrate an understanding of the purpose of assessment and how it is used in a variety of settings; 2. Demonstrate an understanding of basic clinical assessment techniques including interviewing, observation and mental status examination; 3. Demonstrate basic skills in the administration and scoring of intelligence tests; 4. Demonstrate basic skills in interpretation of results of intelligence tests and the presentation of those results in a clear, concise psychological report; 5. Demonstrate an understanding of the use and application of memory and achievement tests; and 6. Demonstrate an understanding of the basic micro-skills required for clinical work.

Class Contact:Seminar 1.5 hrs

Required Reading:Egan, G 2009, 9th edn, The skilled helper: A problem-management approach to helping, Pacific Grove, CA: Brooks/Cole Publishing Company. Groth-Mamat, G 2009, 5th edn, Handbook of psychological assessment Hoboken, New Jersey: John Wiley & Sons. Sattler, JM 2008, 4th edn, Assessment of children, San Diego, CA: Jerome Sattler Publishers.

Assessment:Exercise, In class activities related to scoring, reporting and interpreting assessment data, Pass/Fail. Report, Cognitive assessment and associated report for a child or adult, Pass/Fail. Other, Submission of DVD recording of a role-play exercise and self-evaluation report, Pass/Fail. Minimum effective word length 5,000 words.

APC5217 Clinical Psychology Assessment 2

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit will extend students' study of the principles and practice of psychological assessment. There will be a focus on the clinical interview and the client-clinician integration process, as well as the administration and interpretation of

formal techniques for the assessment of personality and social and emotional functioning. Approaches to, and complexities of, risk assessment will also be considered. Attention will be given to the integration of assessment information from several sources (observation, interview including client history, mental state examination, formal assessment techniques etc) to arrive at a case formulation.

Credit Points: 6

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

1. Demonstrate an understanding of clinical assessment principles and techniques; 2. Demonstrate basic skills in the administration and interpretation of formal techniques for assessment of personality and social and emotional functioning; 3. Demonstrate an understanding of risk assessment and its complexities; and 4. Demonstrate skills in integrating information to arrive at a case formulation.

Class Contact:Seminar 1.5 hrs

Required Reading:Groth-Mamat, G 2009, 5th edn, Handbook of psychological assessment, Hoboken, New Jersey: John Wiley & Sons.

Assessment:Assignment, Written report on an aspect of psychological assessment, 20%. Report, Written report based on interpretation and integration of assessment data/information, 80%. Minimum effective word length 5,000 words.

APC5218 External Placement 1

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:During this semester, depending on availability, there will be the opportunity for individual students to commence their first external placement. This placement of two days per week for 20 weeks is in a mental health or community agency. Students work under supervision to further develop their assessment and clinical decision making skills in the clinical environment. Demonstration of adequate clinical competence in working with clients in the Victoria University Psychology Clinic (VUPC) will be required before students are placed in external agencies. Specific placement arrangements, as set out in the Clinical Psychology Placement Handbook, will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 6

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

1. Demonstrate an understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; 2. Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files in an external agency; 3. Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded; 4. Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; and 5. Demonstrate a developing ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement Manual

Assessment:Practicum, Completion of arranged 40 day placement in a mental health or community setting as specified in Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece to the Placement Co-ordinator prior to completion of placement, Pass/Fail. Other, Submission of a Student Evaluation form completed by the placement supervisor indicating satisfactory performance relative to the student's training, Pass/Fail. Other, Submission of signed copy of the logbook to the Placement Co-ordinator on completion of the placement, Pass/Fail. The four components of assessment are

ungraded. Students must pass all four components to pass the unit. Minimum effective word length 3000 words.

APC6085 Foundations of Psychotherapy

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit of study will introduce students to the applied practice of psychotherapy. The unit aims to develop students in the foundation skills of evidence-based, non-specific treatment factors, which are common to all streams of therapeutic work. These include: core skills for development and maintenance of the therapeutic relationship; managing emotional content; therapeutic structure; and, the use of supervision as a learning tool. Students will learn via seminars, role-plays, readings, and reflection on their practice.

Credit Points: 12

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

1. Exhibit basic competencies in clinical interviewing, integration, and formulation of information;
2. Explicate, contextualise and translate into practice, basic competencies in non-specific therapy factors;
3. Critically reflect on their own interviewing skills and learning;
4. Assess and communicate risk in relation to self-harm and suicidality.

Class Contact: Seminar 3.0 hrs

Required Reading: Geldard, D., & Geldard, K. (2009). (6th Ed.), *Basic Personal Counselling: A Training Manual for Counsellors* French's Forest, NSW: Pearson Education Australia Sperry, L. (2011). *Core competencies in counselling and psychotherapy: Becoming a highly competent and effective therapist*. New York: Routledge.

Assessment: Exercise, Submission of two recordings demonstrating interviewing and non-specific therapy skills. (Indicative word length 2000 words), 25%. Report, Submission of two written reflective pieces related to the role-plays. (Indicative word length 2000 words), 25%. Case Study, Submission of a written assessment and role-play of a risk assessment. (Indicative word length 2000 words), 25%. Other, In-class participation and submission of six recorded role-plays (Indicative word length 2000 words), 25%.

APC6086 Clinical Assessment

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit of study provides students with training in the principles and practice of evidence-based psychological assessment in professional psychology. It provides a first opportunity to develop competence in the basic assessment skills required to practice as a registered psychologist in Australia (PsyBA/AHPRA). It includes an introduction to basic clinical assessment techniques across the lifespan, including observations, interviewing, history-taking and formal administration of psychological assessment tools. Administration, scoring and interpretation of intellectual, memory and achievement tests, personality assessment, as well as assessment report-writing and providing feedback will be covered. Students will also be introduced to the major diagnoses and disorders which are likely to require cognitive assessment. The learning and teaching strategies employed in this unit include experiential learning opportunities (hands-on workshops and small group work around the administration and scoring of psychological tests), as well as didactic lecture presentations where appropriate. Successful completion of this unit prepares students for clinical placements both in the VU Psychology Clinic and within community-based organisations.

Credit Points: 12

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

1. Evaluate and critically reflect upon the purpose of psychological assessment and how it is used in a variety of settings and for different purposes including diagnosis;
2. Exhibit competence in clinical assessment skills including interviewing, observation and mental status examination, commensurate with level of training;
3. Implement and score intelligence, achievement, memory and personality tests;
4. Interpret, integrate and analyse the findings of a clinical assessment including interview, observations and the results of intelligence, achievement, memory and personality tests, commensurate with level of training;
5. Formulate and articulate clinical assessment results both verbally and in a written report for a variety of audiences and purposes, including diagnosis.

Class Contact: Seminar 2.0 hrs

Required Reading: Goldfinger, K & Pomeranz, A.M. (2014) 2nd ed. *Psychological Assessment and Report Writing* Thousand Oaks, California: SAGE Groth-Mamat, G. (2009) 5th ed. *Handbook of psychological assessment* Hoboken, New Jersey: John Wiley & Sons. Postal, K.S (2013) *Feedback that Sticks: The Art of Effectively Communicating Neuropsychological Assessment Results* Oxford: Oxford University Press, USA

Assessment: Exercise, Portfolio of learning activities (Indicative word length 1000 words), 20%. Report, Formal assessment report (Indicative word length 2000 words), 30%. Other, DVD recording of the administration of an intellectual assessment tool and roleplay of verbal feedback of results., 50%.

APC6087 Professional Ethics

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit will examine contemporary professional ethical and legal issues pertaining to clinical and community psychology training and practice, both internationally and in Australia. The emphasis will be on conducting oneself professionally and ethically, developing ethical sensitivity and 'moral imagination', and learning to resolve ethical dilemmas using available resources. Professional practice issues relevant to a broad range of psychological interventions, the 2007 APS Code of Professional Conduct, 2013 National Practice Standards for the Mental Health Workforce, and examples of ethical dilemmas will be presented. Cultural values and expectations in the area of mental health care will be explored, particularly as these apply to multicultural, migrant and indigenous communities. Because reflective practice is essential to professionalism and ethical conduct, self-reflection (on one's attitudes, motivations, values, feelings and experiences) and reflection on one's interactions with others, will constitute a significant learning focus. Rather than emphasising abstract principles, case studies of actual ethical scenarios will be employed to contextualise ethical deliberation and illustrate ethical dilemmas.

Credit Points: 12

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

1. Critically reflect on one's own experiences, motives and values and how these may impact on one's moral assumptions and ethical reasoning in professional practice;
2. Scrutinise the concept of professionalism and professional conduct in the context of psychology training and practice;
3. Analyse and apply knowledge of the law governing the practice of psychology in Australia and the operation of the Psychology Board of Australia and of the APS Code of Ethics and Current Guidelines;
4. Adapt ethical problem solving strategies, integrating key ethical and legal issues germane to the context, to address and resolve ethical dilemmas in a variety of professional settings;
5. Articulate the effects of cultural differences (including ethnic, gender, language and sexual orientation) on psychological work, particularly in cross- and multi-cultural practice.

Class Contact:Seminar2.0 hrs

Required Reading:Allen, A. & Love, A.W. (2010). *Ethical Practice in Psychology* Chichester, UK, Wiley-Blackwell Australian Psychological Society 2007, *Code of ethics*, Melbourne, Australia. Australian Psychological Society 2008, 8th edn, *Ethical guidelines*, Melbourne, Australia.

Assessment:Portfolio, Ethical autobiography and self-reflection exercise (Indicative word length: 2000 words), 30%. Test, Ethical code knowledge test (Duration 90 minutes), 70%.

APC6088 Psychopathology and Diagnosis

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit of study is designed to provide students with an understanding of the major disorders that occur across the lifespan. The concept of psychopathology and classification systems such as DSM-5, ICD 10 and alternative diagnostic frameworks such as the Psychodynamic Diagnostic Manual (PDM) are introduced. Developmental pathways that lead to common symptom patterns and the meaning of these patterns are discussed in the context of developmental stages. The limitations of the application of categorical taxonomies in paediatric populations will be covered.

Credit Points: 12

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

1. Explicate an understanding of the aetiology of the major disorders;
2. Exhibit an understanding of diagnostic classification systems and an ability to critically evaluate the application of these classification systems;
3. Exemplify competence in identifying an appropriate diagnosis and reporting the rationale for the diagnosis for various presentations;
4. Articulate an understanding of developmental pathways and associated symptom patterns in childhood and adolescence; and
5. Elucidate an understanding of the concepts of differential diagnosis and comorbidity.

Class Contact:Seminar2.0 hrs

Required Reading:American Psychiatric Association 2013, 5th edn, *Diagnostic and statistical manual of mental disorders: DSM-5-TR*, Washington, DC: Author. PDM Task Force 2006, *Psychodynamic diagnostic manual*, Silver Spring, MD: Alliance of Psychoanalytic Organisations.

Assessment:Test, Two (2) In-class diagnostic tests (Duration 60 minutes), 30%. Examination, Examination (Duration 90 minutes), 70%.

APC6089 Research Methods

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:The aims of this unit are as follows: to provide students with the requisite knowledge to comprehend and critically appraise qualitative and quantitative research studies relevant to the field of clinical psychology (critical research literacy); to introduce students to some of the current controversies in the field of psychotherapy research, and the role that research design and data analysis play in the research disputes; to assist students in designing and conducting an independent research project using a suitable method; to acquaint students with quantitative and qualitative methods employed in current clinical psychology research; and to provide useful guidance in the design of a practice based evidence case study project. This unit will equip students with the requisite skills to be critical consumers of clinical psychology research, as well as develop and refine the skills necessary to conduct research in an ethically and methodologically sound way. By becoming discerning readers of clinical research literature, students will be better evidence-based practitioners, while simultaneously being appreciative of the importance of practice-

based evidence in their work. While acknowledging the fact that clinical psychology research is broader than psychological interventions, the focus of the unit will be on research in the context of psychotherapy. This is consistent with the therapeutic emphasis of the VU clinical training and the importance of ensuring that therapeutic interventions are based on a familiarity with the relevant research literature. While independent of the research project that students submit, the research methods unit develops the competencies necessary to carry out and write up both the research project and clinical case studies. Given the importance of case studies in practice based evidence, one of the assessment tasks for this unit will be the development of an outcome focused systematic psychotherapy case study proposal.

Credit Points: 12

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

1. Critically evaluate published research relating to the field of clinical psychology;
2. Demonstrate competence with qualitative and quantitative research designs and methods;
3. Debate the positions adopted by authors with respect to common psychotherapy research controversies;
4. Establish and reflect upon the evidence-based status of psychological interventions;
5. Prepare a draft proposal for a systematic case study research project.

Class Contact:Seminar2.0 hrs

Required Reading:Readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment:Essay, Critically assess the methods and conclusions of selected clinical research papers (Word length: 2000), 30%. Other, Draft proposal for a systematic psychotherapy case study (Word length: 4000), 70%.

APC6090 Personality and Mental Health Assessment

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit will extend students' study of the principles and practice of psychological assessment. There will be a focus on the administration and interpretation of formal techniques for the assessment of personality and socio-emotional functioning. It incorporates studies in tests appropriate in the VU dual-stream psychotherapy training model. Further development of skills in assessment of DSM-5 and ICD pathology will occur. Attention will continue to be given to the integration of assessment information from multiple sources to arrive at a case formulation.

Credit Points: 12

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

1. Critically apply clinical psychology assessment techniques to case studies of client presentations;
2. Implement, interpret, and analyse tests of personality and socio-emotional functioning;
3. Appraise and prescribe assessment tools appropriate to both adult and child clients, within both cognitive-behavioural and psychodynamic therapy/assessment settings;
4. Synthesise and integrate clinical and other information to arrive at formulation and diagnosis of psychopathology and bio-psycho-social disturbance;
5. Communicate effectively, both orally and in writing, reports of psychological assessments.

Class Contact:Seminar2.0 hrs

Required Reading:Goldfinger, K., & Pomerantz, A.M. (2014). (2nd Ed.). *Psychological Assessment and Report Writing* Thousand Oaks: SAGE Publications.

Assessment:Case Study, Written report on a provided case study incorporating tests of socio-emotional functioning (Indicative word length: 2000 words), 30%. Case Study, Written report on a provided case study incorporating tests of personality (Indicative word length: 4000 words), 50%. Presentation, Presentation on diagnosis, 20%.

APC6091 Interventions 1 - Introduction to CBT

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit aims to give an introduction to the theory and practice of Cognitive Behaviour Therapy. This unit aims to engage students in a way that will maximise their understanding of CBT; therefore, while it includes some lectures, the focus is upon discussion, interaction, exploration of issues, and carrying out in small groups selected exercises. The unit focuses on Cognitive and Behavioural approaches to therapy, including Behavioural therapy (BT), Cognitive Therapy (CT) and Cognitive Behavioural Therapy (CBT). Students will be introduced to the main theories, concepts and techniques of CBT, gain understanding of the stages and process of CBT, and gain experience in the delivery of these techniques to some different client groups.

Credit Points: 12

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

1. Appraise the principles that underpin BT, CT and CBT theories and interventions;
2. Conceptualise client issues from a CBT perspective;
3. Justify and apply CBT intervention skills;
4. Identify and critique a range of professional literature that examines CBT practices;
5. Critically reflect on the application of CBT in a counselling role play.

Class Contact: Seminar 1.5 hrs

Required Reading: Beck, J. (2012). (2nd Ed). Cognitive therapy: Basics and beyond New York: Guildford Press

Assessment: Case Study, Case formulation using a cognitive-behavioural approach, based on a set case study (indicative: 1500 words), 30%. Report, Report of a therapy plan based on the initial case formulation, using cognitive-behavioural approach, based on set case study (indicative: 1500 words), 30%. Examination, Short-answer examination of understanding of cognitive and behavioural therapy concepts and interventions, 40%.

APC6092 Interventions 2 - Introduction to Psychodynamic Psychotherapy

Locations: Footscray Nicholson.

Prerequisites: APC6091 - Interventions 1 - Introduction to CBT

Description: This unit complements the work undertaken in Interventions 1, by developing students' skills in the assessment, formulation, and treatment of adult and childhood disorders using psychodynamic psychotherapy theory and practices. The course furthers student competencies in the Victoria University's clinical training model, which emphasises both cognitive-behavioural and psychodynamic interventions. Learning will focus on the application of psychodynamic psychotherapy to a range of client problems and disorders, meta-competencies in psychodynamic psychotherapy, and application of psychodynamic psychotherapy to high prevalence mental health disorders. During the semester, students commence their initial placement at the Victoria University Psychology Clinic. Case presentations will occur to integrate the formal seminars in this unit and the students' fieldwork.

Credit Points: 12

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

1. Conceptualise, plan and implement a course of treatment based on a psychodynamic framework.
2. Critically reflect on, contextualise, and apply manualised psychodynamic techniques to a client's individual requirements.
3. Critically evaluate client progress and based on the evidence, where necessary revise the intervention plans accordingly.
4. Review, contextualise, and apply psychodynamic psychotherapy to presentations in child and adult clients.
5. Exhibit foundational clinical competencies in the fieldwork setting.

Class Contact: Seminar 2.0 hrs

Required Reading: Readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment: Presentation, One therapy case presentation. (30 minutes)., 30%. Examination, Short and essay answer format exam demonstrating knowledge acquisition (2 hours)., 30%. Portfolio, Submission of a casebad portfolio to the Student Review Board, as per VU Psychology Clinic Manual requirements. (Indicative word length 4000 words), 40%.

APC6102 Research Project 4A

Locations: St Abans.

Prerequisites: APC6101 - Research Project 3A

Description: Individual supervision will provide guidance on conducting and writing up clinical research.

Credit Points: 12

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

- Demonstrate an ability to write up a report of their research project in the required format.

Class Contact: Individual supervision of one hour per fortnight for one semester and one one-hour workshop per fortnight.

Required Reading: As advised.

Assessment: Other, One of the belowmentioned options, Pass/Fail. The student will be required to submit their research in either traditional thesis form (15000 words) or as a literature review and a report in journal article format (approximately 15000 words in total).

APC6110 Clinical Experience and Practicum 4

Locations: St Abans.

Prerequisites: APC5102 - Research Project 2 APC5104 - Clinical Skills 2 APC5106 - Clinical Experience and Practicum 2 APC5108 - Professional Practice Issues 2 APC5110 - Observational Method 1 APC5112 - Clinical Theories 1 APC6109 - Clinical Experience and Practicum 3

Description: Students will continue their second clinical field placement and their supervised work with clients referred to the Victoria University Psychology Clinic. Case presentations/discussions and observation of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 12

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

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
2. Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making;
3. Demonstrate developing skills in psychological intervention;
4. Demonstrate skills in writing psychological reports at an increasingly professional level;
5. Demonstrate a capacity to use supervision effectively;
6. Demonstrate skills in oral case presentation and in clinical discussion; and
7. Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact: Students will complete their second clinical field placement commenced in semester 1 and receive weekly supervision by the appointed placement supervisor. Fortnightly individual supervision and small and/or large group supervision will continue for clinical work in the Victoria University Psychology Clinic.

Required Reading: Victoria University Psychology Clinic Manual. Clinical Psychology Placement Manual. Recommend Reading To be advised.

Assessment:Journal, Weekly logbook and satisfactory reports from clinical supervisors (field supervisor, supervisor of VUPC work), Pass/Fail. Presentation, Case presentations in small/ large group supervision, Pass/Fail.

APC6201 Research Project 3A

Locations:St Albans.

Prerequisites:APC5208 - Research Project 2

Description:This is the third of four research project units for the Master of Psychology. Individual supervision will provide guidance on conducting clinical research and studying the literature in the student's area of research.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Conduct data collection in an ethical manner; 2. Analyse data using relevant quantitative techniques; and 3. Demonstrate appropriate progress on their research project e.g. completion of data collection and data analysis.

Class Contact:No scheduled classes, fortnightly individual supervision

Required Reading:No required text

Assessment:Other, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

APC6202 Research Project 3B

Locations:St Albans.

Prerequisites:APC5208 - Research Project 2

Description:Individual supervision will provide guidance on conducting clinical research and studying the literature in the student's area of research. If required, supervision will also provide guidance on the expansion of the project to meet doctoral requirements and resubmission of the amendments to the Ethics committee.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Demonstrate an ability select relevant literature and methodology for the project;
2. Demonstrate an ability to conduct data collection in an ethical manner; and
3. Demonstrate appropriate progress on their research project - e.g. commencement of data collection.

Class Contact:No scheduled classes, fortnightly individual supervision

Required Reading:As advised by supervisor

Assessment:Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

APC6204 Clinical Experience 3

Locations:St Albans.

Prerequisites:APC5210 - Clinical Experience 2

Description:Students will continue supervised work with clients referred to the Victoria University Psychology Clinic (VUPC). Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate further development of skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate further development of skills in writing psychological reports at an increasingly professional level; 4. Demonstrate developing skills in

applying appropriate psychological interventions; 5. Demonstrate a capacity to use supervision effectively; and 6. Demonstrate an ability to make oral case presentations and appropriately participate in clinical discussions.

Class Contact:Seminar 2.0 hrs Plus fortnightly/weekly individual clinical supervision as required.

Required Reading:Victoria University Psychology Clinic Manual

Assessment:Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course Co-ordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinical supervisor/s indicating satisfactory progress, Pass/Fail. Total effective word length 3,000 words.

APC6205 Clinical Health Psychology 1

Locations:Footscray Nicholson.

Prerequisites:Admission to Master of Psychology (Clinical Psychology)

Description:This unit of study will introduce the field of clinical health psychology together with theoretical frameworks linking psychological and physical aspects of health and illness and key concepts relevant to health and medical psychology. Learning will focus on the application of clinical psychology principles and techniques to the promotion and maintenance of health and the prevention and treatment of illness. Psychological assessment within health settings and adherence to treatment and preparation for medical procedures will be covered. Applications of clinical psychology will be considered across a range of health settings (including primary health and hospital in-patient/outpatient services), various medical conditions (including chronic, acute and psychosomatic), at all life stages (e.g. paediatric, adolescent, adult and aged). The role of clinical psychologists in developing behaviour change programs for various levels of prevention will be discussed.

Credit Points: 6

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Demonstrate an understanding of theoretical frameworks and models relevant to clinical health psychology; 2. Demonstrate an understanding of the application of core clinical psychology skills and specialised assessment for medical problems in various patient groups; 3. Demonstrate an understanding of the psychological impact of illness and the effect of psychological factors on the course of illness; and
4. Demonstrate an understanding of the contribution of clinical psychology to health maintenance and illness prevention.

Class Contact:Seminar 2.0 hrs

Required Reading:Albey, I & Munafa, M 2008, Key concepts in health psychology, London: Sage. Belar, C & Deardorff, W 2009, Clinical health psychology: a practitioners guidebook, Washington, DC: American Psychological Association. Llewelyn, S & Kennedy, P (eds) 2003, Handbook of clinical health psychology, Chichester, West Sussex: John Wiley & Sons, Ltd.

Assessment:Essay, One essay, 100%. Total effective word length 3,000 words.

APC6206 Interventions 2

Locations:Footscray Nicholson.

Prerequisites:APC5211 - Interventions 1

Description:This unit further develops students' skills in Cognitive and Behavioural approaches to Therapy, Learning will focus on the application of CBT to a range of disorders and client groups, advanced CBT skills, and current developments within the cognitive approach. The use of psychopharmacology as an intervention for some psychological disorders will be introduced.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an increased ability to conceptualise, plan and implement a course of treatment based a CBT formulation; 2. Demonstrate skills in the application of CBT techniques; 3. Demonstrate understanding of the use of CBT skills alone, and in combination with psychopharmacology, to deal with complex presentations and cases; and 4. Demonstrate understanding of some of the contemporary and advanced developments in the practice of cognitive and behavioural therapies.

Class Contact: Seminar 1.5 hrs

Required Reading: Nil

Assessment: Report, Submission of a DVD and written report demonstrating the use of cognitive-behavioural intervention skills, based on a set role play, 60%. Essay, Short answer and essay format examination of understanding of CBT theory & techniques, 40%. * A grade of Credit or above on Assessment Item 1 is required to pass the unit. The two components of assessment for this unit are graded. Total effective word length 3,000 words.

APC6207 Interventions 3

Locations: Footscray Nicholson.

Prerequisites: APC5211 - Interventions 1

Description: This unit provides an introduction to psychodynamic theory and practice. Core theoretical ideas will be introduced, followed by an examination of core processes in therapeutic practice. As a foundation for working with children, play therapy and child-focussed parent psychotherapy will be introduced. Case material and therapy extracts will be used to assist students in understanding the therapeutic process and the role and function of the therapist.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an understanding of core psychodynamic concepts relevant to psychotherapeutic practice; 2. Demonstrate an understanding of therapeutic processes and practice in psychodynamic work with adults, children and parents; and
3. Demonstrate basic skills in conducting a psychodynamically-oriented intervention.

Class Contact: Seminar 1.5 hrs

Required Reading: To be advised by lecturer

Assessment: Essay, 100%. Exercise, Satisfactory completion of hurdle requirement. DVD exercise assessing therapeutic skills (Pass/Fail), 0%. DVD exercise assessing therapeutic skills (Hurdle Requirement). Graded Sat/UnSat Total effective word length 3,000 words.

APC6209 Research Project 4A

Locations: Footscray Nicholson.

Prerequisites: APC6201 - Research Project 3A

Description: Individual supervision will provide guidance on conducting and writing up clinical research. This is the final research unit for the Master of Psychology

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an ability to report and discuss the findings from their research project; 2. Demonstrate an ability to recognise any limitations in design and methodology in their research and acknowledge these in their discussion; and
3. Demonstrate an ability to write up a report of their research project in the required format.

Class Contact: Fortnightly individual supervision

Required Reading: As advised by supervisor

Assessment: Thesis, Submit research in traditional thesis form or as literature review

and a report in journal article format for internal & external examination, Pass/Fail. The assessment for this unit is ungraded. Effective word length 15,000 words.

APC6210 Research Project 4B

Locations: St Albans.

Prerequisites: APC6202 - Research Project 3B

Description: Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise in regard to data collection

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Conduct data analysis in an ethical manner; 2. Analyse data using relevant quantitative or qualitative techniques; and
3. Demonstrate appropriate progress on their research project e.g. completion of data collection and statistical analysis.

Class Contact: One 1 hour individual supervision per fortnight

Required Reading: As advised by supervisor

Assessment: Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. Assessment for this unit is ungraded. Effective word length 5,000 words.

APC6211 Neuropsychology Disorders and Psychopharmacology

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: The theoretical framework of clinical neuropsychology and basic aspects of its practice will be introduced. The focus, where possible, will be on issues of relevance to clinical psychologists and will have a case study focus.

Neuropsychological disorders will be discussed from the brain-behaviour relationship framework of neuropsychology. The unit will also cover the mechanisms of action of major psychoactive drugs (both illicit and therapeutic), as well as a consideration of how and why drugs are used therapeutically.

Credit Points: 6

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

1. Demonstrate an understanding of basic aspects of neuroanatomy and apply this knowledge to understand brain-behaviour relationships in psychological practice;
2. Demonstrate an understanding of the basics of assessment of clients with neuropsychological disorders; 3. Demonstrate an understanding of the mechanisms of action psychiatric medications and illicit drugs; and
4. Demonstrate an understanding of the prescribing rationale for currently used psychiatric medications and their potential risks and benefits.

Class Contact: Seminar 2.0 hrs

Required Reading: Zillmer, EA & Spiers, MV 2008, 2nd edn, Principles of neuropsychology, Belmont, CA: Wadsworth/Thomson Learning.

Assessment: Test, Mid-Semester Neuroanatomy test, 20%. Examination, End of semester examination, 80%. The 2 components of assessment are graded Total effective word length 3,000 words.

APC6212 Clinical Experience 4

Locations: Footscray Nicholson.

Prerequisites: APC6204 - Clinical Experience 3

Description: Students will continue supervised work with clients referred to the Victoria University Psychology Clinic (VUPC). Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 6

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

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate further development skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate further development of skills in writing psychological reports at an increasingly professional level; 4. Demonstrate further development of skills in applying appropriate psychological interventions; 5. Demonstrate an increasing capacity to use supervision effectively; and 6. Demonstrate further development of skills in ability to make oral case presentations and appropriately participate in clinical discussions.

Class Contact: Seminar 2.0 hrs Plus fortnightly/weekly individual clinical supervision as required.

Required Reading: Victoria University Psychology Clinic Manual

Assessment: Report, Submission of one signed written report of an intervention conducted with a client in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, One case presentation in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded. Total effective word length 3,000 words.

APC6213 Clinical Health Psychology 2

Locations: Footscray Nicholson.

Prerequisites: APC6205 - Clinical Health Psychology 1

Description: This unit of study will focus on interventions aimed at the promotion of health, and the prevention, treatment and rehabilitation of illness, injury and disability within health and medical settings. The effect of pre-existing psychological problems or vulnerabilities on the course of the illness or the effectiveness of medical treatment will be covered. Designing individual and group behaviour change programs, providing consultation to other professionals and provision of interventions for carers are considered as aspects of the role of clinical psychologists in health settings. How to address the identification and treatment of non-medical problems (e.g. somatisation disorders) in health and medical settings, treatment in relation to psychological distress interfering with recovery of physical illness and specific interventions relevant to management of chronic pain will be covered.

Credit Points: 6

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

1. Demonstrate knowledge of assessment and of the application of psychological principles and interventions to the promotion and maintenance of health, to the treatment of illness, and to rehabilitation; 2. Demonstrate advanced knowledge and skills in identifying psychological factors contributing to illness and disorder; 3. Demonstrate advanced knowledge and skills in identifying the psychological impact of illness on patients and their families; and 4. Demonstrate advanced knowledge and skills in identifying the psychological factors affecting the course and/or recovery for various types of illness.

Class Contact: Seminar 2.0 hrs

Required Reading: Lewelyn, S & Kennedy, P (eds) 2003, Handbook of clinical health psychology, Chichester, West Sussex: John Wiley & sons, Ltd. Nikcevic, AV, Kuczmierczyk, AR, Brunch, M (eds) 2006, Formulation and treatment in clinical health psychology, Sussex, UK: Routledge.

Assessment: Report, A report detailing the proposed assessment, diagnosis, formulation and treatment plan for a case presentation in a medical setting (to be provided), 100%. The assessment is graded. Total effective word length 3,000 words.

APC6214 Interventions 4

Locations: Footscray Nicholson.

Prerequisites: APC6207 - Interventions 3

Description: This unit further develops students' understanding of and competence in psychodynamic intervention. There is a focus on the application of a psychodynamic framework to a range of presentations and across the lifespan, with attention given to the evidence base for psychodynamic therapies. Assessment of suitability for psychodynamic therapy, case formulation, clinical decision-making and treatment planning in brief and longer-term therapy will be covered. In addition a professional practice issues component involves an examination of the various systems that clinical psychologists work in, and the types of work done by clinical psychologists and others in each system.

Credit Points: 6

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

1. Demonstrate an increased understanding of therapeutic processes and core practices in psychodynamic work with adults, children and parents; 2. Demonstrate an understanding of the use of psychodynamic interventions across a range of complex presentations; 3. Demonstrate skills in clinical decision-making and treatment planning within a psychodynamic framework; and 4. Describe the various systems in which clinical psychologists work and identify professional issues which may arise in these contexts.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer

Assessment: Other, Exercise and report on clinical decision-making and treatment planning in brief psychodynamic therapy, 80%. Report, Brief report on the one of the systems in which clinical psychologists work, 20%. The two components of assessment for this unit are graded. Total effective word length: 3,000 words.

APC6216 Advanced Assessment and Clinical Skills

Locations: Footscray Nicholson.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study focuses on and integrates the key clinical psychology skills. It covers the clinical psychology process from referral, assessment, diagnosis and formulation, to treatment planning and decision-making. Emphasis will be given to clinical decision-making (especially in relation to intervention goals) through the integration of interpretations of observation, test and interview data. There will also be a focus on various aspects of assessment and consultation in different settings such as health rehabilitation and severe mental illness. Key concepts and principles within clinical psychology practice will be reviewed and extended.

Credit Points: 6

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

1. Demonstrate an understanding of the key principles and processes within clinical psychology assessment; 2. Demonstrate an ability to conceptualise and plan effective clinical psychology treatments and write-up appropriate treatment plans; 3. Demonstrate basic skills in the administration and interpretation of projective tests; and 4. Demonstrate an ability to understand, evaluate and synthesise information from a range of sources.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer

Assessment: Report, Submission of a full report of an assessment including formulation and treatment plan, Pass/Fail. The assessment for this unit is ungraded. Minimum effective word length 3,000 words.

APC6217 External Placement 2

Locations:Footscray Nicholson.

Prerequisites:APC5218 - External Placement 1

Description:Students will undertake a second clinical placement which will provide supervised clinical experience in a different external agency. The placement spans this unit and APC6215 Placement 3 to make a total of 60 days. Commencement of this second placement will depend on the availability of a suitable placement to meet the training requirements of the individual student. Specific placement arrangements as set out in the Clinical Psychology Placement Handbook will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 6

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

1. Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; 2. Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files in an external agency; 3. Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded; 4. Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; and 5. Demonstrate an increased ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement manual

Assessment:Review, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement coordinator, Pass/Fail. Minimum effective word length 3000 words.

APC6218 External Placement 3

Locations:Footscray Nicholson.

Prerequisites:APC6217 - External Placement 2

Description:Students will continue their second clinical placement involving 60 days of supervised clinical experience in an external clinical agency

Credit Points: 12

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

1. Demonstrate an increased understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; 2. Demonstrate an ability to fulfil student responsibilities in relation to log-books, progress notes and clinic files in an external agency; 3. Demonstrate knowledge of the organisational context and professional network in which the agency is embedded; 4. Demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; and 5. Demonstrate an ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement Manual

Assessment:Practicum, Completion of 60 day placement in mental health or community setting as specified in the Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece, Pass/Fail. Other, Submission of signed copy of the logbook to the Placement co-ordinator on completion of the placement, Pass/Fail. Other, Student Evaluation form completed by placement supervisor indicating satisfactory performance in areas of clinical, communication & professional skills, Pass/Fail. The four components of assessment

are ungraded. Student must pass all four components to pass the unit. Minimum effective word length 5000 words.

APC7003 Interventions 3 - Advanced CBT Applications

Locations:Footscray Nicholson.

Prerequisites:APC6091 - Interventions 1 - Introduction to CBT

Description:This unit builds on work completed in Interventions 1 and Interventions 2 by further developing students' skills in the assessment, formulation, and treatment of adult and childhood disorders using cognitive and behavioural therapies. The course furthers student competencies in the VU dualstream training model. Learning will focus on the application of Cognitive Behaviour Therapy (CBT) to a range of client problems and disorders, meta-competencies in CBT, and application of CBT to severe mental health disorders including psychosis. During the unit, students complete their CBT practicum at the Victoria University Psychology Clinic. Case presentations will occur to integrate the formal seminars in this unit and the students' fieldwork.

Credit Points: 12

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

1. Conceptualise, plan and implement a course of treatment based on a CBT framework; 2. Critically reflect on, contextualise, and apply manualised CBT techniques to a client's individual requirements; 3. Review, contextualise, and apply CBT to severe and/or complex presentations in child and adult clients; 4. Exhibit clinical competencies in the fieldwork setting.

Class Contact:Seminar 2.0 hrs

Required Reading:Barlow, D.H. (2014). 5th Ed Clinical Handbook of Psychological Disorders A step-by-step treatment manual New York: Guilford Press.

Assessment:Presentation, One therapy case presentation (30 minutes), 30%. Examination, Short and essay answer format exam demonstrating knowledge acquisition (2 hours), 30%. Portfolio, Submission of a caseload portfolio as per the VU Psychology Clinic Manual (Indicative word length: 4000 words), 40%.

APC7004 Interventions 4 - Advanced Psychodynamic Psychotherapy

Locations:Footscray Nicholson.

Prerequisites:APC6092 - Interventions 2 - Introduction to Psychodynamic Psychotherapy

Description:This unit in psychodynamic psychotherapy builds on and extends psychodynamic skills and knowledge acquired in the the first year of the Clinical Psychology Course. The primary goal is to deepen students' understanding of psychodynamic therapy process and refine their therapeutic interventions, thereby helping them feel more confident and effective in their psychodynamic work with Victoria University Clinic patients. While some of the unit topics will be the same topics covered in first year units, treatment of these topics will be more detailed, critical, technique oriented, and grounded in students' own clinic experience. Relevant video material will be used as an educational resource to illustrate technical principles. Additionally, this unit also includes new topics and emphases, either not addressed or not covered in detail previously. As most psychodynamic psychotherapy, whether in private practice or community clinic settings, tends to be short-term, brief dynamic therapy theory and technique will be covered. Also, as a significant percentage of psychotherapy patients drop out of treatment early, or express dissatisfaction with the quality of their treatment, part of the unit will be devoted to understanding and reducing patient dissatisfaction and premature therapy termination.

Credit Points: 12

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

1. Exhibit increasing conceptual mastery proficiency and technical proficiency regarding psychodynamic therapy in their VU Clinic work; 2. Explicate the principles of short-term psychodynamic therapy and how this differs from more open-ended/longer term treatment; 3. Review the research findings on psychotherapy patient dissatisfaction and treatment drop out, in order to anticipate and minimize this; 4. Critically reflect on and accurately evaluate the impact of their interventions on the psychotherapy process and interaction.

Class Contact:Seminar2.0 hrs

Required Reading:Readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

Assessment:Essay, An essay addressing a core aspect of the unit. (Indicative word length: 3000 words), 30%. Other, Submission of a psychotherapy video segment and written critical reflection on this. (Indicative word length: 5000 words), 70%.

APC7005 Clinical Placement 1

Locations:Footscray Nicholson.

Prerequisites:APC6091 - Interventions 1 - Introduction to CBTAPC6092 - Interventions 2 - Introduction to Psychodynamic Psychotherapy

Description:Students will be introduced to a range of professional roles undertaken by clinical provisional psychologists and be offered perspectives on the roles in the interdisciplinary process. Students will have opportunities to observe clinical professionals in the design, implementation and evaluation of clinical psychological activities, and to learn about ethical, legal and organisational planning that are used in delivery at clinical setting. Learning will be conducted in a practical case-based clinical setting under supervision. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff.

Credit Points: 12

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

1. Exemplify the stage-appropriate professional competencies expected of provisional psychologists in a multidisciplinary clinical setting; 2. Implement professional record maintenance skills in relation to log-books, progress notes and clinic files in an external agency; 3. Exhibit familiarity with the organisational context and professional network in which the agency is embedded; 4. Implement ethical principles and decision making processes to clinical work in the particular placement agency; and 5. Exhibit a developing ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal and ethical issues involved.

Class Contact:No scheduled classes

Required Reading:Victoria University Placement Manual

Assessment:Practicum, Successful completion of placement, evidenced by the clinical supervisor's evaluation form., Pass/Fail. Journal, Submission of a Placement Experience- Reflective Piece, Pass/Fail. Case Study, Submission of a clinical case study relevant to the placement context as per guidelines in the Placement Manual, Pass/Fail. The assessment components are ungraded, but students must pass all components to pass the unit.

APC7006 Health Psychology

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit of study will introduce the field of clinical health psychology together with theoretical frameworks linking psychological and physical aspects of health and illness and key concepts relevant to health and medical psychology. Learning will focus on the application of clinical psychology principles and techniques to the promotion and maintenance of health and the prevention and treatment of

illness. Psychological assessment within health settings and adherence to treatment and preparation for medical procedures will be covered. Applications of clinical psychology will be considered across a range of health settings (including primary health and hospital in-patient/outpatient services), various medical conditions (including chronic, acute and psychosomatic), at all life stages (e.g. paediatric, adolescent, adult and aged). The role of clinical psychologists in developing behaviour change programs for various levels of prevention will be discussed.

Credit Points: 12

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

1. Explicate an understanding of the theoretical frameworks and models relevant to clinical health psychology; 2. Implement core clinical psychology skills and specialised assessment for medical problems in various patient groups; 3. Exhibit an understanding of the principles of behaviour change in the health context; 4. Contextualize an understanding of the psychological impact of illness and the effect of psychological factors on the course of illness; and 5. Explicate an understanding of the contribution of clinical psychology to health maintenance and illness prevention.

Class Contact:Seminar2.0 hrs

Required Reading:Lecturer will provide students with journal articles and texts in the relevant areas through VU Collaborate.

Assessment:Assignment, Interview and minor report (indicative: 1000 words), 30%. Essay, Essay (indicative: 2500 words), 70%.

APC7007 Psychopharmacology and Reflective Practice

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This is a capstone unit that formally overviews, integrates and assesses a wide number of competencies central to the successful completion of the degree. In terms of content, however, it comprises two distinct topic foci: psychopharmacology and reflective practice. 12 seminar hours in this unit will be devoted to psychopharmacology, complementing the course emphasis on psychotherapy intervention. The psychopharmacology component, which will be delivered in workshop format, will cover the major neurotransmitter systems involved in psychiatric illness and the putative action of psychiatric medications on these targets. Further, the impact of illicit and other drugs will be reviewed in relation to mental health and prescribed medications. The relationship between psychotherapy and psychopharmacology will also be addressed. The reflective practice (RP) component of the unit comprises the remaining 12 seminar hours and will be delivered as six seminars. RP describes "the activity of reflecting on clinical experience, including our personal reactions, attitudes and beliefs, with the purpose of enhancing our declarative knowledge and procedural skills" (Bennett-Levy & Thwaites, p. 269). While RP is embedded throughout the course, these seminars will explicitly address theoretical and applied aspects of RP, especially its relationship to psychotherapy process and intervention. The assessment task for the RP component will comprise a systematic case study in which students will critically review the outcome of psychotherapy conducted with one of their Victoria University Clinic clients, and the therapeutic processes responsible for facilitating or impeding the clients' psychological progress. The systematic use of outcome measures will provide empirical evidence of any psychological change over the course of treatment, and students' critical reflection on the therapeutic process will demonstrate their knowledge of reflective practice models and principles. The case study will build on evidence based practice knowledge acquired in the Research Methods unit, and be conducted as a stand-alone mini-research project. Consequently, students' research skills will also be extended in the completion of this assessment task.

Credit Points: 12

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

1. Exhibit knowledge of the molecular mechanisms of action of psychiatric medications and illicit drugs; 2. Critically reflect on the prescribing rationale for currently used psychiatric medications and their potential risks and benefits; 3. Critically review the complementary relationship and interaction of psychotherapy and pharmacotherapy; 4. Argue the importance of reflective practice competences in clinical psychology assessment and intervention; 5. Critically evaluate the impact of their clinical interventions and theorise the mechanisms of psychological change in their psychotherapy work; 6. Exemplify knowledge of practice based evidence and systematic case study research; 7. Exhibit, by means of a systematic clinical case study, the ability to integrate knowledge and skill competences from across the entire course.

Class Contact: Seminar 2.0 hrs

Required Reading: Dallos, R. & Stedmon, J. (2009) *Reflective Practice in Psychotherapy and Counselling* Maidenhead: Open University Press Stahl, S.M. (2008) 4th Ed *Stahl's Essential Psychopharmacology* Cambridge University Press

Assessment: Test, 25 item multiple choice test assessing knowledge of psychopharmacology, 30%. Case Study, Systematic case study addressing psychotherapy outcome and putative change mechanisms in a VU Clinic client (5000 words), 70%.

APC7008 Clinical Placement 2

Locations: Footscray Nicholson.

Prerequisites: APC7005 - Clinical Placement 1

Description: After successfully completing Clinical Placement 1 students will undertake a second clinical placement in a different external agency. Commencement of this second placement will depend on the availability of a suitable placement to meet the training requirements of the individual student. Specific placement arrangements as set out in the Placement Manual will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 12

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

1. Exhibit general professional competence commensurate with the role of an advanced provisional psychologist in a multidisciplinary clinical setting; 2. Exemplify a high level of professionalism in relation to up-to-date maintenance of log-books, progress notes and clinic files in an external agency; 3. Display a working knowledge of the organisational context and professional network in which the agency is embedded; 4. Implement ethical principles in the contextually specific clinical practice of the particular placement agency; 5. Exhibit an increasing ability to carry out clinical activities within the particular placement setting in a professional and reflective manner, with due appreciation of the legal and ethical issues involved.

Class Contact: No scheduled classes

Required Reading: Victoria University Placement Manual

Assessment: Practicum, Successful completion of the placement evidenced by the supervisor's positive written evaluation as specified in Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece, Pass/Fail. Case Study, Submission of a clinical case study relevant to the placement context as per Placement Manual requirements, Pass/Fail.

APC7101 Research Project 5

Locations: St Albans.

Prerequisites: APC6104 - Research Project 4BAPC6209 - Research Project 4A Either/ Or

Description: Students will receive individual supervision for this stage of their research project.

Credit Points: 24

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

1. Demonstrate appropriate progress of their research project eg. completion of statistical analysis of data, commencement of writing up of thesis in required format.

Class Contact: Fortnightly individual supervision.

Required Reading: As advised by supervisor.

Assessment: Report, Submission of research progress report, Pass/Fail.

APC7102 Research Project 6

Locations: St Albans.

Prerequisites: APC7101 - Research Project 5

Description: The content in this unit of study is that which is appropriate to the topic of each individual student's thesis.

Credit Points: 24

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

1. Demonstrate an ability to write up a report of their research project in the required thesis format.

Class Contact: Fortnightly individual supervision.

Required Reading: To be advised.

Assessment: Thesis, Submission of a thesis of 40,000 words., Pass/Fail. The thesis will be examined by two suitably qualified external examiners.

APC7103 Clinical Experience and Practicum 5

Locations: St Albans.

Prerequisites: APC6102 - Research Project 4A APC6104 - Research Project 4B APC6106 - Clinical Theories 3 APC6108 - Observational Method 3: Adolescence and Adulthood APC6110 - Clinical Experience and Practicum 4 APC6112 - Clinical Psychology Skills 2 APC6114 - Professional Practice Issues 4

Description: Advanced supervised intern experience in a clinical setting beyond the university. The student will be expected to work across a range of clinical psychology activities, including assessment and intervention in general and specialised areas. Students will continue with a clinical case load in the Victoria University Psychology Clinic and receive individual and group supervision for that work.

Credit Points: 12

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

1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate further development of skills in psychological intervention; 4. Demonstrate skills in writing psychological reports at an increasingly professional level; 5. Demonstrate a capacity to use supervision effectively; 6. Demonstrate skills in oral case presentation and in clinical discussion; and 7. Demonstrate an increasing capacity to work independently as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact: Two hours per week of small or large group supervision, one hour per fortnight of individual supervision, and two hours of face-to-face VUPC client contact per week (on average).

Required Reading: As advised by clinical supervisors. Clinical Psychology Practicum Handbook.

Assessment: Journal, Weekly log book and end of placement report from the field supervisor, Pass/Fail. Presentation, Case presentations in individual, small/large group supervision, Pass/Fail. Report, One written report for clients from Victoria

University Psychology Clinic, Pass/Fail. Exercise, Entry of own client data in Victoria University Psychology Clinic database, Pass/Fail.

APC7201 Research Project 5

Locations:St Abans.

Prerequisites:APC6210 - Research Project 4B

Description: Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an ability to interpret and report results of data analysis; 2. Demonstrate an ability to effectively monitor research publications in their research area; 3. Demonstrate appropriate progress on their research project - e.g. completion of analysis of their data; and 4. Commencement of writing up of thesis in required format.

Class Contact: One 1 hour individual supervision per fortnight

Required Reading: As advised by supervisor

Assessment: Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 10,000 words.

APC7202 Clinical Experience 5

Locations: Footscray Nicholson.

Prerequisites: APC6212 - Clinical Experience 4

Description: Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate further development of skills in writing psychological reports at an increasingly professional level; 4. Demonstrate further development of skills in applying appropriate psychological interventions; 5. Demonstrate an increasing capacity to use supervision effectively; and 6. Demonstrate advanced skills in making oral case presentations and participation in clinical discussions.

Class Contact: Seminar 1.0 hr Plus fortnightly/weekly individual clinical supervision as required.

Required Reading: Victoria University Psychology Clinic Manual

Assessment: Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded. Total effective word length 3,000 words.

APC7205 Research Project 6

Locations: St Abans.

Prerequisites: APC7201 - Research Project 5

Description: Individual supervision will provide guidance on completing the write up of the clinical research.

Credit Points: 24

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

1. Demonstrate an ability to report and discuss the findings from their research project; 2. Demonstrate an ability to recognise any limitations in design and methodology in their research and acknowledge these in their discussion; and 3. Demonstrate an ability to write up a report of their research project in the required thesis format.

Required Reading: As advised by supervisor

Assessment: Thesis, Submission of a thesis in the required format for examination by two external examiners, Pass/Fail. The assessment for this unit is ungraded. Effective word length 40,000 words.

APC7206 Clinical Experience 6

Locations: St Abans.

Prerequisites: APC7202 - Clinical Experience 5

Description: Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; 2. Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; 3. Demonstrate skills in writing psychological reports at a professional level; 4. Demonstrate advanced skills in supplying appropriate psychological interventions; 5. Demonstrate an increasing capacity to use supervision effectively; and 6. Demonstrate advanced skills in making oral case presentations and participation in clinical discussions.

Class Contact: Seminar 1.0 hr Plus fortnightly/weekly individual clinical supervision as required.

Required Reading: Victoria University Psychology Clinic Manual

Assessment: Report, Submission of one signed written report of an intervention conducted with a client in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded. Total effective word length 3,000 words.

APC7207 Advanced Clinical Psychology Theory and Practice 2

Locations: St Abans.

Prerequisites: Nil.

Description: This unit provides students with further opportunities to extend their understanding of research, theoretical and practice issues relating to clinical psychology. In-depth discussions of theoretical frameworks and therapeutic processes allow for enhancement of students' clinical skills. There is an emphasis on particular aspects of clinical practice, including the processes of change and resistance as they emerge in the course of psychotherapy. Students are exposed to new developments in psychodynamic therapy and clinical supervision as preparation for taking a supervisory role in the workplace.

Credit Points: 6

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

1. Apply clinical skills in short and long-term psychotherapy; 2. Demonstrate an understanding of the principles of supervision in clinical psychology; 3. Evaluate, select and apply a range of therapeutic processes; and 4. Show a familiarity with

current psychodynamic theory, research and practice.

Class Contact:Seminar 1.5 hrs

Required Reading:Australian Psychological Society 2008, 8th edn, Ethical guidelines, Melbourne, Australia. Pope, KS & Vasquez, M 2007, 3rd edn, The supervisory relationship, Ch18. Ethics in psychotherapy and counselling: a practical guide, San Francisco, CA:Jossey-Bass.

Assessment:Other, Internal Assessment- Students are required to write up a psychotherapy case study., Pass/Fail. Effective word length 2500 words.

APC7209 External Placement 4

Locations:St Albans.

Prerequisites:APC6218 - External Placement 3

Description:Students will undertake an advanced supervised intern experience in an external clinical setting. They will be expected to be involved in a range of clinical psychology activities, including assessment and intervention in general and specialised areas. The internship spans this unit and APC7208 Placement 5 to make a total of 80 days. Commencement of this internship will depend on the availability of a suitable placement to meet the training requirements of the individual student.

Credit Points: 12

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

1. Demonstrate understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting;
2. Demonstrate an ability to fulfil student responsibilities in relation to log-books, progress notes and clinic files in an external agency;
3. Demonstrate knowledge of the organisational context and professional network in which the agency is embedded;
4. Demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; and
5. Demonstrate an increasing capacity to work independently in the role of a trainee clinical psychologist in a multidisciplinary clinical setting.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement Manual

Assessment:Other, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement co-ordinator, Pass/Fail. Minimum effective word length 5,000 words.

APC7210 External Placement 5

Locations:St Albans.

Prerequisites:APC7209 - External Placement 4

Description:Students will continue their third clinical placement involving 80 days of supervised clinical experience in an external clinical agency

Credit Points: 12

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

1. Demonstrate an increased understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting;
2. Demonstrate an ability to fulfil student responsibilities in relation to log-books, progress notes and clinic files in an external agency;
3. Demonstrate knowledge of the organisational context and professional network in which the agency is embedded;
4. Demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; and
5. Demonstrate a capacity to work independently in the role of a trainee clinical psychologist in a multidisciplinary clinical setting.

Class Contact:No scheduled classes

Required Reading:Victoria University Clinical Psychology Placement Manual

Assessment:Practicum, Completion of an arranged 80 day placement in a mental

health or community setting as specified in Placement Manual, Pass/Fail. Report, Paper -Submission of a placement experience - reflective piece to the placement co-ordinator prior to the completion of the 80 day placement, Pass/Fail. Other, Submission of signed copy of the logbook to the placement Co-ordinator on completion of the placement, Pass/Fail. Other, Student evaluation form completed by placement supervisor indicating satisfactory performance in areas of clinical, communication & professional skill, Pass/Fail. The four components of assessment are ungraded. Students must pass all four components to pass the unit. Minimum effective word length 5000 words.

APC7901 Thesis 1

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit is the first of two units designed to provide students with experience in planning, conducting, analysing and reporting a thesis in an area of specialisation relevant to Clinical Psychology, or Community Psychology. This work prepares students for conducting the thesis project, and reporting the research in APC7902 Thesis 2. Students will work with a thesis supervisor to identify a research question, become familiar with, and critically review relevant literature, and develop and present a research proposal.

Credit Points: 12

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

1. Exhibit knowledge the factors to be considered in designing psychological research studies;
2. Identify and formulate a viable research question and project;
3. Critically review and evaluate the literature associated with their proposed thesis project and analyse and synthesise complex information;
4. Implement academic learning and knowledge to design a research project suitable for submission to a reputable peer reviewed journal ; and
5. Produce and present a brief and a full research proposal.

Class Contact:Monthly one-hour class plus individual supervision.

Required Reading:Nil.

Assessment:Other, Submission of a proposed thesis topic and a brief outline of the how the relevant research questions will be addressed. (Word length: 1000), Pass/Fail. Presentation, Presentation of a draft research proposal (Duration: 15 minutes), Pass/Fail. Other, Submission of a full thesis proposal, incorporating a draft Ethics application. (Word length: 5000), Pass/Fail.

APC7902 Thesis 2

Locations:Footscray Nicholson.

Prerequisites:APC7901 - Thesis 1

Description:This unit is the second of two units designed to provide students with experience in planning, conducting, analysing and reporting a thesis in an area of specialisation relevant to Clinical Psychology or Community Psychology. Students will work with a thesis supervisor to and report on a research project, in the form of a 5,000 word literature review and an 8,000 word manuscript suitable for submission to a peer reviewed journal.

Credit Points: 12

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

1. Exhibit knowledge about the factors to be considered in undertaking and reporting upon psychological research;
2. Critically review the literature associated with the Thesis area;
3. Implement appropriate methods to collect and analyse data; and
4. Produce a Thesis in the form of a manuscript suitable for submission to a reputable peer reviewed journal.

Class Contact:Monthly one-hour class plus individual supervision.

Required Reading: Nil

Assessment: Literature Review, Submission of a critical literature review (5,000 words), 30%. Report, Submission of a Thesis in the form of an article suitable for submission to a reputable peer reviewed journal (8,000 words), 70%. The Thesis will be assessed by two independent markers.

APH2000 What is Philosophy?: Key Thinkers and Themes

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: What is Philosophy?: Key Thinkers and Themes introduces students to the fundamental questions of philosophy and the key thinkers that have raised and attempted to answer them. The unit focuses on questions including: What is being? What is reality and how can we know it? What is truth, and is it attainable? What is the self and can it be free? And, what is the good life? By focusing on the historical development of philosophical themes, this unit enables students to gain an understanding of the Western tradition, providing them with the context required to meaningfully situate knowledge and to engage in its future production. Through this introduction to the key themes and thinkers of philosophy, students will learn of critical concepts and approaches to thought applicable to all aspects of life and vital to the task of meeting the challenges confronting the contemporary world.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine a range of key philosophical problems and questions 2. Evaluate a selection of foundational philosophical theories 3. Investigate and appraise the works of a range of key thinkers in the Western philosophical tradition 4. Apply elements of philosophical theory to analyse contemporary issues

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Unit Reader available in bookshop and electronic copies will be available through the VU Collaborate. Non Required Texts: Solomon, RC, Higgins, KM & Martin, C 2015, *Introducing Philosophy: A Text with Integrated Readings*, 11 edition., Oxford University Press, New York. Melchert, N 2014, *The Great Conversation: A Historical Introduction to Philosophy*, 7 edition., Oxford University Press, Oxford.

Assessment: Exercise, Short writing exercise engaging with a philosophical question (500 Words), 20%. Essay, Essay drawing on central themes of the unit (1500 Words), 50%. Presentation, Presentation linking philosophical theory to key questions and problems (10 mins), 30%.

APH2001 Understanding Ethics

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to key ethical theories and conceptions of 'the good life' that inform western culture and are constituent of the creation of an ethical future. A rich understanding of these theories will be gained by contextualizing them within the philosophical and social contexts in which they were and are produced. Furthermore, given that moral codes change as social life changes, this unit will demonstrate that an understanding of the history of how these codes interface and interact with social institutions over time is essential to the ongoing ethical project. To this end, the unit philosophically situates the self in natural and social contexts and thereby enables students to critically reflect on competing ethical assumptions. In analysing different moral frameworks and the concepts that underpin them, students will begin to articulate philosophical visions of the 'good life' appropriate to the challenges of the contemporary world.

Credit Points: 12

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

1. Examine and appraise a range of key ethical theories
2. Demonstrate an understanding of the relationship between ethical theories and their historical and social context
3. Evaluate a selection of ethical theories and their philosophical justifications
4. Articulate and defend a philosophical ethics appropriate to contemporary life

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Unit Reader available in bookshop and electronic copies will be available through the VU Collaborate. Recommend Texts Angier, T (ed.) 2012, *Ethics: The Key Thinkers*, Bloomsbury Academic, New York. MacIntyre, A 1997, *A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century*, 2nd Rev Ed edition., Routledge, London. Marino, G (ed.) 2010, *Ethics: The Essential Writings*, Modern Library, New York.

Assessment: Portfolio, Portfolio (A) of reading, writing and oral exercises demonstrating and applying unit based knowledge (500 words), 20%. Essay, Argumentative Essay drawing on central themes of the unit (1500 words), 50%. Portfolio, Portfolio (B) of reading, writing and oral exercises demonstrating and applying unit based knowledge (1000 words), 30%.

APH2002 Philosophy of Nature and Environment

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit examines different ways nature is and has been viewed and represented in various cultures and historical epochs. Through this, students will gain insights into how such representations shape and structure our attitudes to the environment and the challenges these attitudes present in and to contemporary life. Posing the fundamental question of how should we live with and in nature, the unit seeks to raise awareness of the relationship between human culture, society and nature. By introducing different theoretical and philosophical understandings of nature, it will explore how such philosophies have created worldviews that permeate all aspects of life. Building on their investigation of the ways that nature has been understood in various philosophical and scientific traditions, students will apply this knowledge to contemporary debates about the 'environmental crisis'. In doing so, they will develop an understanding of a range of possible threats to the natural world and reflect on the cultural practices and values that either serve to perpetuate or redress these problems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine and appraise a range of philosophies of nature 2. Demonstrate an understanding of the relationship between philosophical and scientific systems of thought and experienced realities 3. Evaluate competing philosophical understandings of nature 4. Apply philosophical understandings to the environmental crisis

Class Contact: Seminar 3.0 hrs

Required Reading: Unit Reader available in bookshop and electronic copies will be available through the VU Collaborate. Recommend Texts Gare, A 2016, *The Philosophical Foundations of Ecological Civilization: A manifesto for the future*, Routledge, New York, NY. Coates, P 1998, *Nature: Western Attitudes Since Ancient Times*, University of California Press, Berkeley. Collingwood, RG 2014, *The Idea of Nature*, Martino Fine Books.

Assessment: Assignment, Assignment investigating aspects of the environmental crisis (500 words), 20%. Essay, Essay applying philosophical understanding to the concept of nature (1500 words), 50%. Portfolio, Portfolio of written and oral exercises applying philosophical theory to understandings of nature and environmental issues (1000 words), 30%.

APH4012 Research Thesis

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:For ABPC students, College permission is required.

Description:This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content will reflect the student's and thesis supervisor's research interests. Students will design and carry out an independent investigation and report their findings in a thesis or research report. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APH4015 Extended Research Thesis. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

Credit Points: 24

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

1. Critically review relevant literature and exemplify understanding of the depth and breadth of knowledge in a particular research area; 2. Postulate a research problem and question; 3. Deconstruct methodological issues when designing a research project; and 4. Appraise and implement ethical standards when designing and undertaking a research project.

Class Contact:No scheduled classes. Students meet with supervisor.

Required Reading:To be advised by supervisor.

Assessment:Research Thesis, Research thesis of approximately 9,000 to 15,000 words to be submitted and graded in second semester (APH4015 Extended Research Thesis), 100%.

APH4013 Psychology in Practice

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:For students enrolled in ABPC Bachelor of Psychology Honours and LHWP Bachelor of Laws(Honours)/Bachelor of Psychology (Honours) coordinator permission required to enrol in this unit as it is a core Psychology Honours unit.

Description:This unit provides a critical overview of the historical and socio-cultural contexts for the practice of psychology. It introduces students to the diverse nature of the profession, the various functions, roles and duties performed by psychologists. It also explores evidence-based interventions and the ethical and professional conduct required of them as psychologists.

Credit Points: 12

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

1. Critically review the historical and socio-cultural influences on the practice of psychology; 2. Collaborate in critically analysing the various functions, roles and duties performed by psychologists; 3. Critically appraise the research bases underpinning evidence-based approaches to psychological intervention; 4. Reflect on and apply the principles of ethical and professional conduct required in psychological practice; and 5. Elucidate the importance of supervision throughout their professional career in particular during the first few years of their professional careers.

Class Contact:Tutorial2.0 hrs

Required Reading:Students will be directed to appropriate journal articles and texts.

Assessment:Report, Discussion paper of an ethical question in current psychological practice, 30%. Examination, Short answer and multiple choice exam - Evidence-based approaches to psychological intervention, 30%. Examination, Short answer and multiple choice exam - Professional ethics, 40%. Minimum effective word limit 5000 words.

APH4015 Extended Research Thesis

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:APH4012 - Research Thesis

Description:This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student's and thesis supervisor's area of research interest. Students design and carry out an independent investigation and report their findings in a thesis. The thesis is a compulsory component completed over two semesters via enrolment in this unit of study and APH4012 Research Thesis.

Credit Points: 24

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

1. Gather and analyse data using relevant quantitative or qualitative techniques; 2. Report and critically discuss the findings in the context of the literature review; 3. Critically evaluate the research methodology and findings; and 4. Present the research in a formal thesis or research report which presents a clear exposition of theory, findings and conclusions drawn from research undertaken.

Class Contact:No scheduled classes.

Required Reading:To be advised by lecturer.

Assessment:Thesis, Independent research, 100%. Research thesis of approximately 9,000 to 15,000 words.

APH4016 Social Research Methods in Context - Quantitative

Locations:Footscray Nicholson.

Prerequisites:For ABPC students, College permission is required.

Description:This unit of study is designed to foster students' understanding and application of advanced quantitative methods. Content includes the recognition of appropriate applications of analysis of variance and regression procedures; analysis of data (using sophisticated statistical computer packages); and the use of these methods in design and analysis of quantitative research projects.

Credit Points: 12

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

1. Apply and evaluate advanced quantitative method skills including design, data analysis and presentation; 2. Postulate appropriate research questions and justify statistical techniques to answer set research questions; and 3. Justify the selection of statistical techniques and interpret statistical output in a scientifically meaningful way.

Class Contact:PC Lab2.0 hrs

Required Reading:Field, A 2013, 3rd edn, Discovering statistics using SPSS, London: Sage.

Assessment:Examination, Computer-based SPSS exam: Designed to test students' ability to identify, justify and undertake appropriate statistical analysis, 50%. Presentation, Presentation and facilitation of class discussion on specific statistical technique, 20%. Assignment, Individual research plan, 30%. Minimum effective word limit 5000 words.

APH4017 Social Research Methods in Context - Qualitative

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:For ABPC students, College permission is required.

Description:Qualitative methods are explored, as well as addressing practical aspects of research, and philosophical and theoretical issues in social science, as an integral aspect of the discussion. The unit looks beyond strategies for data collection (methods) to consider the importance of epistemology, methodology and ethics in conducting qualitative research. This includes exploring the different assumptions that

inform qualitative methodologies, the implications for knowledge claims and for report writing.

Credit Points: 12

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

1. Critique the values, principles and assumptions that underpin different forms of research; 2. Justify the connections between epistemology, methodology and methods; 3. Postulate appropriate research questions suitable for qualitative inquiry and justify appropriate data gathering techniques; and 4. Critically evaluate selected approaches in qualitative methods.

Class Contact: Tutorial 2.0 hrs

Required Reading: Willig, C 2013, 3rd Introducing qualitative research in psychology: adventures in theory and methods, Buckingham, UK: Open University Press.

Assessment: Presentation, Group presentation on a selected approach in qualitative methods, 20%. Assignment, Individual research plans, 50%. Test, End-of-semester test, 30%. Minimum effective word limit 5000 words.

APH4050 Current Issues in Psychology A

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: In this unit students will investigate contemporary psychological issues and challenges. They will further develop their knowledge and conceptual skills related to these emergent issues.

Credit Points: 12

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

1. Appraise theoretical, conceptual and methodological considerations in the chosen topic area; 2. Critique literature in a chosen topic area and explicate the applicability of the topic in psychology; and 3. Conceptually map current directions in a designated topic area.

Class Contact: Four x 6 hour seminars during second semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Practical assignment, 50%. Test, Class test, 50%. Total effective word limit 5000 words.

APH4061 Principles and Practice of Cognitive Behaviour

Locations: Footscray Nicholson, City Flinders.

Prerequisites: APT5035 - Theories and Techniques of Counselling APT5037 - Child and Adolescent: Theories and Techniques of Counselling Either/or Prerequisite units apply to students enrolled in AMPE and AGPD only.

Description: This unit of study develops students' knowledge base and conceptual abilities in the principles and practice of Cognitive Behaviour Therapy (CBT).

Credit Points: 12

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

1. Appraise the principles that underpin CBT; 2. Conceptualise client issues from a CBT perspective; 3. Justify and apply CBT intervention skills; 4. Identify and critique a range of professional literature that examines CBT practices. 5. Critically reflect on the application of CBT in a counselling role play

Class Contact: Seminar 2.0 hrs

Required Reading: Wright, J.H., Basco, M.R., & Thase, M.E. (Latest edition).

Learning cognitive behaviour therapy: An illustrated guide. Washington, DC: American Psychiatric Publishing .

Assessment: Assignment, Practical assignment: Demonstration of CBT intervention, 50%. Assignment, Reflective essay on use of CBT intervention (2000 words), 25%. Literature Review, Review of professional literature that examines CBT practices (2500 words), 25%.

APH4071 Professional Orientation (Psychological Assessment)

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: For ABPC students, College permission is required.

Description: This unit of study is a compulsory component which is designed to develop students' understanding of the principles and practice of psychological assessment. Topics include the assessment interview, formal assessment techniques, principles of report writing and the significance of the interpersonal and socio-cultural context in which assessment takes place. One structured cognitive assessment technique will be selected for more detailed study.

Credit Points: 12

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

1. Critically reflect on the purpose of assessment and how it is used in a variety of settings; 2. Critically review the interview process and its role in a range of assessment settings; 3. Exemplify foundational knowledge of assessment protocols and formal assessment processes; 4. Administer and interpret structured cognitive assessment tasks (e.g., Weschler tests); 5. Report on the administration of a cognitive assessment and interview in a professional manner and in accordance with psychological ethical standards; and 6. Contextualise the significance of interpersonal processes and socio-cultural context in assessment.

Class Contact: Workshop 2.0 hrs

Required Reading: Groth-Mamat, G 2009, 5th edn, Handbook of psychological assessment, Hoboken, New Jersey: Wiley.

Assessment: Test, Testing knowledge of assessment techniques and report writing, 35%. Assignment, Assessment report based on psychological testing, 45%. Exercise, Assessment exercise, 20%. Minimum effective word limit 5000 words.

APM5001 Foundations of Community Psychology

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit reviews the history of community psychology and the national and international development of the discipline. Students gain an understanding of the impact of social systems on mental health. Philosophical underpinnings include examining psychology's role in the use of knowledge production and action for social justice, eg. students critically review the 'medical' model of mental health, power relationships, social capital, social institutions, health inequalities, blaming the victim and social exclusion. Within these parameters, notions related to multiple levels of analysis and prevention are highlighted, as well as tensions between deficit models versus competencies, and the issues of social identities, social inequalities and social processes.

Credit Points: 8

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

1. Clarify key concepts and values in community psychology; 2. Critically apply community psychology philosophical and theoretical approaches to a social issue; 3. Assess the psycho-political bases of community psychology; and 4. Critically evaluate theories underpinning the aetiology and interventions in health and wellbeing.

Class Contact: Seminar 2.0 hrs

Required Reading: Kagan, C, Burton, M, Duckett, P, Lawthorn, R & Siddiquee, A 2012, Critical community psychology, London: Wiley/Blackwell.

Assessment: Assignment, Critical review and seminar presentation, 30%. Essay, Theoretical application essay, 70%. Minimum effective word limit 5000 words.

APM5003 Qualitative Research Methods

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit includes research philosophies including positivist, post-positivist, constructivist and interpretive social science approaches. The research process is examined, including the research assumptions and paradigms. Multiple qualitative research techniques are highlighted, from case studies, focus groups, observational techniques, interviewing to ethnographic fieldwork and needs analysis. Qualitative analysis and reporting is explored from pre-evaluation data assessment and negotiation, ordering data and interpretation and matrix analyses. Program evaluation techniques are analysed including formative and summative evaluation, goal-free evaluation, empowerment evaluation, utilisation-focused methods, action research and cost-benefit analysis.

Credit Points: 12

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

1. Identify and differentiate between the different strategies of qualitative inquiry;
2. Explain the relationship between epistemology, method and knowledge;
3. Evaluate the advantages and disadvantages of obtrusive and unobtrusive data sources;
4. Identify the differences in assumptions underlying different strategies of inquiry;
5. Explain different ethical challenges associated with qualitative strategies of inquiry; and
6. Design a small qualitative study.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer. Each week, relevant journal articles, book chapters and other material are loaded into Blackboard/WebCT.

Assessment: Project, Qualitative research project, 25%. Other, Online commentaries of relevant literature, 15%. Research Paper, Compare and contrast approaches to qualitative inquiry, 60%. Minimum effective word limit 5000 words.

APM5005 Current Issues in Sport Psychology

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores the theory and research on the major themes in sport psychology to provide the foundation for practice. While the topics considered in this unit – personality, mood, motivation, anxiety, attention, imagery, flow and the psychology of injury – form the backbone of introductory sport psychology classes, the depth and approach used in this unit operate at a postgraduate level, so that students move into the applied areas with an advanced understanding of the main concepts in sport psychology.

Credit Points: 8

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

1. Identify and compare key theoretical frameworks in relation to the major concepts in sport psychology;
2. Demonstrate a thorough understanding of the research related to those concepts;
3. Critically appraise the strengths and weaknesses of the theory and research; and
4. Contribute to critical debates in sport psychology.

Class Contact: Seminar 3.0 hrs

Required Reading: Morris, T & Summers J 2004, 2nd edn, Sport psychology: theory, applications and issues, Brisbane, Australia: Wiley.

Assessment: Presentation, Class leadership in discussion of one topic covered in the unit., 35%. Essay, Written essay on one of the major themes in sport psychology., 30%. Examination, Short-answer knowledge test comprising self-reflection and case formulation, 35%. Minimum effective word limit 5000 words.

APM5008 Applied Sport and Exercise Psychology

Locations: Footscray Park.

Prerequisites: APM5005 - Current Issues in Sport Psychology

Description: The primary goal of this unit is to enable students to bridge the gap

between the theoretical and practical aspects of sport psychology. Students examine the implementation of applied sport psychology techniques and explore and learn skills related to applying psychology in sport including: personality in sport, goal setting, arousal control, imagery, self-confidence, performance routines, cognitive interventions, concentration, motivation, psychology of coaching, and counselling with athletes. Other relevant skills that applied sport psychologists are required to master such as intake interviews, test use and administration (mainstream psychology and sport psychology), interventions/techniques and report writing form an integral part of this unit. A number of secondary issues are also covered in less detail including: personality in sport, sleep, transitions and psychological aspects of injury. The unit also examines working with coaches and allied sport scientists and draws heavily on students' own past and present sports experiences in an interactive manner.

Credit Points: 8

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

1. Apply knowledge of the diversity of applied sport psychology techniques to the professional practice of psychology;
2. Critically analyse a broad range of fundamental applied sport psychology interventions;
3. Construct appropriate applied sport psychology interventions to assist athletes and coaches;
4. Demonstrate knowledge of the key issues related to the psychology of coaching; and
5. Demonstrate through practice, that they have become self-reflective practitioners.

Class Contact: Seminar 3.0 hrs

Required Reading: Andersen, B 2000, Doing sport psychology, Champaign, IL: Human Kinetics.

Assessment: Presentation, Formal class presentation of one topic covered in unit, 25%. Portfolio, Applied sport psychology - professional portfolio, 30%. Examination, Competency of skills/knowledge in applied consulting situation, 20%. Exercise, Development and delivery of applied intervention, 10%. Exercise, Critical analysis of various topic covered in unit, 15%. Minimum effective word limit 5000 words.

APM5010 Psychological Practice 1: Ethics and Professional Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit investigates the role of systems and contexts on psychological practice, for example in the government and non-government sectors, welfare, education, industrial, sporting, health and mental health systems in Victoria. Within these settings, the psychologists' role is considered within the guidelines of the Australian Psychological Society (APS) Code of Ethics and the Psychological Board of Australia (PBA) registration guidelines. Placement expectations are discussed, including an overview of both the probable roles and responsibilities of students.

Credit Points: 8

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

1. Demonstrate knowledge and understanding of professional practice issues in psychology;
2. Relate the unit content to their own professional and personal experience;
3. Report on the professional contexts of psychological practice within at least one of the health, mental health, legal corporate, and public sector systems;
4. Appraise the APS Code of Ethics and Ethical Guidelines and the AHPRA and PBA registration requirements;
5. Contextualise factors such as power, ethnicity, class and gender into psychological practice; and
6. Explain the ethical considerations proceeding from APS Code of Ethics and their applications to generalist and specialist practice.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer.

Assessment: Assignment, Critical essay on ethical issues, 50%. Presentation, Field visit to psychology agency and report back with class presentation., 50%. Minimum effective word limit 4000 words.

APM5013 Quantitative Research Methods

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit extends students skills and knowledge in advanced research methods. These include a statistics review, inferential statistics, parametric and non-parametric statistics, univariate and multivariate statistics, repeated measures and independent groups, regression and multiple regression, LISREL and path analysis. Further skill development includes the interpretation and presentation of data, an examination of published research papers, critical analysis of research arguments hypotheses, methods, analysis, interpretation and conclusions. The social responsibility of researchers is also examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Apply advanced quantitative research skills to social research; 2. Demonstrate advanced theoretical knowledge related to quantitative inquiry; 3. Critically review published research related to research design; and 4. Utilise quantitative research skills to design a research proposal.

Class Contact: Seminar 2.0 hrs

Required Reading: Gravetter, F & Wallnau, L 2004, 6th edn, Statistics for the behavioral sciences, USA: Thomson-Wadsworth.

Assessment: Report, Research proposal, 75%. Research Paper, Evaluation of journal article, 25%. Minimum effective word limit 5000 words.

APM5018 Psychological Practice 2: Psychological Assessment

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit focuses on approaches to the assessment of client characteristics and the implications of this assessment for the selection of appropriate interventions. The generic features of assessing the status of individuals, groups and larger social systems are emphasised. Models of psychological health and normality used to diagnose the client system are explored as the basis for professional judgement. Tests, measures and other indicators of client characteristics are examined as means to specifying, confirming and/or modifying the initial assessment of the client's needs. The validity, reliability and utility of these different measures are scrutinised. Consent, interpretation and reporting practices are emphasised.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Identify and appraise the various functions, roles and duties performed by psychologists related to assessment; 2. Apply knowledge and understanding of the ethical and professional conduct related to assessment and report writing in professional settings; 3. Evaluate and apply psychological assessment protocols; 4. Utilise a range of skills related to informal assessment processes; and 5. Select appropriate interventions strategies based on the assessment of client characteristics.

Class Contact: Seminar 2.0 hrs

Required Reading: Australian Psychological Society 2007, Australian Psychological Society Code of Ethics, Available online. Additional readings to be advised by lecturer

Assessment: Essay, Critical essay on a psychological assessment issue, 50%. Report, Report on psychological assessment of two individuals, 50%. Minimum effective word limit 4000 words.

APM5021 Practicum 1

Locations: Footscray Nicholson.

Prerequisites: APM5010 - Psychological Practice 1: Ethics and Professional Practice

Description: This unit provides support to students whilst they are undertaking their practicum placement. Therefore, the seminar sessions translate content to the applied setting of the practicum. For example, legal and ethical issues in the practice of professional psychology, competing roles and priority setting in the professional agency, developing one's 'place' as a professional psychologist and troubleshooting problems in the professional psychology setting.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Evaluate and link Psychologist Competencies to Learning Contracts; 2. Assign the skills and knowledge learned in the course to applied settings; 3. Apply a sound knowledge of legal and ethical issues to the practice of professional psychology; 4. Appraise and determine the competing roles and priority settings of the professional agency; 5. Develop one's 'place' as a professional psychologist; and 6. Identify and troubleshoot problems in the professional psychology setting.

Class Contact: Tutorial 2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer.

Assessment: Journal, Logbook, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Journal, Learning Contracts, Pass/Fail. Minimum effective word limit 4000 words Assessment will be satisfactory or non-satisfactory.

APM6002 Community Psychology Interventions

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit examines community psychology interventions in multiple levels of analysis, from small groups, to organisational contexts to broader community settings. Prevention strategies are critically explored, including primary prevention programs, secondary prevention strategies, tertiary prevention strategies and the notion of 'at-risk'. The emphasis is on evidence-based interventions, and the capacity to critically evaluate existing community-based interventions.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate an understanding of the multiple levels requiring analysis for community problem-solving; from individual to broader contexts, including cultural factors and notions of empowerment; 2. Explain and apply the philosophy and principles for successful and sustainable community interventions; 3. Examine the range of prevention strategies, including individual and larger group interventions, in light of local and international practices; 4. Critically analyse a current community problem, with a view to developing an intervention strategy/ies; and 5. Design a complete intervention plan, including an evaluation plan, informed by relevant research.

Class Contact: Tutorial 2.0 hrs

Required Reading: Required readings will be provided online.

Assessment: Creative Works, Build a knowledge bank of community interventions, 20%. Exercise, Define a social problem in local area, 30%. Essay, Design a community psychology intervention, 50%. Minimum effective word limit 4000 words.

APM6003 Professional Practice in Applied Sport Psychology

Locations:Footscray Park.

Prerequisites:APM5005 - Current Issues in Sport Psychology/APM5008 - Applied Sport and Exercise Psychology

Description:This unit explores professional practice in applied sport psychology, the nature of the profession and certification of sport psychology professionals. The areas considered include: (1) Psychological skills - designing psychological skills training programs and interventions, acting as a psychosocial change agent, conducting psychological skills intervention research and evaluations; (2) Effective consultants and consulting - characteristics of effective versus ineffective sport psychology consultants, helping athletes with clinical and counselling issues (eg. PTSD, depression, anxiety, eating disorders, substance abuse), client-practitioner relationships, presentation skills and formats, role-playing and observational learning experiences; (3) Working with special populations in sport psychology; and (4) Overcoming common sport psychological consulting problems - lack of client adherence; making referrals; dealing with unco-operative clients. The format of the unit is designed to encourage students to develop their critical skills and their presentation techniques. Each week, a student leads the session. Each session comprises a formal presentation during which the main concepts and research are introduced. Students lead a discussion of two key papers on the topic, encouraging class members to contribute to critical debates on the papers and their implications for that area of sport psychology.

Credit Points: 8

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

1. Demonstrate a thorough understanding of key issues related to the professional practice of applied sport psychology;
2. Apply communication and problem solving skills to a variety of settings and with a variety of stakeholders (coaches, athletes, administrators, sport governing bodies);
3. Engage in ethical and professional behaviours when working one-on-one with clients and in groups settings with teams;
4. Practise cultural sensitivity when working with people from diverse backgrounds; and
5. Assess and apply appropriate interventions for people with clinical and counselling issues (e.g., eating disorders, depression, anxiety) in professional sport psychology practice.

Class Contact:Seminar2.0 hrs

Required Reading:Andersen, M (ed) 2000, Doing sport psychology. Melbourne: Champaign, IL:Human Kinetics.

Assessment:Presentation, Seminar presentations to class, 30%. Examination, Case formulation, treatment plans, evaluations, and self-reflective practice, 35%. Essay, Essay on a professional practice issue in sport psychology, 35%. Minimum effective word limit 5000 words.

APM6009 Psychological Practice 3: Counselling Theories, Skills and Interventions

Locations:Footscray Nicholson.

Prerequisites:APM5010 - Psychological Practice 1: Ethics and Professional Practice

Description:In this unit, students study theories of psychological change and therapy along with their empirical evaluation. These are based on research and in particular, outcome studies. A major focus is on developing interviewing and counselling skills, and developing group work skills. The skill development aspect draws on the large body of process research. Students have the opportunity to learn specific therapeutic techniques and when and where to apply them.

Credit Points: 8

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

1. Evaluate and analyse psychotherapy, counselling and group work research;
- 2.

Appraise what is known about effectiveness in practice and effective therapists/counsellors; 3. Draw upon psychotherapy process research to identify important core processes in counselling and psychotherapy; and 4. Demonstrate skills in those core processes and specific techniques.

Class Contact:Seminar2.0 hrs

Required Reading:To be advised by lecturer.

Assessment:Examination, Short answer questions taken from seminar sessions, 50%. Assignment, Video recording of counselling session and report, 50%. Total effective word limit 4000 words.

APM6010 Foundations of Community Psychology

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit reviews the history of community psychology and the national and international development of the discipline. Students gain an understanding of the impact of social systems on mental health. Philosophical underpinnings include examining psychology's role in the use of knowledge production and action for social justice, eg. students critically review the 'medical' model of mental health, power relationships, social capital, social institutions, health inequalities, blaming the victim and social exclusion. Within these parameters, notions related to multiple levels of analysis and prevention are highlighted, as well as tensions between deficit models versus competencies, and the issues of social identities, social inequalities and social processes.

Credit Points: 12

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

1. Clarify key concepts and values in community psychology;
2. Critically apply community psychology philosophical and theoretical approaches to a social issue;
3. Evaluate the psycho-political bases of community psychology; and
4. Critically review theories underpinning the aetiology and interventions in health and wellbeing.

Class Contact:Seminar2.0 hrs

Required Reading:Lecturer will advise students of selected Readings in VU Collaborate.

Assessment:Assignment, Critical review and seminar presentation (2500 words), 30%. Essay, Theoretical application essay (4000 words), 70%.

APM6011 Qualitative Research Methods

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit includes research philosophies including positivist, post-positivist, constructivist and interpretive social science approaches. The research process is examined, including the research assumptions and paradigms. Multiple qualitative research techniques are highlighted, from case studies, focus groups, observational techniques, interviewing to ethnographic fieldwork and needs analysis. Qualitative analysis and reporting is explored from pre-evaluation data assessment and negotiation, ordering data and interpretation and matrix analyses.

Credit Points: 12

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

1. Identify and differentiate between the different strategies of qualitative inquiry;
2. Explain the relationship between epistemology, method and knowledge;
3. Identify the differences in assumptions underlying different strategies of inquiry;
4. Explain different ethical challenges associated with qualitative strategies of inquiry; and
5. Analyse a small qualitative study using NVivo.

Class Contact:Tutorial2.0 hrs

Required Reading:Each week, relevant journal articles, book chapters and other

material are loaded into VU Collaborate.

Assessment: Essay, Qualitative research project (1500 words), 30%. Other, Online commentaries of relevant literature (500 words), 10%. Research Paper, Research Proposal (3000 words), 60%.

APM6012 Quantitative Research Methods

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit extends students skills and knowledge in advanced quantitative research methods. These include a statistics review, inferential statistics, parametric and non-parametric statistics, univariate and multivariate statistics, repeated measures and independent groups, regression and multiple regression. Further skill development includes the interpretation and presentation of data, an examination and review of published research papers, critical analysis of research arguments hypotheses, methods, analysis, interpretation and conclusions. The social responsibility of researchers is also examined.

Credit Points: 12

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

1. Demonstrate expert application of advanced quantitative research skills to social research;
2. Exemplify and apply advanced theoretical knowledge related to quantitative inquiry;
3. Critically review published research related to research design; and
4. Employ quantitative research skills to design a research proposal.

Class Contact: Tutorial 2.0 hrs

Required Reading: Gravetter, F & Wallnau, L. (2012) 9th ed. Statistics for the behavioral sciences, USA: Thomson-Wadsworth.

Assessment: Research Paper, Research Proposal (approx. 2000 words), 30%. Literature Review, Literature Review (approx. 3000 words), 70%.

APM6013 Psychology of Community Health

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit is designed to apply theories and principles of health and community psychology to individual, group and community settings. Special emphasis is given to social health issues and community-based strategies such as self-help, consumer participation, and social policy initiatives in health promotion and public administration contexts. Learning will focus on the application of psychology principles and techniques to the promotion and maintenance of health and mental health, the prevention of illness, and the promotion of wellbeing in chronic illness and disability. Relevant skills, such as group facilitation and training, networking and advocacy, consultation, behaviour change interventions and program implementation will be developed.

Credit Points: 12

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

1. Critically examine the principles of community based health prevention; from the individual level, the group level, and to broader community contexts
2. Exhibit an understanding of the principles of behaviour change in the health context
3. Conceptualise the effectiveness of health promotion concepts and strategies; and
4. Implement an ecological model to explain socio-cultural factors related to health and wellbeing.

Class Contact: Seminar 2.0 hrs

Required Reading: Students are directed to current journal articles in the relevant areas.

Assessment: Report, Interview and minor report. (1500 words), 30%. Report, Major report. (3500 words), 70%.

APM6014 Practicum 1

Locations: Footscray Nicholson.

Prerequisites: APC6087 - Professional Ethics

Description: This unit provides support to students whilst they are undertaking their practicum placement and a forum for development of cognitive behavioural therapy (CBT) skills. Therefore, the seminar sessions translate content to the applied setting of the practicum. For example, reflective practice skills, legal and ethical issues in the practice of professional psychology, competing roles and priority setting in the professional agency, developing one's 'place' as a professional psychologist and troubleshooting problems in the professional psychology setting.

Credit Points: 12

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

1. Evaluate and link Psychologist Competencies to Learning Contracts;
2. Exhibit Cognitive Behavioural Therapy skills and critically reflect on the role of these skills in practice;
3. Implement the skills and knowledge learned in the course to applied settings;
4. Exhibit a sound knowledge of legal and ethical issues to the practice of professional psychology;
5. Critically reflect on one's 'place' as a professional psychologist;
6. Exemplify reflective practice skills including identify and reflect on problems in the professional psychology setting.

Class Contact: Seminar 2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: Students will be directed to readings via VU Collaborate.

Assessment: Journal, Logbook and learning contract, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Other, Video of CBT skills role play, Pass/Fail.

APM6021 Practicum 2

Locations: Footscray Nicholson.

Prerequisites: APM5021 - Practicum 1

Description: This unit is designed to provide students with support in their field experience in a specialist setting. Class content focuses on the ethical and legal issues relating to specialist practice, the translation of theories to the specialist applied setting, troubleshooting any practical problems arising on placement, and determining the appropriate use of specialist and generalist skills.

Credit Points: 16

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

1. Demonstrate the application of knowledge of APS Code of Ethics in the placement setting;
2. Make the connection with psychological theories and the work performed in the placement setting;
3. Seek advice on practical problems and challenges arising in the placement setting;
4. Consider the appropriate use of generalist and specialist skills in the placement setting; and
5. Construct an appropriate Learning Contract in consultation with placement supervisor.

Class Contact: Seminar 2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Journal, Learning Contracts, Pass/Fail. Journal, Logbook, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Minimum effective word limit 6500 words Assessment will be Satisfactory or Non-satisfactory.

APM6030 Thesis Research

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit is designed to provide students with experience in planning,

conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.

Credit Points: 12

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

1. Identify an academic research question and design a research project to investigate this thesis; 2. Choose a research methodology and methods and use these methods to collect and analyse data; 3. Utilise standard APA (6th) formatting style; and 4. Apply academic learning to develop an original research thesis.

Class Contact: Monthly one-hour class plus individual supervision.

Required Reading: To be advised by lecturer.

Assessment: Thesis. All theses will be assessed by two independent markers, one internal and one external, 100%. Minimum effective word limit 10000 words.

APM6040 Psychological Practice 4C

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit is the capstone unit for the program. This unit examines and evaluates the multiple roles of the community psychologist as a practitioner. These roles include a participant-observer, evaluator, consultant, researcher, change agent, planner-designer, networker, trainer, negotiator, facilitator; intervener and activist. Students reflect upon and identify their existing capabilities, competencies and skills, and then identify their gaps in competencies. From this self reflection, a learning contract will be developed to formulate a professional practice plan in preparation for their future workplace.

Credit Points: 8

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

1. Identify and discuss professional issues relevant to psychological practice; 2. Integrate and evaluate the learning acquired in academic course work and on placement; 3. Clarify values in relation to working as a community psychologist, in the light of Course and Practicum experience, with particular emphasis on culture, gender, ability and minority group identification; and 4. Develop plans for enhancing competencies as community psychologists in future work settings.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer.

Assessment: Presentation, Seminar presentation and report, 40%. Project, Professional practice plan including self-evaluation and aims for continuing education and professional practice, 60%. Minimum effective word limit 4000 words.

APM6045 Psychological Practice 4S

Locations: Footscray Park.

Prerequisites: APM6003 - Professional Practice in Applied Sport Psychology

Description: This focus of this unit is in four key areas: (1) Ethics and standards in applied sport psychology, including training and certification standards, boundaries of practice, and consulting ethics; (2) Professional practice issues, including getting started in psychological practice, initiating and building a practice, and charging for services/billing clients; (3) Issues in applied sport psychology consulting, including evaluating psychological skills training programs, developing strategies for gaining entry into practice, and enhancing client adherence; and (4) Self-evaluation and planning, including identifying personal strengths and weaknesses as a consultant, strategies for developing consulting skills, practitioner health and well-being, and peer supervision.

Credit Points: 8

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

1. Assess and apply professional ethical standards across a diverse range of client-practitioner interactions in psychological practice; 2. Demonstrate a sound understanding of Australian registration and certification standards for sport and exercise psychologists; 3. Apply their understanding of boundaries of practice to their own professional practice of psychology; 4. Identify and undertake key business administration and management tasks in private practice and clinic settings (eg., fees, billing, progress notes); 5. Critically evaluate the effectiveness of their own and others' psychological skills programs; and

Class Contact: Seminar 2.0 hrs

Required Reading: Morrissey, S & Reddy P 2006, Ethics and professional practice for psychologists, Melbourne: Thomson Social Science Press.

Assessment: Presentation, Lead a class discussion on one topic covered in the unit, 30%. Essay, Self-reflective essay on key psychological practice issues, 35%.

Examination, Short-answer knowledge test comprising self-reflection and case formulation, 35%. Minimum effective word limit 5000 words.

APM6050 Practicum 3

Locations: Footscray Nicholson.

Prerequisites: APM6021 - Practicum 2

Description: This unit provides students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. It is also designed to integrate academic learning with professional applications. Work will be carried out on tasks and activities negotiated with the placement supervisor and approved by university staff.

Credit Points: 16

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

1. Successfully complete a supervised practice in an agency setting; 2. Integrate psychological theories with issues that arise in agency settings; 3. Employ complex negotiation skills to determine strategies for resolving practical problems and challenges in psychological practice settings; and 4. Distinguish between generalist and specialist skills and apply them in psychological practice settings.

Class Contact: Seminar 2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Journal, Learning contracts, Pass/Fail. Journal, Log book, Pass/Fail. Report, Placement Report, Pass/Fail. Report, Supervisor's Report, Pass/Fail. Minimum effective word limit 6500 words Assessment will be Satisfactory or Non-satisfactory.

APM6060 Psychology of Community Health

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit is designed to apply theories and principles of health and community psychology to fieldwork in community settings. Special emphasis is given to social health issues impacting on the western region of Melbourne. The focus is on community-based strategies such as self-help, consumer participation and illness prevention, and social policy initiatives in health promotion and public administration contexts. Relevant roles and skills for applied psychologists, such as group facilitation and training, networking and advocacy, consultation, submission writing, program implementation and evaluation will be developed by involvement in group and individual projects.

Credit Points: 8

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

1. Critically examine the principles of community based health prevention; 2. Conceptualise and apply theories of social determinates of wellbeing to a social issue; 3. Evaluate the effectiveness of health promotion concepts and strategies; and 4. Apply an ecological model to explain external socio-cultural factors related to health and wellbeing.

Class Contact:Seminar 2.0 hrs

Required Reading:Students are directed to current journal articles in the relevant areas.

Assessment:Project, Class presentation and minor report on relevant topic area., 30%. Project, Major project including proposal, final report and project evaluation., 70%. Minimum effective word limit 4000 words.

APM6070 Extended Thesis Research

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit of study is a continuation of the same project undertaken in APM6030 Thesis Research. In this unit however, students are expected to devote proportionately more of their study time to completing their research project than during other semesters. The unit is designed to provide students with the experience in planning, conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research is smaller.

Credit Points: 12

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

1. Identify an academic research question and design a research project to investigate this thesis; 2. Choose a research methodology and methods and use these methods to collect and analyse data; 3. Utilise standard APA (6th) formatting style; 4. Apply academic learning to construct an original research thesis; 5. Produce an original research thesis based upon a topic with either Community Psychology or Sport Psychology relevance; and 6. Evaluate project outcomes and determine the implications for the specialist area.

Class Contact:Monthly one-hour class plus individual supervision.

Required Reading:Students will be directed to current journal articles in the relevant areas.

Assessment:Thesis, Thesis will be assessed by two independent markers, 100%. Minimum effective word limit 10000 words.

APM6075 Practicum 4

Locations:Footscray Nicholson.

Prerequisites:APM6050 - Practicum 3

Description:In this unit students undertake a field placement of approximately 500 hours over two semesters. They are supervised on placement by an external supervisor on a weekly basis (at least). Students fully participate in the agreed activities within the agency where they are placed and work to meet agreed-upon objectives. The objectives are determined in consultation with the field supervisor and university liaison person. Students submit all required paperwork determined by the Australian Psychology Accreditation Council (APAC) and by the College of Arts. They also submit a minimum of four psychology reports over two semesters. Students must complete all requirements for satisfactory progress.

Credit Points: 16

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

1. Successfully complete a supervised practice in an agency setting; 2. Demonstrate the connection between psychological theories and their placement; 3. Successfully negotiate advice seeking strategies to resolve practical problems and

challenges arising on placement; and 4. Consider the appropriate use of generalist and specialist skills on placement.

Class Contact:One two-hour class, once a fortnight for two semesters.

Required Reading:No additional text will be set. Students will already have a copy of the field placement handbook used in earlier field placements. Additional reading will be set on supervision and making the most of supervision.

Assessment:Journal, Learning contracts, Pass/Fail. Journal, Logbook, Pass/Fail.

Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail.

Minimum effective word limit 7000 words. Assessment will be satisfactory or non-satisfactory.

APM6076 Advanced Reading Unit B

Locations:Footscray Park.

Prerequisites:APM6080 - Advanced Reading Unit

Description:Content in this unit of study will reflect the core area of applied psychology. It will cover key aspects of the area in greater depth. Focus will be on integration of materials, interpretations of events and application of appropriate interventions.

Credit Points: 8

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

1. Apply in-depth knowledge to key aspects of their core area; 2. Analyse and apply new knowledge; and 3. Use case studies and other methods in order to convey to an audience the importance, impacts and interventions in area of applied psychology.

Class Contact:One two-hour class per fortnight.

Required Reading:Required readings will be advised by lecturers. These will depend upon the students' core area and the specific theoretical area being explored.

Assessment:Presentation on problem in area of applied psychology 40%; Essay on a second problem area 60%.

APM6080 Advanced Reading Unit

Locations:Footscray Park.

Prerequisites:Nil.

Description:Students will review core knowledge and competencies in health psychology and their applied area, either community or sport. They will read and critique the required reading provided by the teaching staff. The nature of evidence will be reviewed. Evidence-based practice in applied psychology and the use of both outcome and process data will be studied. Case studies will be presented and analysed against evidence-based criteria. Selected problems will be studied in-depth. The nature of the applied problems will be defined by the available teaching staff and student interests. For example, a topic might be depression or demoralisation in physical illness. The range of topics will ensure consideration of ethical issues and values, including cultural diversity.

Credit Points: 8

Class Contact:One two-hour class once a fortnight during semester.

Required Reading:This unit will be based around recent publications in refereed journals and selected for quality and relevance by the lecturer. No text will be set.

Assessment:Students will present either individually or in small groups an applied problem, in applied psychology. This presentation will be to the class and invited external professionals or lay people working in a related area. Students will focus on intervention and evaluating the evidence-base for any proposed intervention. Students will also submit an essay or report on a second problem of their own choosing. The report may include issues related to quality assurance mechanisms and setting benchmarks in applied psychology practice.

APM6085 Practicum 5

Locations:Footscray Nicholson.

Prerequisites:APM6075 - Practicum 4

Description:Students will undertake approximately 250 hours of field placements in professional settings. The unit is experientially based, with discussion of ethical, practical and organisational issues covered.

Credit Points: 16

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

1. Understand the constraints, pressures and satisfactions which psychologists experience in their everyday work; and 2. Perform as an independent professional.

Class Contact: Individual supervision - one hour per day for two days of placement. One two-hour class per fortnight.

Required Reading:Nil.

Assessment:At least two psychological case reports. Placement report based on learning contract. Report from field supervisor based on learning contract.

APM6090 Doctoral Thesis (Research)

Locations:Footscray Park.

Prerequisites:Nil.

Description:At the doctoral level, this unit of study provides students with the experience of completing the writing of a thesis reporting an applied psychology research study. The thesis will normally be 40,000 - 60,000 words in length. It will involve development of theory, data collection and analysis, or a further study beyond the project required for the Master of Applied Psychology. Completion of this unit marks the completion of the research strand of the Doctor of Applied Psychology.

Credit Points: 24

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

1. Plan a major research project; 2. Execute data gathering, analysis and interpretation; and 3. Apply independent research skills.

Class Contact: Individual supervision - Three one-hour seminars per semester.

Required Reading:Nil.

Assessment:Thesis (40,000 - 60,000 words) 100%. The thesis will be marked by at least two external examiners.

APM7003 Community Psychology Interventions

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit examines community psychology interventions in multiple levels of analysis, from small groups, to organisational contexts to broader community settings. Prevention strategies are critically explored, including primary prevention programs, secondary prevention strategies, tertiary prevention strategies and the notion of 'at-risk'. The emphasis is on evidence-based interventions, and the capacity to critically evaluate existing community-based interventions.

Credit Points: 12

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

1. Demonstrate an understanding of the multiple levels requiring analysis for community problem-solving; from individual to broader contexts, including cultural factors and notions of empowerment; 2. Explain and apply the philosophy and principles for successful and sustainable community interventions; 3. Examine the range of prevention strategies, including individual and larger group interventions, in light of local and international practices; 4. Critically analyse a current community problem, with a view to developing an intervention strategy/ies; and 5. Design a complete intervention plan, including an evaluation plan, informed by relevant

research.

Class Contact:Tutorial 2.0 hrs

Required Reading:Selected readings to be uploaded into VU Collaborate.

Assessment:Creative Works, Build a knowledge bank of community interventions (500 words), 20%. Exercise, Investigate a social problem and establish validity (1500 words), 30%. Essay, Design a community psychology intervention (2500 words), 50%.

APM7004 Intercultural Approaches to Community Psychology

Locations:Footscray Nicholson, Footscray Park, Online.

Prerequisites:APM6010 - Foundations of Community Psychology

Description:This unit will explore conceptual, theoretical and methodological matters that are raised in terms of the colonising impacts of traditional models of knowledge and practice in psychology and community psychology as well as the potential for psychosocial transformation. The unit will specifically explore dimensions of human diversity such as race, ethnicity, gender, sexuality, culture, and how these are linked with oppression and privilege. Attention will be given to the work that advocates for a 'decolonising' psychology in order to examine the tensions, challenges and potentials for working across cultural boundaries to promote social justice and wellbeing.

Credit Points: 12

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

1. Critically reflect on their social identities and practices and how these may influence interpersonal encounters; 2. Discriminate between key concepts such as race, ethnicity, gender, sexual orientation, culture, and how these are linked with oppression and privilege; 3. Analyse systems of oppression and their impacts on health and wellbeing of individuals and groups; 4. Advocate for methods and practices that challenge oppression and promote social justice; 5. Develop and deliver a mini workshop on a topic dealing dimensions of human diversity.

Class Contact:Seminar 2.0 hrs

Required Reading:Montero, M., & C. C. Sonn (Eds) (2009). *The Psychology of Liberation: Theory, Research and Applications* New York: Springer.

Assessment:Assignment, Literature review (2000 words), 25%. Assignment, Mini workshop plan (1500 words), 25%. Assignment, Reflection and Toolkit for promoting social and cultural justice (3000 words), 50%.

APM7005 Practicum 2

Locations:Footscray Nicholson.

Prerequisites:APC6087 - Professional Ethics

Description:This unit is designed to provide students with support in their field experience in a specialist setting. Class content focuses on the development of reflective practice, ethical and legal issues relating to specialist practice, the translation of theories to the specialist applied setting, troubleshooting any practical problems arising on placement, determining the appropriate use of specialist and generalist skills and development of group skills.

Credit Points: 12

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

1. Exhibit the application of knowledge of Australian Psychological Society Code of Ethics in the placement setting; 2. Develop reflective practice skills, including the capacity to seek advice on problems and challenges arising in the placement setting 3. Critically review the connection with psychological theories and the work performed in the placement setting; 4. Exhibit group facilitation skills and the capacity to reflect on one's own leadership style; 5. Critically reflect on the appropriate use of generalist and specialist skills in the placement setting; and

Class Contact:Seminar 2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading:Students will be advised of readings via VU Collaborate.

Assessment:Journal, Learning Contracts and logbook, Pass/Fail. Report, Placement report, Pass/Fail. Report, Supervisor's report, Pass/Fail. Essay, Group behaviour, Pass/Fail.

APM7006 Psychology Practice

Locations:Footscray Nicholson.

Prerequisites:Nil

Description:This unit is the capstone unit for the program. This unit examines and evaluates the multiple roles of the community psychologist as a practitioner. These roles include provider of psychological services as a generalist psychologist and roles such as participant-observer, evaluator, consultant, researcher, change agent, networker, trainer, negotiator, facilitator. Students reflect upon and identify their existing capabilities, competencies and skills, and then identify their gaps in competencies. From this self-reflection, a learning contract will be developed to formulate a professional practice plan in preparation for their future workplace.

Credit Points: 12

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

1. Critically review professional issues relevant to psychological practice;
2. Integrate and evaluate the learning acquired in academic course work and on placement;
3. Enhance the capacity for self-reflection and reflective practice as a psychologist;
4. Clarify values in relation to working as a community psychologist, in the light of Course and Practicum experience, with particular emphasis on culture, gender, ability and minority group identification; and
5. Devise plans for enhancing competencies as community psychologists in future work settings.

Class Contact:Seminar 2.0 hrs

Required Reading:Students will be directed to appropriate readings via VU collaborate.

Assessment:Presentation, Seminar presentation and report (1500 words), 30%. Project, Professional practice plan including self-evaluation and aims for continuing education and professional practice (2500 words), 70%.

APM7007 Practicum 3

Locations:Footscray Nicholson.

Prerequisites:APC6087 - Professional Ethics

Description:This unit provides students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. It is also designed to integrate academic learning with professional applications. Work will be carried out on tasks and activities negotiated with the placement supervisor and approved by university staff. This unit will also develop conflict resolution skills.

Credit Points: 12

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

1. Successfully complete a supervised practice in an agency setting;
2. Exhibit conflict resolution skills
3. Synthesise and integrate psychological theories with issues that arise in agency settings;
4. Exemplify reflective practice and complex negotiation skills to determine strategies for resolving practical problems and challenges in psychological practice settings;
5. Discriminate between generalist and specialist skills and apply them in psychological practice settings.

Class Contact:Seminar 2.0 hrs Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading:Students will be directed to readings.

Assessment:Journal, Learning contracts and log book, Pass/Fail. Report, Placement Report, Pass/Fail. Report, Supervisor's Report, Pass/Fail. Other, Video of conflict resolution role play, Pass/Fail.

APP1012 Psychology 1A

Locations:Footscray Park.

Prerequisites:Nil.

Description:The aim of this unit of study is to provide students with an introduction to several key discipline areas in the field of psychology, thus establishing a solid basis for further, more in-depth study in subsequent years. This unit covers topics including the research enterprise in psychology; sleep; personality; memory; language and cognition; health and stress; psychological disorders; and the history of psychology. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.

Credit Points: 12

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

1. Evaluate current issues in psychology and how theories within the topic areas covered have evolved over time;
2. Assess the basic principles of methodologies employed in psychological research;
3. Evaluate research literature relating to the topic areas covered;
4. Perform an independent literature search on a psychological topic using online databases; and
5. Produce essays written in formal academic style and conforming to APA formatting conventions.

Class Contact:Lecture 1.0 hr Seminar 1.0 hr

Required Reading:Burton, L, Westen, D & Kowalski, R 2015, 4th edn, Psychology, Australia: Wiley. Burton, L 2010, 3rd edn, An interactive approach to writing essays and research reports in psychology, Australia: Wiley. Further readings will be made available via the unit VU Collaborate site.

Assessment:Exercise, Bibliographic exercise (500 words), 10%. Essay, Essay related to lecture content (1600 words), 30%. Journal, Journal related to seminar readings (600 words), 10%. Examination, End of semester examination (3 hours), 50%.

APP1013 Psychology 1B

Locations:Footscray Park.

Prerequisites:APP1012 - Psychology 1A

Description:The aim of this unit of study is to build upon Psychology 1A by introducing students to further key discipline areas within the field of psychology, as well as topics in applied psychology. This unit covers topics including neuropsychology; perception; motivation and emotion; intelligence and learning; social psychology; the psychology of addiction; risk-taking behaviour and gambling; and interpersonal relationships. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focussing on specific topics and special applications of research and knowledge in psychology.

Credit Points: 12

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

1. Evaluate current issues in psychology and how theories within the topic areas covered have evolved over time;
2. Assess basic principles of methodologies employed in psychological research;
3. Apply knowledge of research methodologies to a specific research topic and collect data for a research project;
4. Evaluate research literature relating to the topic areas covered;
5. Perform an independent literature search using online databases; and
6. Produce a laboratory report written in formal academic style and conforming to APA formatting conventions.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Burton, L, Westen, D & Kowalski, R 2015, 4th edn. Psychology, Australia: Wiley. Burton, L 2010, 3rd edn. An interactive approach to writing essays and research reports in psychology, Australia: Wiley. Further readings will be made available via the unit VU Collaborate site.

Assessment:Exercise, Short exercise on writing method and results sections (500 words), 5%. Laboratory Work, Laboratory report (1500 words), 35%. Journal, Journal related to seminar readings (600 words), 10%. Examination, Semester examination (3 hours), 50%.

APP1014 Interpersonal Skills

Locations:Footscray Park, St Albans.

Prerequisites:Nil

Description:This unit of study will develop students' understanding of the nature and importance of interpersonal skills in their communication with others. Topics include: self-awareness and personal insight; values; motivation; attitudes; cultural awareness; and introduction to active listening skills and observation skills that are imperative to working with people, particularly in the helping professions

Credit Points: 12

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

1. Work ethically and collaboratively to develop and use effective active listening and interpersonal skills;
2. Critically analyse and reflect on skill acquisition and personal development;
3. Examine the relevance of values and cultural sensitivity in developing effective working relationships;
4. Working collaboratively, apply active listening skills to an interpersonal problem solving task; and
5. Integrate interpersonal communication theory with the critical appraisal of students' own demonstration of active listening skills.

Class Contact:Seminar 2.0 hrs

Required Reading:Geldard D & Geldard K 2012 7th ed Basic personal counselling: a training manual for counsellors, Frenchs Forest NSW: Pearson.

Assessment:Journal, Reflective Journal 1, 20%. Journal, Reflective Journal 2, 30%. Other, Practical demonstration of skills, 30%. Essay, Written critique, 20%. 3,000 equivalent wordcount.

APP1015 Organisational Skills 1

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit of study is an extension of the Interpersonal Skills study of semester one with an emphasis on seminar work and the discussion of organisational issues from direct experience. As the unit progresses more formal organisational structures, leadership, the work environment and employee wellbeing, and organisational change is discussed and analysed. The unit emphasises skills and knowledge for those who want to work in psychology, counselling and other interpersonal arenas will be working in and with organisations. Therefore, the aim is to introduce students to theoretical concepts relevant to working in organisational settings; to apply theoretical knowledge to the development of skills relevant to working within an organisational setting.

Credit Points: 12

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

1. Identify and synthesise information and literature about organisational processes;
2. Evaluate the development and implementation of basic organisational skills;
3. Reflect on and discuss learning experiences in organisational structures;
4. Undertake a study of the experience of organisational change within the community and produce a written report that interprets the findings in the context of existing literature.

Class Contact:Seminar 2.0 hrs

Required Reading:Readings are available via VU Collaborate links

Assessment:Journal, Reflective activity journal 1, 20%. Journal, Reflective activity journal 2, 20%. Essay, Case study report, 60%. Effective word limit 3,000 words.

APP1016 Foundations of Psychological Research

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit uses the examination of key historical psychology research studies to help develop academic skills and knowledge (including essay writing and online searching); while working on some new skills related to spoken communication in an academic context and understanding basic research design.

Credit Points: 12

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

1. Locate relevant psychology academic studies and other material through online search and use these studies in preparing essays and presentations;
2. Work collaboratively in preparing and presenting (to a group of fellow students) evidence-based and relevant material about a key historical psychological study and its legacy, making use of contemporary technology;
3. Evaluate how psychologists design studies to explore particular questions; and
4. Review key studies that have shaped both the discipline and profession of psychology and discuss how they have had an impact on subsequent developments in understanding human behaviour.

Class Contact:Seminar 2.0 hrs

Required Reading:Hock, R 2012, 7th edn. Forty studies that changed psychology, New Jersey: Pearson Prentice Hall.

Assessment:Assignment, Responses to short answer questions based on required class readings (500 words), 10%. Presentation, Group project and presentation involving research of an historical psychological study and its impact on the discipline (600 words), 20%. Essay, Essay re: one of the studies in the required text (1200 words), 30%. Examination, Assesses knowledge and understanding of the course material (3 hour), 40%.

APP2013 Psychology 2A

Locations:Footscray Park, St Albans.

Prerequisites:APP1012 - Psychology 1A APP1013 - Psychology 1B

Description:This unit of study consists of two components: a focus on cognitive and biological psychology and a focus on training in research methods. The cognitive and biological psychology component aims to extend students' knowledge of learning and cognition, perception and brain-behaviour relationships. The research methods component provides students with further training in both quantitative and qualitative research methods. Students continue to develop an understanding of techniques of data collection, data entry, data analysis, statistical programs and report writing.

Credit Points: 12

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

1. Appraise core concepts, perspectives and research in cognition, learning and perception;
2. Illustrate knowledge of brain structure and brain-behaviour relationships;
3. Explain and apply quantitative and qualitative research methodologies; and
4. Produce a laboratory report demonstrating understanding and application of cognitive-biological psychology concepts and statistics.

Class Contact:Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading:Gravetter, F & Wallnau, L 2013, 9th edn. Statistics for the behavioral sciences, Belmont, CA: Wadsworth. Pallant, J 2013 5th edn. SPSS Survival manual Sydney: Allen and Unwin Pearson (Ed.) Psychology 2A Customised Text Pearson

Assessment:Literature Review, Literature review on cognitive-biological psychology topic (650-700 words), 10%. Report, Laboratory report on cognitive-biological psychology topic that demonstrates application of statistical methods (2100-2300 words), 40%. Examination, End of semester multiple choice examination on research methods (2 hours), 20%. Examination, End of semester multiple choice examination on cognitive and biological psychology (2 hours), 30%.

APP2014 Psychology 2B

Locations:Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2A

Description:This unit of study consists of two components: a focus on personality and social psychology and a focus on further training in research methods. The aim of the personality and social psychology lectures is to present these topics in such a way as to illustrate their relevance to situations encountered in everyday life. Students will become familiar with some of the central conceptual frameworks and models developed by social psychologists to account for individual behaviour in social settings. Personality lectures focus on contemporary personality theory and research and introduce the issue of personality assessment or measurement. The research methods lectures build on the concepts underpinning research methodologies, statistical tests and processes introduced in APP2013 Psychology 2A. Students develop an understanding of the logic and process of hypothesis testing and inferential statistics as related to non-parametric measurement and parametric measurement, eg. analysis of variance. Students are also introduced to the principles of design and measurement in psychology and the concepts of reliability and validity as related to research design and data collection instruments.

Credit Points: 12

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

1. Identify and critique core concepts and models in social psychology and their relevance in everyday life; 2. Review and appraise core personality theory and research and selected applications; 3. Illustrate understanding and application of the principles of research design; and 4. Collect, critically analyse and report on quantitative data.

Class Contact:Lecture 1.0 hr PC Lab 1.0 hr

Required Reading:Gravetter, F & Wallnau, L 2013, 9th edn, Statistics for the behavioral sciences, Belmont, CA: Wadsworth. Pallant, J 2013 5th edn, SPSS survival manual Sydney: Allen and Unwin Pearson (Ed.) 2014 Psychology 2B Customised text Pearson

Assessment:Project, Social psychology research project (Prepare an Abstract, literature review, analyse and present findings, reflect on group processes) (2000 words), 30%. Report, Personality discussion paper (700 words), 20%. Examination, End of semester examination on research methods (2 hours), 20%. Examination, End of semester examination on personality and social psychology (2 hours), 30%.

APP2023 Interpersonal Skills 2

Locations:Footscray Park, St Albans.

Prerequisites:APP1014 - Interpersonal Skills

Description:This unit of study builds on theory and skills taught in APP1014 Interpersonal Skills 1 and further develops students' active listening skills and interpersonal problem-solving abilities. Throughout the unit students will be expected to use their understanding of developmental psychology and cross-cultural issues for effective relationship building. Topics include: accurate assessment of presenting problems; interviewing skills; advanced active listening skills; interpersonal problem-solving skills; and mediation skills.

Credit Points: 12

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

1. Demonstrate knowledge of issues arising in interpersonal communication in different contexts including working with varying populations. 2. Demonstrate development of advanced active listening and problem solving skills; 3. Reflect on exploration of practical approaches to effective communication and problem solving; 4. Working collaboratively, complete a group task demonstrating the application of active listening skills to facilitate interpersonal problem solving.; and 5. Produce a reflective evaluation of the application of advanced interpersonal skills in the context of communication and interpersonal theories

Class Contact:Workshop 2.0 hrs

Required Reading:Geldard, D. & Geldard, K. (2012). 7th edn, Basic personal counselling: a training manual for counsellors, Frenchs Forrest NSW: Pearson. Fisher, W. & Ury, R. (2012). Getting to yes: Negotiating an agreement without giving in. New York: Random House.

Assessment:Journal, Activity Journal, 20%. Exercise, Skills Based, Solution Focused Exercise, 30%. Essay, Reflection and Critique and of Skills Based Exercise, 50%. Total effective word length 3,000.

APP2024 Organisational Skills 2

Locations:Footscray Park, St Albans.

Prerequisites:APP1015 - Organisational Skills 1

Description:This unit of study will extend students' theoretical understanding and skill development in areas relevant to working within an organisational setting. Topics to be explored in depth include: conflict dynamics, implementing change, power dynamics, and the organisational contextualisation of decision-making processes.

Credit Points: 12

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

1. Demonstrate an appreciation of intra and inter-group processes including communication, decision-making conflict and co-operation and the use and abuse of power; 2. Examine the process of organisational change, resistance to change and effective organisational development interventions; 3. Demonstrate group project skills and the ability to critically reflect on group member performance; and 4. Discuss the 'real world' applicability of group process and organisational behaviour research.

Class Contact:Seminar 2.0 hrs

Required Reading:Johns G & Saks AM, 7th edn, Organizational behaviour: understanding the managing life at work, Toronto: Pearson.

Assessment:Presentation, Presentation, 20%. Journal, Reflective Journal, 30%. Essay, Essay, 50%. Total effective word limit is 3,000 words.

APP2101 Intercultural and Developmental Issues in Psychology

Locations:Footscray Park, St Albans.

Prerequisites:APP1012 - Psychology 1A APP1013 - Psychology 1B

Description:This unit of study consists of two components: a focus on intercultural psychology and a focus on developmental psychology. The aim of the intercultural component is to develop a critical awareness of and appreciation for cultural, social and psychological diversity. Psychological perspectives related to cultural diversity, individual and group identities and indigenous and dominant communities will be introduced. The aim of the developmental component is to enhance students' understanding of human development across the lifespan. This includes a study of perspectives and research relating to personality, cognitive, social and emotional development in childhood and adulthood.

Credit Points: 12

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

1. Appraise psychological perspectives on cultural and social diversity in local and

global communities; 2. Critically reflect upon and discuss issues related to intercultural psychology; 3. Articulate key features of cognitive, social, emotional and personality development across the lifespan; and 4. Critique major developmental theories and research.

Class Contact:Lecture 1.0 hr/Tutorial 1.0 hr

Required Reading:Pearson (Ed.) Intercultural and Developmental Issues in Psychology (Customised Text) Sydney/ Pearson

Assessment:Examination, Mid-semester multiple choice examination on intercultural psychology lecture content (1 hour exam), 20%. Journal, Reflective journal on selected intercultural psychology readings (1500 words), 30%. Essay, Essay on a theoretical or applied issue in developmental psychology (1500 words), 30%. Examination, End of semester examination on developmental psychology lecture content (1 hour exam), 20%.

APP3015 Counselling Theory and Practice

Locations:Footscray Nicholson, Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2A

Description:This unit of study includes an overview of the principles and practices of counselling from a range of paradigms. Specifically, psychodynamic, existential, person-centred, Gestalt, behavioural, cognitive behavioural, postmodern (narrative and solution-focus), and systemic therapies are explored in relation to their historical background, theoretical premises, therapeutic techniques and strengths and limitations in clinical practice. Students are also challenged to explore their own understanding of therapeutic change and to interface this personal perspective with the models presented.

Credit Points: 12

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

1. Appraise the main counselling theories presented and their related psychotherapeutic interventions; 2. Identify and review counselling skills common to most therapeutic interventions as well as counselling skills aligned to particular psychotherapies; and 3. Critique in depth particular counselling theories/ therapies in relationship to key assumptions, goals, strengths and limitations.

Class Contact:Lecture 1.0 hr/Tutorial 1.0 hr

Required Reading:Corey, G 2013, 9th edn, Theory and practice of counselling and psychotherapy, Belmont: Brooks/Cole.

Assessment:Test, Mid semester test - multiple choice and short answer (40 minutes), 20%. Essay, Comparative essay on two counselling theories/ therapies (Approximately 3000 words), 40%. Examination, Multi-choice and/or short answer examination (2 hours), 40%.

APP3016 Group Behaviour

Locations:Footscray Nicholson, Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2A

Description:The unit has a dual task: first, to develop students' understanding of concepts encountered in the literature on group processes (the seminar group will discuss set readings each week). The second task is for students to analyse the group's own processes as they occur, giving students direct experience of issues discussed in the literature. Such topics as: membership of the group, leadership, power and authority, gender relations and roles usually emerge in the group.

Credit Points: 12

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

1. Appraise group processes through experiential activities; 2. Investigate the relationship between group processes and interpersonal and intrapersonal processes; and 3. Critically review theory and reflect upon this theory in explicating group

processes.

Class Contact:Seminar 2.0 hrs

Required Reading:Selected readings will be made available via the unit VU Collaborate site.

Assessment:Journal, Reflective Journal (800 words), 20%. Presentation, Seminar Presentation and Report (1200 words), 40%. Essay, Theoretical Essay (1500 words), 40%.

APP3018 Organisations and Work

Locations:Footscray Nicholson, Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2A

Description:This unit is designed to introduce students to the theory and practice of organisational psychology. It provides an overview of individual, group and organisational processes within a work context. At the individual level topics include motivation, job satisfaction and stress. This unit examines group processes such as leadership, power and politics. At an organisational level topics include organisational culture and change. This unit also introduces students to personnel issues such as the processes involved in employee selection.

Credit Points: 12

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

1. Appraise major theories in the organisational psychology field; 2. Critically reflect upon experiential exercises designed to enhance understanding of theoretical constructs; 3. Critique key organisational psychology concepts and interrogate the link between theory and practice in a work setting; and 4. Recommend and advocate solutions to contemporary organisational problems applying psychological research.

Class Contact:Seminar 2.0 hrs

Required Reading:Riggio, E 2013, 6th edn, Introduction to industrial/organizational psychology, New Jersey: Prentice Hall.

Assessment:Assignment, Report plan: submission of interview transcripts and report plan (500 words), 10%. Report, Report explores the link between theory and practice in organisational psychology (2000-2500 words), 50%. Examination, Final exam (2 hour multiple choice exam), 40%.

APP3019 Psychobiology

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:APP2013 - Psychology 2A

Description:Topics covered in this unit of study include: anatomy of the brain and nervous system; neural transmission; psychobiological research methods; psychobiology of normal and abnormal eating and drinking behaviour; neuro-endocrine systems (hormones); sleep, dreaming and circadian rhythms; drug addiction and reward circuits in the brain; psychobiology of emotions, stress and mental illness.

Credit Points: 12

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

1. Appraise and challenge the relationship between biological systems and behaviour; 2. Apply knowledge of the anatomy of the brain and nervous system to biological processes and disorders; and 3. Critically evaluate a specific issue or topic related to psychobiology.

Class Contact:Lecture 1.0 hr/Tutorial 2.0 hrs

Required Reading:Pinel, J 2013, 9th edn, Biopsychology, London: Allyn and Bacon.

Assessment:Exercise, Critical debate and review, 10%. Essay, Essay: Identifies and critically evaluates an issue or theory in psychobiology (2000 words), 40%. Examination, Multiple choice examination (2 hours), 50%.

APP3020 Psychoanalysis

Locations: Footscray Nicholson.

Prerequisites: APP2013 - Psychology 2A

Description: This unit introduces the fundamental concepts and theories relevant to psychoanalysis as a model of mind, method of investigating unconscious psychological processes, and psychotherapeutic treatment modality. The focus is on Freud's own writing, but reference to post-Freudian psychoanalysis is also included.

Credit Points: 12

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

1. Appraise and apply basic psychoanalytic theories, assumptions and definitions;
2. Critically review and discuss psychoanalytic readings; and
3. Advance logical, well-structured and coherent arguments relating to psychoanalytic topics.

Class Contact: Tutorial 2.0 hrs

Required Reading: Selected readings from The Pelican Freud library - students to be advised.

Assessment: Report, Reflective journal and report (1500 words), 30%. Essay, Essay on a psychoanalysis topic (1500 words), 30%. Test, Multiple choice test, 40%.

APP3021 Psychology of Adjustment

Locations: Footscray Park, St Albans.

Prerequisites: APP2013 - Psychology 2A

Description: This unit of study explores the experience of, and adjustment to, a range of life events and transitions including loss, illness, migration, new parenthood and more uncommon traumatic events. The experience of these events is considered in the light of theoretical perspectives about stress, coping and adaptation, trauma and recovery, attachment and social support.

Credit Points: 12

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

1. Appraise the range of psychological experiences associated with certain life events and transitions;
2. Critique theoretical perspectives on stress, coping and adaptation, trauma and recovery;
3. Critically discuss individual, community and cultural difference and the challenges this may pose for psychological theory and practice; and
4. Research and present a critical evaluation of specific aspects of human experience and psychological theory.

Class Contact: Seminar 2.0 hrs

Required Reading: APP3021 Book of Readings.

Assessment: Exercise, Essay preparation report, 10%. Research Paper, Written paper (2000 words): Topics focus on adjustment experiences such as migration and trauma and community, 40%. Examination, Multiple choice examination, 50%.

APP3023 Psychological Issues in the Workplace

Locations: Footscray Park, St Albans.

Prerequisites: APP2013 - Psychology 2A APP2014 - Psychology 2B

Description: This unit of study examines organisational, legal, political, ethical, professional, physical and psychological issues encountered by employees in the workplace. Concerns pertinent to the particular occupations and workplaces of the class participants will be identified, and considered in relation to other occupational groups. Issues such as: role and task definitions, the extrinsic and intrinsic meaning or value of work to the individual, personality characteristics and work, recognition of mental health factors in relation to work, and the suitability of an employee for a specific occupation will be discussed. How psychological measures and techniques may be useful in choosing employees, managing change and conflict, dealing with occupational health and safety issues and maintaining employee satisfaction will also be explored.

Credit Points: 12

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

1. Collaborate in critiquing and commentating upon psychological issues pertinent to work and work settings;
2. Critically review their academic and professional achievements and goals and prepare a job application commensurate with their skills and qualifications; and
3. Critique literature and discuss this literature in relation to a contemporary psychological issue in the workplace.

Class Contact: Workshop 2.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Exercise, Job application exercise (Approximately 1000 words), 15%. Presentation, Seminar presentation and discussion, 25%. Essay, Essay on contemporary topic in work psychology (Approximately 1800 words), 50%. Journal, Reflective journal on four seminar presentations (Approximately 800 words), 10%.

APP3025 Psychological Assessment

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: APP2013 - Psychology 2A

Description: The aim of this unit of study is to introduce students to the many facets of psychological assessment ranging from observation and interview techniques to formal testing procedures using structured and objective techniques. Topics include: test construction and administration; validity and reliability in psychometrics; assessment of cognitive abilities; personality assessment; assessment of specific traits; and cross-cultural assessment.

Credit Points: 12

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

1. Critique the purpose of assessment methods and how they are used in a variety of settings;
2. Explicate the link between models of intelligence and assessment methods;
3. Commentate upon the importance of observation and interviewing and how information obtained from these two methods can be used;
4. Conduct interviews and observations and report findings with critical judgment; and
5. Appraise and draw conclusions regarding the importance of validity and reliability issues in the context of structured and unstructured psychological assessment techniques.

Class Contact: Seminar 2.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Assignment, Assignment outlining models of intelligence and assessment (1000 words), 15%. Report, Case study report: report of observation and interview findings (1500 words), 35%. Examination, Multiple choice and short answer questions, 50%.

APP3026 Cognitive Psychology

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: APP2013 - Psychology 2A

Description: This unit provides a systematic overview of key areas in cognitive psychology and cognitive neuroscience. Topics covered in the lectures include attention; memory; visual perception and object recognition; language representation and processing reasoning and decision making; and implicit cognition. Fortnightly laboratory classes involve discussion of research papers and practical demonstrations of key experimental concepts and methodologies employed in cognitive psychology.

Credit Points: 12

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

1. Critically review current issues in cognitive psychology;
2. Critique

contemporary research literature relating to key areas of cognitive psychology; 3. Appraise the kinds of statistical analyses typically used in cognitive psychology research; 4. Design and conduct an experimental research project examining cognitive processes; and 5. Formulate, interpret and report findings of a research project in a laboratory report conforming to APA formatting conventions.

Class Contact:Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading:Goldstein, B, (latest edition) Cognitive psychology Belmont, CA: Wadsworth Francis, G & Neath, I, (latest edition) CogLab online version Belmont, CA: Wadsworth Additional readings will be made available via the unit VU Collaborate site.

Assessment:Test, In-class test, 20%. Laboratory Work, Laboratory report (topic to be advised) (2000 words), 30%. Journal, Journal relating to research papers (900 words), 15%. Examination, End of semester examination (2 hours), 35%.

APP3028 Fieldwork

Locations:Footscray Park, St Albans.

Prerequisites:APP2014 - Psychology 2B

Description:The unit involves students undertaking 48 hours of voluntary work or paid employment during the semester. They undertake fieldwork in a work setting which requires them to use their interpersonal and organisational skills. Students also attend a weekly fieldwork seminar in which they reflect upon their fieldwork experiences in the light of psychological theory. Assignments take this process further by asking students to write papers in which they apply these frameworks to the real-life work issues arising from their fieldwork experiences.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Utilise a cycle of practice-reflection-practice to guide their learning, and to link academic with applied experiences; 2. Reflect upon and work towards self-directed, professional development goals; and 3. Appraise the ways in which the theory and skills they have acquired in their degree can be applied to real-life work issues, roles and settings eg. how to conceptualise and process professional experiences.

Class Contact:Workshop 2.0 hrs

Required Reading:Selected readings will be made available via the unit VU Collaborate site.

Assessment:Assignment, Develop and write learning goals for fieldwork, 20%. Journal, Reflective journal: reflect upon how fieldwork experiences have contributed to learning and professional development, 30%. Essay, Exploring the link between a work issue and psychological theory/research, 50%.

APP3029 Skills in Context

Locations:Footscray Park.

Prerequisites:APP3028 - Fieldwork

Description:This unit aims to help students consolidate skills and accompanying knowledge acquired during their workplace learning experience of Fieldwork through two activities. Firstly, students will be asked to plan, research and deliver in class, a simple training workshop for the class on a skill/skill set and the knowledge which accompanies it, which was identified during Fieldwork. Adult learning principles can be applied to this process. Secondly, students will be asked to produce a manual to accompany the training workshop. Students will also be asked to look for current positions which might be of interest to graduates of the course, and will be asked to respond in writing to the key selection criteria for one of these, as though applying for the position.

Credit Points: 12

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

1. Identify and discuss adult learning principles and workplace learning frameworks for professional development; 2. Further conceptualise how their knowledge, skills and experience fit into selection criteria employers set for relevant graduate jobs; 3. Practise responding to key selection criteria for relevant graduate jobs and make use of career guidance regarding these responses; and 4. Demonstrate consolidation of learning made during Fieldwork by planning, researching and delivering a training workshop regarding a specific skill/skill set identified there, to other adult learners in class and by writing a professional training manual to accompany the training workshop for participants.

Class Contact:Seminar 2.0 hrs

Required Reading:Coordinator to advise

Assessment:Project, Written response to key selection criteria for advertised position, 15%. Workshop, Conduct skills training workshops (approx 45 minutes duration), 20%. Workshop, Skills workshop manual, 50%. Presentation, Demonstration of professional development skills, 15%.

APP3035 Research Methods in Psychology

Locations:Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2A APP2014 - Psychology 2B APP2101 - Intercultural and Developmental Issues in Psychology

Description:This unit of study will critically review research design, with a focus on the importance of selecting measurement tools that are psychometrically valid and reliable when conducting quantitative research. There is an emphasis throughout the unit on the selection of appropriate statistical analyses with respect to the model of non-significance hypothesis testing. Students will review the theoretical foundations of univariate analyses (including varied ANOVA techniques), correlation and regression, and continue to develop their SPSS skills for analysis with small and large data sets. Students will also be introduced to multivariate analyses.

Credit Points: 12

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

1. Investigate the validity and usefulness of various types of quantitative research design, including psychometric evaluation of measures; 2. Determine the appropriate statistical procedures for analysis of different types of research data; 3. Interpret various statistical analyses as produced by SPSS for Windows; 4. Critically review literature relevant to research report; and 5. Design, undertake and write up a psychological research project

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:Field, A 2013, 4th edn, Discovering statistics using SPSS, London: SAGE Publications.

Assessment:Literature Review, Structured and critical appraisal of relevant literature to guide design of the research report (800 words), 15%. Report, Research project that demonstrates application of appropriate statistical methods, description and discussion of findings (2500 words), 35%. Examination, One three-hour examination, 50%.

APP3036 History and Theories in Psychology

Locations:Footscray Park, St Albans.

Prerequisites:APP2013 - Psychology 2A APP2014 - Psychology 2B APP2101 - Intercultural and Developmental Issues in Psychology

Description:The place of psychological theories and practices in 20th and 21st century thought is pursued through lecture presentations and seminar discussions on recent philosophies of science. These include positivist, social constructionist and critical theory approaches. Psychological examples are used, such as psychoanalysis,

behaviourism, cognitivism biological psychology, and critical psychology.

Credit Points: 12

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

1. Integrate understandings of psychology as a discipline;
2. Appraise the objects and methods of inquiry within particular schools of psychology, and their respective conceptualisations of 'truth' and 'science';
3. Relate the activities and concepts of particular schools to broader historical factors, and critique the relative merits and limitations of these particular schools of psychology;
4. Critically reflect upon the practice of psychological activities;
5. Demonstrate critical thinking in the application of psychology to particular research questions; and
6. Explicate their preferred theoretical approach to psychology.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Assignment, Reflective Critical Essay Plan (500 words), 10%. Essay, Critical use of history in understanding contemporary objects of psychological inquiry (1000 words), 40%. Essay, Reflective Critical Essay: Student's preferred theoretical approach to psychology built on knowledge of history and theories of psychology (1500 words), 50%.

APP3037 Clinical Aspects of Psychology

Locations: Footscray Park, St Albans.

Prerequisites: APP2013 - Psychology 2A APP2014 - Psychology 2B APP2101 - Intercultural and Developmental Issues in Psychology

Description: This unit provides an overview of human neuro-psychology: elements of neuroscience, neuropsychological syndromes, brain development and developmental neuropsychology, brain injury and recovery of function after brain damage. It also provides an overview of the concepts of psychopathology, diagnostic classification and mental health. A study of anxiety disorders, mood disorders, schizophrenia and other psychoses and substance-related disorders will be presented; together with an exploration of the concepts of behaviour disorder and personality disorder.

Credit Points: 12

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

1. Critically discuss conceptual and methodological approaches to human neuro-psychology;
2. Exemplify understanding of the clinical neuropsychology knowledge base and methods of inquiry for a selection of child and adult disorders;
3. Appraise conceptual and methodological issues in the study of psychopathology;
4. Elucidate the basic phenomenology of a selection of psychological disorders and of relevant theoretical perspectives; and
5. Critically review and analyse information about clinical aspects of psychology.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Banich, MT & Compton, RJ 2011 3rd edn Cognitive neuropsychology, Stamford, CT: Cengage. Barlow, DH & Durand, VM 2014 7th edn Abnormal psychology: An integrative approach Stamford, CT: Cengage.

Assessment: Test, Mid-semester test on neuroanatomy (30 minutes), 10%. Review, Critical Review of a clinical aspects of psychology topic (1500 words), 30%. Examination, End of semester exam (2 hours), 60%.

APR1000 Research Full-Time

Locations: Footscray Park, St Albans.

Prerequisites: Enrolment in a postgraduate research course.

Description: This unit of study will involve students preparing a thesis that meets the requirements of the University regarding word length.

Credit Points: 48

Class Contact: Full-time workload.

Required Reading: To be negotiated in consultation with supervisor.

Assessment: Examination by three external examiners appointed for this purpose.

APR1001 Research Part-Time

Locations: Footscray Park, St Albans.

Prerequisites: Enrolment in a postgrad research course.

Description: This unit of study will involve students preparing a thesis that meets the requirements of the University regarding word length.

Credit Points: 24

Class Contact: Part-time workload.

Required Reading: To be negotiated in consultation with supervisor.

Assessment: Examination by three external examiners appointed for this purpose.

APS2030 Qualitative Social Research Methods 1

Locations: Footscray Park, St Albans.

Prerequisites: APP1013 - Psychology 1B

Description: This unit of study develops students' ability to plan, conduct and analyse qualitative research studies. Studies that exemplify qualitative research principles and processes are drawn from disciplines including psychology, sociology, gender studies and education. On completion of this unit of study students will be able to: appreciate the contribution made by qualitative research methods and the ways in which they may be used in social research; understand the various design elements in qualitative studies including methods, sampling, analysis and presentation. The philosophical background to social research and appropriate theoretical frameworks are discussed throughout the semester and students will have the opportunity to undertake a small scale qualitative project.

Credit Points: 12

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

1. Critique the values, principles and assumptions that underpin different forms of research;
2. Appraise ethical issues related to human research using qualitative strategies;
3. Collaborate in designing and conducting, in an ethical and professional manner, a small scale qualitative research project; and
4. Critically review literature and discuss research project findings in relation to literature base.

Class Contact: Lab 2.0 hrs Lecture 1.0 hr

Required Reading: Willig, C, 2013 3rd Introducing qualitative methods in psychology, London: Open University Press.

Assessment: Project, Coding of interview transcripts for qualitative research project, 10%. Report, Small group qualitative research project/report, 40%. Examination, Final exam, 50%.

APS2040 Quantitative Social Research Methods 1

Locations: Footscray Park, St Albans.

Prerequisites: APP1013 - Psychology 1B

Description: This unit of study aims to develop students' ability to conduct social research. In particular, the unit aims to provide students with the skills required to undertake research using quantitative research techniques. On completion of this unit of study, students should be able to understand the potential uses of quantitative methods, recognise appropriate applications of analysis of variance and regression procedures, analyse data (using sophisticated statistical computer packages) of both univariate and multivariate design.

Credit Points: 12

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

1. Critically appraise range of quantitative methods that may be used in social research;
2. Exercise critical thinking and judgment in identifying appropriate

statistical techniques; 3. Formulate appropriate statistically testable hypotheses; 4. Exhibit an advanced level of skill in the use of SPSS to t-test, analysis of variance and regression analyses; and 5. Interpret and present statistical findings in accordance with APA reporting guidelines.

Class Contact:Lecture 1.0 hr PC Lab 2.0 hrs

Required Reading: Gravetter, F & Wallnau, IB 2012, 9th edn, Statistics for the behavioral sciences, Belmont, CA: Wadsworth.

Assessment:Laboratory Work, Mini report - responses to a series of questions relating to t-test analysis (Approximately 500 words), 10%. Laboratory Work, Mini reports - responses to a series of questions relating to ANOVA and Regression analyses (Approximately 1500 words), 40%. Examination, Final examination, 50%.

APS3020 Qualitative Social Research Methods 2

Locations:Footscray Park, St Albans.

Prerequisites:APS2030 - Qualitative Social Research Methods 1

Description:This unit of study is intended to further help students develop an understanding, knowledge, skills and comfort with qualitative research methods, as an important technique for research in psychology. Specifically, the qualitative section of the unit aims to help students familiarise themselves with basic assumptions of the qualitative research paradigm, help students further develop knowledge of major methods of qualitative research and introduce students to methodological and ethical implications of the assumptions of qualitative research.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critically assess and reflect upon the use of advanced qualitative approaches in contemporary social research; 2. Identify ethical and practical issues related to the use of advanced qualitative strategies; 3. Design and conduct a small-group community-based qualitative project; and 4. Demonstrate skills in working collaboratively in producing a field research report.

Class Contact:Lab 1.0 hr Lecture 2.0 hrs

Required Reading:Readings will be offered on a yearly basis but will be subject to change in light of current trends and movements in the area. Consequently, a required reading consistent from year-to-year will not be available or necessary.

Assessment:Journal, Research journal- reflections upon class content and conduct of research project, 10%. Review, Review of three articles using qualitative methodologies, 15%. Research Paper, Small group qualitative field study, 25%. Examination, Final examination, 50%. Total effective word limit 3000 words.

APS3021 Quantitative Social Research Methods 2

Locations:Footscray Park, St Albans.

Prerequisites:APS2040 - Quantitative Social Research Methods 1

Description:The aims of this unit of study are to: further develop students' ability to conduct social research; provide students with skills to undertake research using multivariate statistical techniques; examine and explore theoretical and methodological issues in social research methods; expand students' knowledge and understanding of the uses of multivariate designs and statistical methods in social research; introduce students to advanced techniques in social and psychological research, and to develop students' expertise in statistical computing, in particular advanced techniques in SPSS.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Demonstrate an increased level of knowledge associated with the use of advanced research techniques in quantitative methods; 2. Illustrate understanding of appropriate application of advanced statistical techniques; and 3. Demonstrate an

increased level of skill in the use of SPSS in concretely attending to tasks dealing with various theoretical and practical problems in psychology and associated fields.

Class Contact:Seminar 2.0 hrs

Required Reading:Field, A 2009, 3rd edn, Discovering statistics using SPSS, London: Sage.

Assessment:Laboratory Work, Laboratory assignments designed to test students' ability to identify and utilise appropriate statistical techniques, 40%. Examination, Final examination, 40%. Presentation, Oral Presentation: Group presentation on a statistical technique, 20%. Total effective word limit 3,000 words.

APS3040 Independent Research Project

Locations:Footscray Park, St Albans.

Prerequisites:APS3020 - Qualitative Social Research Methods 2

Description:This unit of study aims to provide students with limited, supervised experience in planning, conducting, analysing and reporting a socially significant research study. On completion of this unit of study, students should be able to: further understand the significance of social research and the difficulties associated with undertaking social research and design and complete a qualitative and/or quantitative research study with some degree of independence.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Demonstrate understanding of the significance of applied social research; 2. Demonstrate understanding of the difficulties associated with undertaking social research and apply skills to manage such difficulties; 3. Apply knowledge gained in research methods to design and complete a small group qualitative and/or quantitative research study; 4. Demonstrate skills in working collaboratively in executing research project and write up of final report; and 5. Competently present and defend the research in an open forum of persons.

Class Contact:Seminar 3.0 hrs

Required Reading:To be advised by lecturer and supervisor.

Assessment:Assignment, Research proposal, 10%. Presentation, Oral presentation of completed report, 20%. Research Paper, Group research report, 70%. Total effective word limit 3000 words.

APS8900 Psychology (Full-Time)

Locations:Werribee, Footscray Park, St Albans.

Prerequisites:Nil.

Description:The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes below.

Credit Points: 48

Learning Outcomes:On successful completion of this unit, the student will be able to demonstrate significant progress towards demonstration of: expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically

analysing the validity of research studies and their applicability to a research problem expert cognitive, technical and creative skills to: design, develop and implement a research project/s to systematically investigate a research problem develop, adapt and implement research methodologies to extend and redefine existing knowledge manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations. capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals. intellectual independence, initiative and creativity in new situations and/or for further learning ethical practice and full responsibility and accountability for personal outputs autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar

Class Contact:Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading:To be determined in consultation with the supervisors.

Assessment:The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be assessed by the supervisory team, the College and University through 6-monthly progress reports. Thesis, Research Thesis, Pass/Fail.

APS8901 Psychology (Part-Time)

Locations:Footscray Nicholson, Footscray Park, St Albans.

Prerequisites:Nil.

Description:The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes below.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, the student will be able to demonstrate significant progress towards demonstration of: expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem expert cognitive, technical and creative skills to: design, develop and implement a research project/s to systematically investigate a research problem develop, adapt and implement research methodologies to extend and redefine existing knowledge manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher

peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations. capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals. intellectual independence, initiative and creativity in new situations and/or for further learning ethical practice and full responsibility and accountability for personal outputs autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar

Class Contact:Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading:To be determined in consultation with the supervisors.

Assessment:The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be assessed by the supervisory team, the College and University through 6-monthly progress reports. Thesis, Research Thesis, Pass/Fail.

APT1310 Psychology 1

Locations:St Albans.

Prerequisites:Nil.

Description:This unit of study includes: human development across the lifespan; social emotional, personality and cognitive development; relationship contexts and family life-cycle; introduction to theories in psychology: psychodynamic, behavioural, cognitive, attachment/interpersonal and family systems; concepts of health and illness, experiences of health, illness and treatment across the lifespan; psychological processes relevant to health and illness including pain, sleep, anxiety, grief, and coping; developmental processes and adaptation to chronic illness and disability; therapeutic communications; interviewing; managing conflict in the health care setting.

Credit Points: 12

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

1. Demonstrate a familiarity with the major phenomena of social, emotional, personality and cognitive development across the lifespan;
2. Describe characteristic behaviours that people are likely to exhibit at various stages of the lifespan;
3. Demonstrate an introductory understanding of some major theories of human development;
4. Describe and discuss basic psychological processes related to the experience of illness;
5. Demonstrate an awareness of the complexity and variety of human development and human experience of illness;
6. Discuss the roles of family and relationship in human development and adaptation;
7. Demonstrate acquisition of the vocabulary necessary to understand psychological literature pertaining to lifespan development and experience of illness; and
8. Demonstrate communication and interview skills relevant to the healthcare setting.

Class Contact:Lecture3.0 hrsTutorial2.0 hrs

Required Reading:White, F, Hayes, B & Livesey, D 2005, Developmental psychology: from infancy to adulthood, Pearson, French's Forest, NSW.

Assessment:Assignment, Field Study Assignment, 40%. Essay, To be advised, 30%. Examination, To be advised, 30%. Assignment – 1500 words, Essay – 1500 words.

APT1311 Psychology Across the Lifespan

Locations:St Albans.

Prerequisites:Nil.

Description:This unit of study includes: human development across the lifespan; social emotional, personality and cognitive development; relationship contexts and the family life-cycle; introduction to theories in psychology: psychodynamic, behavioural,

cognitive, attachment/interpersonal and family systems; concepts of health and illness, experiences of health, illness and treatment across the lifespan; psychological processes relevant to health and illness including pain, sleep, anxiety, grief, and coping; developmental processes and adaptation in chronic illness and disability.

Credit Points: 12

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

1. Demonstrate a familiarity with the major phenomena of social, emotional, personality and cognitive development across the lifespan;
2. Describe characteristic behaviours that people are likely to exhibit at various stages of the lifespan;
3. Demonstrate an introductory understanding of some major theories of human development;
4. Describe and discuss basic psychological processes related to the experience of illness;
5. Demonstrate an awareness of the complexity and variety of human development and human experience of illness;
6. Discuss the roles of family and relationship in human development and adaptation; and
7. Demonstrate acquisition of the vocabulary necessary to understand psychological literature pertaining to lifespan development and experience of illness.

Class Contact: A total of 60 hours comprising three one-hour lectures and one two-hour workshop per week.

Required Reading: White, F, Hayes, B & Livesey, D 2005, *Developmental psychology: from infancy to adulthood*, Pearson, French's Forest, NSW.

Assessment: Examination, To be advised, 40%. Essay, To be advised, 30%. Assignment, Field study assignment, 30%.

APT5005 Domestic Violence and Sexual Assault

Locations: Footscray Nicholson, City Flinders.

Prerequisites: Nil

Description: The aim of this unit of study is to provide a sociopolitical framework from which to view issues of violence. The problem is seen as a community responsibility in that victim groups are defined by their relative powerlessness. Thus action is required at multiple levels, and interventions are taught ranging from individual counselling through group support to community development and social action. Emphasis is placed on developing the self-awareness of the counsellor in response to indicators of violence and sexual assault.

Credit Points: 12

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

1. Critically review the processes involved in prevention, identification, assessment and intervention in cases involving domestic violence and/or sexual assault;
2. Critically reflect on the counsellor's role in response to indicators of violence and sexual assault; and
3. Appraise social and cultural attitudes towards and approaches to domestic violence and sexual assault.
4. Identify and critique a range of professional literature that examines working with identifying and treating domestic violence and sexual assault.

Class Contact: Seminar 2.0 hrs

Required Reading: A selection of (electronic) readings for the main and related topics in the unit is given to students, and made available on VU Collaborate.

Assessment: Journal, Journal (3500 words), 50%. Project, Identify an issue related to curriculum and develop a project or essay to advance professional knowledge and skills (3500 words), 50%.

APT5010 Applied Techniques of Grief Counselling

Locations: City Flinders.

Prerequisites: APT5035 - Theories and Techniques of Counselling

Description: This unit of study is designed to provide students with an understanding

of grief counselling models and strategies available to the grief counsellor working in a variety of settings and with diverse client groups. The applied basis of relevant counselling practice and strategies within the grief and loss paradigm will be the central focus of this unit, including critical incidence debriefing, crisis intervention, peer counselling/support. Consideration will also be given to issues of cross-cultural understanding and ethnic identity. The unit aims to introduce students to various models of grief counselling and intervention strategies. It will provide students with the opportunity to practise and develop skills in grief counselling. Classes will be run on an experiential basis and include role-plays, group discussion and class presentations.

Credit Points: 12

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

1. Analyse and conceptually map the experience of grief and loss in adults, adolescents and children
2. Critique the models of grief responses;
3. Evaluate complex presentations of grief;
4. Assess presentation of grief, loss and trauma and formulate appropriate interactions.

Class Contact: Seminar 2.0 hrs

Required Reading: Thompson, N (2011) *Grief and its Challenges*. United Kingdom: Palgrave Macmillan. United Kingdom: Palgrave Macmillan.

Assessment: Case Study, Recorded counselling role-play, 40%. Essay, Literature review and treatment plan (1500 words), 40%. Review, Reflection of counselling demonstration (500 words), 20%.

APT5025 Individual Awareness

Locations: Footscray Nicholson, City Flinders.

Prerequisites: Nil.

Description: This unit of study will include: discovery of self:- investigation of fear of self-revelation and defence mechanisms; personality testing (Myer-Briggs); concept of individual growth; exploration of potentially difficult discussion topics including death and dying, suicide, sexual concerns including loss and sexual potency and/or organs, AIDS and safe sexual practices; rape, incest and violence; anger; depression; religion; cross-cultural issues and ethnic identity (may vary according to group). Format of classes includes group participation, basic introduction to group dynamics, building communication skills in the group, setting ground rules.

Credit Points: 12

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

1. To articulate how the self of the therapist influences the counselling relationship.
2. Appraise both the strengths that one brings to the role of counsellor and the areas for personal development
3. Formulate personal reflections on personal strengths and challenges for counselling work in small group and large group settings
4. Critically review and assess the role of one's personal history in the role of the counsellor.

Class Contact: Seminar 2.0 hrs

Required Reading: McLeod, J. & McLeod, J., (2014) *Personal and Professional Development for Counsellors, Psychotherapists and Mental Health Practitioners* Berkshire, UK: Open University Press

Assessment: Project, Johari Window - self reflective written assignment where students examine areas of themselves that impact on their counselling work (2000 words), Pass/Fail. Essay, Genogram - self reflective piece where students examine family history to gain an awareness of factors that impact counselling (3500 words), Pass/Fail. Journal, Journal of weekly reflections (1000 words), Pass/Fail.

APT5035 Theories and Techniques of Counselling

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will focus on an exploration of the theoretical issues and practical skills associated with a range of counselling paradigms. Person-centred, Gestalt, existential, behavioural, cognitive behavioural and psychodynamic theories will be addressed. Through role-plays and class activities, students will be encouraged to develop their own counselling skills and reflect on their personal development as counsellors.

Credit Points: 12

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

1. Analyse and assess the fundamental theory and intervention practices of therapeutic paradigms;
2. Critically review each paradigm of counselling;
3. Exhibit a foundation level of competence in the range of basic counselling skills, including appropriate use of engagement skills, open and closed questions, reflective listening, paraphrasing and summarising, clarifying and silence;
4. Formulate counselling based interventions for a range of presenting issues.

Class Contact: Seminar 2.0 hrs

Required Reading: Corey, G. 2012, 9th ed Theory and practice of counselling and psychotherapy Brooks/Cole, Pacific Grove.

Assessment: Essay, Essay reviewing two major schools of psychological intervention (1500 words), 50%. Assignment, Counselling demonstration and reflection (2000 words), 50%.

APT5037 Child and Adolescent: Theories and Techniques of Counselling

Locations: Footscray Nicholson, City Flinders.

Prerequisites: Nil.

Description: This unit will introduce students to the theory and practice of counselling children and adolescents. The unit will present the fundamental theories related to working with children and adolescents and present evidence-based interventions for working with this population. The use of case studies presented by students and staff will highlight the presentation and learning of the principles for best practice.

Credit Points: 12

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

1. Analyse and corroborate a variety of theoretical approaches to counselling.
2. Implement a range of basic counselling skills, including appropriate use of engagement skills, open and closed questions, reflective listening, paraphrasing and summarising, clarifying and silence.
3. Critically review a range of counselling based theories and techniques for working with children and adolescents.
4. Formulate on the implementation of appropriate theory and techniques for working with specific presenting problems exhibited by children and adolescents.

Class Contact: Seminar 2.0 hrs

Required Reading: Thompson, C. L., and Henderson, D. A., (2010) 8th Counselling Children USA: Cengage. Geldard, K., and Geldard D. (2014) 4th Counselling Children: A Practical Introduction London: Sage Publications

Assessment: Case Study, Recorded counselling role play and reflection (equivalent to 2500 words), 50%. Presentation, Class presentation on a theory of counselling and its application to a mental health issue (equivalent to 2000 words), 50%.

APT5060 Applied Techniques of Counselling

Locations: City Flinders.

Prerequisites: APT5035- Theories and Techniques of Counselling

Description: This unit of study will provide students with class supervised counselling practice in order to enhance their client attending skills and the skills of developing a client formulation. It will further provide students with information concerning various types of counselling sessions (intake, continuing and termination) and for responding

to various types of problems, use of video and audio equipment and supervised counselling practice.

Credit Points: 12

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

1. Analyse and corroborate applied counselling skills;
2. Formulate and evaluate counselling cases;
3. Investigate and conceptually map counselling strategies for a range of presenting problems;
4. To analyse a range of client presentations and how to work with them effectively
5. To critically reflect on one's personal experience and how this relates to practice as a counsellor.

Class Contact: Seminar 2.0 hrs

Required Reading: Brew, L. & Kottler, J.A. (2008) Applied Helping Skills: Transforming Lives Sage Publications Inc Geldard, D. and Geldard, K. (2012) 7th Basic Personal Counselling - A Training Manual for Counsellors Pearson Education Australia.

Assessment: Report, Video/audio and reflection (3500 words), 50%. Report, Reflective piece on observation of counselling session (3500 words), 50%.

APT5062 Child & Adolescent: Applied Techniques in Counselling

Locations: Footscray Nicholson.

Prerequisites: APT5037 - Child and Adolescent: Theories and Techniques of Counselling

Description: This unit of study will include child and adolescent assessment tools that are used in community and other settings. The tools are designed to detect commonly presenting problems and to assist students to recognise crisis situations. The crisis intervention techniques will be taught and practised, along with a number of other applied techniques suited to working with children and adolescents. The principles and practices of case management and working with systems and significant others will be covered.

Credit Points: 12

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

1. Analyse and corroborate applied counselling skills when working with children and adolescents;
2. Formulate and evaluate counselling cases involving children and adolescents;
3. Investigate and conceptually map counselling strategies for a range of presenting problems typically encountered when working with children and adolescents;
4. To analyse a range of client presentations and how to work with them effectively
5. To critically reflect on one's personal experience and how this relates to practice as a counsellor.

Class Contact: Seminar 2.0 hrs

Required Reading: Thompson, C.L., and Henderson, D.A., (2010) Counselling Children 8th USA: Cengage Geldard, K., and Geldard D. (2014) 4th Counselling Children: A Practical Introduction London: Sage Publications

Assessment: Videotaped role-play or in vivo intervention; Essay. Report, Video/audio and reflection (3500 words), 50%. Report, Reflective piece on observation of counselling session (3500 words), 50%.

APT5070 Social and Ethical Issues in Counselling

Locations: Footscray Nicholson, City Flinders.

Prerequisites: Nil.

Description: This unit of study will examine the social and ethical factors relevant to counselling. Factors to be considered include gender, ethnicity, class, occupation, and age. Implications of social context for counselling practice such as the assumptions that client and counsellor bring to counselling as a function of their social background, power relationships in the counsellor-client dyad, blaming the victim versus empowerment will also be addressed. The unit will also address ethical issues

in counselling, ethical principles and ethical dilemmas: the philosophical basis of ethical principles; client rights and responsibilities, counsellor rights and responsibilities and referrals from an ethical perspective.

Credit Points: 12

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

1. Appraise the ethical principles relevant to the client-counsellor relationship.
2. Critically review the impact of social context factors on the counselling process and counsellor decision-making and ethical stance.
3. Formulate and justify response to ethical dilemmas appropriately which may arise in counselling practice.
4. Plan and implement ethical decision-making in the assessment counselling work.

Class Contact: Seminar 2.0 hrs

Required Reading: Corey, G, Corey, M & Callanan, P. (2014) Issues and ethics in the helping professions Pacific Grove/Brooks Cole

Assessment: Presentation, Class presentation on an ethical dilemma (2000 words), 50%. Essay, Essay on the application of ethical principles to counselling work (4000 words), 50%.

APT5080 Cross-Cultural Issues in Counselling

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit of study aims to: improve cross-cultural counselling skills by both developing awareness of personal cultural position and that of others; facilitate a better understanding of others' ways of learning and communicating; improve ability to listen to the 'other' and awareness of the sociopolitical and economic context of people from diverse cultural backgrounds in contemporary Australia; and address specific issues in counselling that derive from the above. The unit explores issues of racism, social justice, bicultural history, refugee experience, survivors of torture, women's issues, Aboriginals and second generation Australians. It also discusses some of the Western contextual issues related to modernity, postmodernity and postcolonial views.

Credit Points: 12

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

1. Analyse and challenge their own values, cultural assumptions and cultural position;
2. Elucidate specific issues in counselling that arise from working with clients from culturally and linguistically diverse backgrounds;
3. Strategise and justify skills in dealing with cultural issues in counselling and
4. De-construct the social and cultural relevance of counselling in a multicultural society.

Class Contact: Seminar 2.0 hrs

Required Reading: Sue, D.W. & Sue, D. (2011). Counselling the culturally diverse California: Brooks/Cole.

Assessment: Essay, Theoretical essay on cross-cultural issues and counselling practice (3000 words), 50%. Presentation, Presentation on issues related to counselling individuals from a particular cultural background (equivalent to 2500 words), 50%.

APT5085 Practicum

Locations: Footscray Nicholson, City Flinders.

Prerequisites: APT5060 - Applied Techniques of Counselling APT5062 - Child & Adolescent: Applied Techniques in Counselling Either/ Or

Description: TBA

Credit Points: 12

Learning Outcomes: TBA

Class Contact: Five hours per week for two semesters comprising one two-hour group seminar and one three-hour outside placement.

Required Reading: TBA

Assessment: Assessment will be based on written assignments, journal materials and placement evaluations. Students must achieve a satisfactory grade on all assessment requirements to pass the unit. In addition the minimum 80% attendance requirement must be met. Note: Students must pass the practicum on their first attempt.

APT6000 Advanced Counselling Interventions

Locations: City Flinders.

Prerequisites: APT5060 - Applied Techniques of Counselling

Description: This unit of study is an advanced unit designed to develop students' knowledge of counselling theory and practice. The unit builds on the foundation units in the first year of the Master of Counselling (APT5035 and APT5060/5062) to further develop students' knowledge of core counselling skills, counselling assessment and the application of counselling with a range of more complex client presentations (including depression, sexual abuse, complex anxiety and relationship issues). The unit will utilise a range of teaching methods, including didactic instruction, in class activities, counselling role play and demonstration. It is anticipated that successful completion of the unit will equip students with the skills to work effectively with complex clients with complex presentations.

Credit Points: 12

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

1. Critically analyse and appraise the major psychological theories;
2. Conceptually map and adapt the application of psychological practice and relevant evidence based theories for/to complex presenting psychological issues;
3. Critically reflect upon a complex presenting issue and implement an evidence based psychological intervention; and
4. Critically review relevant literature related to a complex psychological issue.

Class Contact: Seminar 2.0 hrs

Required Reading: Emmerson, G. (2012) Advanced skills and interventions in therapeutic counselling CT, USA: Crown House Publishing Nathan, P.E., & Gorman, J.M. (2007) (3rd Ed) A guide to treatments that work NY, USA: Oxford University Press

Assessment: Essay, Review of literature related to the treatment of a complex presenting psychological issue (2000 words), 40%. Literature Review, Literature review related to the intervention of a specific complex psychological presenting issue (2000 words), 30%. Case Study, Submission of a 20 minute counselling role play., 30%. The total assessment word equivalence for this unit is approximately 7-8000 words.

APT6001 Practicum 1

Locations: Footscray Nicholson, City Flinders.

Prerequisites: APT5060 - Applied Techniques of Counselling APT5062 - Child & Adolescent: Applied Techniques in Counselling Either/ Or

Description: Practicum 1 is designed to orientate students to their practicum in a real world counselling setting. The unit will focus on introducing students to counselling case formulation and treatment planning, whilst educating students on factors important in establishing the supervisory relationship at their placement. The unit will address ethical issues in counselling, case note writing, and factors related to counselling assessment (such as the Mental Status Examination and the use of the family genogram). The unit will also introduce students to presenting real life clinical cases in a peer group environment and will introduce students to the practice of actively reflecting on their placement experiences.

Credit Points: 12

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

1. Formulate and implement learning goals relevant to their counselling placement

2. Reflect on counselling theory as it applies to counselling case practice. 3. Critically reflect on the research, ethical, and other frameworks relevant to their field placement practice 4. Analyse and critically review their placement organisation.

Class Contact:Seminar1.0 hrThe unit comprises a 60 hour placement.

Required Reading:Baird, B.N. 2014, The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions New Jersey/Prentice Hall

Assessment:Journal, Journal entries on theory, research and placement experiences (250 words each up to 2500 words), Pass/Fail. Case Study, Case report of client and presentation (1500 words), Pass/Fail. Other, Learning Goals Statement (200 words), Pass/Fail. Report, Agency Overview (1000 words), Pass/Fail.

APT6002 Practicum 2

Locations:Footscray Nicholson, City Flinders.

Prerequisites:APT6001 - Practicum 1

Description:This unit will extend the work completed in Practicum 1. The unit involves students continuing their placement in a real life counselling setting. Students will further develop their knowledge of counselling case formulation and treatment planning and ethical and legal issues in counselling. The unit will also allow students to actively reflect on their counselling work and further develop their experience of presenting case material in a peer group. The unit will assist students to enhance their knowledge of working with diversity, risks in counselling, self-care, and closing cases.

Credit Points: 12

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

1. Formulate and detail professional placement activities using relevant formats and protocols 2. Plan, implement, and evaluate professional learning relevant to their counselling placement 3. Critically reflect on counselling theory and research as it applies to counselling cases. 4. Critically reflect on ethical, legal and other frameworks relevant to their field placement practice

Class Contact:Seminar1.0 hrThe unit comprises a 60 hour placement.

Required Reading:Baird, B.N. 2014, The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions New Jersey/Prentice Hall

Assessment:Journal, Journal of critical reflection practices and protocols in placement (2500 words), Pass/Fail. Case Study, Case report of client and presentation (1500 words), Pass/Fail. Other, Professional Placement Goals (200 words), Pass/Fail. Other, Submission of signed log book detailing placement hours, Pass/Fail. Other, Successful evaluation from placement supervisor, Pass/Fail. .

APT6005 Counselling for Addictions

Locations:Footscray Nicholson, City Flinders.

Prerequisites:APT5060 - Applied Techniques of CounsellingAPT5062 - Child & Adolescent: Applied Techniques in CounsellingTo undertake this unit, students must have successfully completed either APT5060 - Applied Techniques of Counselling or APT5062 Child & Adolescent: Applied Techniques of Counselling.

Description:This unit of study is an advanced unit designed to develop students' knowledge when working with addictive behaviours. The unit builds on the foundation units in the first year of the Master of Counselling (APT5035: Theories and Techniques of Counselling and APT 5060/5062: Applied Techniques of Counselling/Applied Techniques of Counselling: Child and Adolescent) to further develop students' knowledge of working with addictions. The unit will assist students to work effectively with a range of addictive behaviours, including alcohol and other drugs, and gambling. The unit will assist students to develop skills in assessment related to addictive behaviours and relevant treatment modalities when working with this population. The unit will utilise range of teaching methods, including didactic

instruction, in class activities, counselling role play and demonstration. It is anticipated that successful completion of the unit will enable students the skills to work effectively with clients presenting with addictive/substance use disorders.

Credit Points: 12

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

1. Critically review the varying schools of psychological orientation and their approach to the assessment and treatment of addictions; 2. Investigate and critique the different types of addictive behaviours (AOD, Gambling) in a variety of contexts (ie cultural); 3. Evaluate treatment plans for a range of addictive behaviours; and 4. Implement and evaluate a treatment plan addressing a particular addictive behaviour.

Class Contact:Seminar2.0 hrs

Required Reading:Mignon, S. (2014) Substance Abuse Treatment: Options, Challenges, and Effectiveness. US: Springer

Assessment:Essay, Review of literature related to the treatment of addictive behaviour (3500 words), 50%. Case Study, Literature review and treatment plan addressing a mock client presenting with an substance use disorder/addictive behaviour (3500 words), 50%. The total assessment word equivalence for this unit is approximately 7-8000 words.

APT6006 Research Methods in Counselling

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit of study provides students with advanced knowledge and techniques in the design of research in the counselling field. The following topics will be explored: introduction to the nature and significance of competing paradigms and methodologies in the research process and the range of research methods used in social science research; application of qualitative and quantitative methods to the counselling field; critical analysis of the design, analysis and interpretation of research in the counselling field; critical examination of the literature in an area of interest in the counselling field; and the application of program evaluation in the counselling field. A parallel purpose of the unit is to provide students with the necessary skills to develop a program evaluation proposal for their thesis.

Credit Points: 12

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

1. Students will develop technical and theoretical knowledge of research paradigms and associated research design and methodologies. 2. Students will critically appraise the application of various quantitative and qualitative data collection and analysis methods in the context of program evaluation. 3. Students will independently undertake a review of the literature in a chosen area of relevance to the counselling field. They will critically analyse and synthesise the literature, identifying and responding to a problem of concern to the counselling field. They will articulate the outcome of the review in a formal report 4. Students will plan an intervention appropriate to the problem identified in their review of the literature 5. Students will design a methodology to evaluate an intervention and communicate their planned evaluation via a written program evaluation proposal.

Class Contact:Seminar2.0 hrs

Required Reading:Weekly readings to be advised by lecturer and provided via links to VU Collaborate.

Assessment:Literature Review, Review of literature in the counselling field, 35%. Thesis, Program and evaluation proposal, 35%. Test, Research methods test, 30%.

APT6008 Child and Family Development

Locations:Footscray Nicholson.

Prerequisites: Nil.

Description: This unit of study will include: a psychodynamic approach to child development; emotional milestones as the foundation of attachment; applying a developmental approach to problems in childhood and adolescence including depression, attention deficit disorder, and youth suicide; understanding the impact of separation loss and trauma on future generations; developing observational skills through direct infant observation.

Credit Points: 12

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

1. To critically reflect on child and family development in a philosophical, historical and cultural context
2. To analyse and corroborate family systems and factors which affect family functioning
3. To critically reflect on one's cultural background and life experience and how this relates to practice as a counsellor
4. To critically review factors shaping views of children and families and other presentations and how they interact

Class Contact: Seminar 2.0 hrs Plus two-day introductory workshop.

Required Reading: Harms, L. (2005) *Understanding Human Development: A multidimensional approach*. Oxford University Press, South Melbourne

Assessment: Essay, Theoretical essay on chosen topic (2000-2500 words), 50%. Report, Write-up of infant observations (1000-1500 words), 30%. Presentation, Class presentation of infant observation, 20%.

APT6010 Practicum 3

Locations: Footscray Nicholson, City Flinders.

Prerequisites: APT5060 - Applied Techniques of Counselling Completion of APT6001 Practicum 1 and APT6002 Practicum 2 is deemed equivalent to APT6010 Practicum 3.

Description: Practicum 3 is designed to orientate students to their practicum in a real world counselling setting. The unit will focus on introducing students to counselling case formulation and treatment planning, whilst educating students on factors important in establishing the supervisory relationship at their placement. The unit will address ethical issues in counselling, case note writing, and factors related to counselling assessment (such as the Mental Status Examination and the use of the family genogram). The unit will also introduce students to presenting real life clinical cases in a peer group environment and will introduce students to the practice of actively reflecting on their placement experiences.

Credit Points: 12

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

1. Formulate and implement learning goals relevant to their counselling placement
2. Critique counselling theory and practice as it applies to counselling cases.
3. Critically reflect on the theory, research, ethical, legal and other frameworks relevant to their field placement practice
4. Analyse and critically review their placement organisation.

Class Contact: Seminar 1.0 hr The unit comprises a 120 hour placement.

Required Reading: Baird, B.N. 2014, *The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions New Jersey/Prentice Hall*

Assessment: Journal, Journal entries on theory and placement observations (3000 words), Pass/Fail. Case Study, Case study of client (1500 words), Pass/Fail. Other, Learning Goals statement (200 words), Pass/Fail. Report, Agency Analysis and Report (1000 words), Pass/Fail.

APT6011 Practicum 4

Locations: Footscray Nicholson, City Flinders.

Prerequisites: APT6010 - Practicum 3

Description: Practicum 4 is designed to extend and draw together the knowledge and skills in real world counselling settings. The unit will consolidate the capacity to initiate and execute counselling case and treatment planning with a high level of autonomy. The unit will require students to report on, assess and make professional judgements about real world cases with a substantial level of knowledge on the protocols around the ethical, legal and practical issues, and the ability to consider and articulate the body of research behind their observations. Students will finalise the placement goals in extended case note writing.

Credit Points: 12

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

1. Investigate and report on professional placement cases using theoretical knowledge and protocols
2. Plan, implement, and evaluate professional learning relevant to their counselling placement
3. Critique counselling theory and research as it applies to counselling cases.
4. Critically reflect on ethical, legal and other frameworks relevant to their field placement practice

Class Contact: Tutorial 1.0 hr The unit comprises a 120 hour placement.

Required Reading: Baird, B.N. 2014, *The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions New Jersey/Prentice Hall*

Assessment: Journal, Journal of critical reflection placement experiences (3500 words), Pass/Fail. Case Study, Case report of client and presentation (1500 words), Pass/Fail. Other, Professional Placement Goals (200 words), Pass/Fail. Other, Submission of signed log book detailing placement hours, Pass/Fail. Other, Successful evaluation from placement supervisor, Pass/Fail. .

APT6012 Minor Thesis (Full-time)

Locations: Footscray Nicholson.

Prerequisites: APT6006 - Research Methods in Counselling

Description: This unit of study requires students to gain experience in researching and implementing a counselling research project. Students will be required to identify an area of counselling focus in their placement for which they will develop an evidence based treatment program. Students identify a target problem within the population where they are completing their counselling placement. and are then required to research the treatment approaches for this target problem. This involves researching evidence based/established treatment approaches. Based on the literature, students then develop a treatment program and then implement the program to the target group (usually over 4-6 weeks, although this will depend on what the literature recommends). Following implementing the program, students will write up an evaluation of changes in the target group as a result of the intervention. Based on this evaluation, students will discuss the implications and limitations of the program and recommendations for future treatment programs.

Credit Points: 48

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

1. Critically review the literature related to the counselling related intervention of a specified counselling based research problem;
2. Conceptually map a treatment program based around a defined research area;
3. Evaluate the implementation of an implemented treatment program; and
4. Analyse the implementation of the program and identify relevant implications and limitations.

Class Contact: The unit involves a combination of class contact hours (6, 2 hour classes per semester for two semesters) and individual meetings with teaching staff (12 hours per semester for two semesters).

Required Reading: N/A

Assessment: Thesis, Minor Thesis (10,000 - 15,000 words), 100%. The successful completion of APT6013 Minor Thesis (Part A) and the successful completion of

APT6013 Minor Thesis (Part B) are deemed to be equivalent of a Minor Thesis of approximately 10,000 - 15,000 words.

APT6013 Minor Thesis (Part A)

Locations: Footscray Nicholson.

Prerequisites: APT6006 - Research Methods in Counselling

Description: This unit of study requires students to gain experience in researching and implementing a counselling research project. Students will be required to identify an area of counselling focus in their placement for which they will develop an evidence based treatment program. Students identify a target problem within the population where they are completing their counselling placement, and are then required to research the treatment approaches for this target problem. This involves researching evidence based/established treatment approaches. Based on the literature, students then develop a treatment program, and then implement the program to the target group (usually over 4-6 weeks, although this will depend on what the literature recommends). Following implementing the program, students will write up an evaluation of changes in the target group as a result of the intervention. Based on this evaluation, students will discuss the implications and limitations of the program and recommendations for future treatment programs.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Critically review the literature related to the counselling related intervention of a specified counselling based research problem;
2. Conceptually map a treatment program based around a defined research area;
3. Evaluate the implementation of an implemented treatment program; and
4. Analyse the implementation of the program and identify relevant implications and limitations.

Class Contact: The unit involves a combination of class contact hours (6, 2 hour classes per semester for two semesters) and individual meetings with teaching staff (12 hours per semester for two semesters).

Required Reading: N/A

Assessment: Thesis, Minor Thesis (10,000 - 15,000 words), 100%. The successful completion of APT6013 Minor Thesis (Part A) and the successful completion of APT6013 Minor Thesis (Part B) are deemed to be equivalent of a Minor Thesis of approximately 10,000 - 15,000 words.

APT6014 Minor Thesis (Part B)

Locations: Footscray Nicholson.

Prerequisites: APT6006 - Research Methods in Counselling

Description: This unit of study requires students to gain experience in researching and implementing a counselling research project. Students will be required to identify an area of counselling focus in their placement for which they will develop an evidence based treatment program. Students identify a target problem within the population where they are completing their counselling placement, and are then required to research the treatment approaches for this target problem. This involves researching evidence based/established treatment approaches. Based on the literature, students then develop a treatment program, and then implement the program to the target group (usually over 4-6 weeks, although this will depend on what the literature recommends). Following implementing the program, students will write up an evaluation of changes in the target group as a result of the intervention. Based on this evaluation, students will discuss the implications and limitations of the program and recommendations for future treatment programs.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Critically review the literature related to the counselling related intervention of a

specified counselling based research problem;
2. Conceptually map a treatment program based around a defined research area;
3. Evaluate the implementation of an implemented treatment program; and
4. Analyse the implementation of the program and identify relevant implications and limitations.

Class Contact: Tutorial 2.0 hrs The unit involves a combination of class contact hours (6, 2 hour classes per semester for two semesters) and individual meetings with teaching staff (12 hours per semester for two semesters).

Required Reading: N/A

Assessment: Thesis, Minor Thesis (10,000 - 15,000 words), 100%. The successful completion of APT6013 Minor Thesis (Part B) and the successful completion of APT6013 Minor Thesis (Part A) are deemed to be equivalent of a Minor Thesis of approximately 10,000 - 15,000 words.

APU6008 Thesis 1

Locations: St Abans.

Prerequisites: APU6005 - Psychoanalysis and Culture

Description: In this unit of study, students work under individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the subject matter of the minor thesis.

Credit Points: 16

Class Contact: One 90-minute individual supervision per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Report, Report on progress of research project, 100%.

APU6010 Thesis II

Locations: St Abans.

Prerequisites: Nil.

Description: This unit of study will include final development and completion of the individual research project and writing up of the research thesis.

Credit Points: 16

Class Contact: One 90-minute individual supervision per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Research thesis of approximately 15,000 words to be examined by two independent external examiners 100%.

ASA1023 Community Development from the Local to the Global

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit introduces students to the theories and practices of community development. The unit begins with a discussion of the concept of community and the nature of community development work. The unit introduces the historical emergence and evolution of community development, both in Australia and globally. These include United Nations, Western models and Third World models. It also aims to familiarise students with existing and emerging linkages between community development and action at local, regional, national and global levels. As conjunction with this, students are introduced to issues and methods of research as a way to explore and analyse community development models.

Credit Points: 12

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

1. Substantiate recommendations and conclusions by locating and synthesising findings from a range of relevant research literatures;
2. Propose contextually relevant responses to unpredictable problems and/or management requirements clearly and succinctly through an oral presentation; and
3. Communicate effectively with people whose culture is very different from their own to research community development models determined to be the most relevant to their own

background experience or their work with communities.

Class Contact:Lecture2.0 hrsTutorial2.0 hrs

Required Reading:Horman, M,S (2014) 5th edition Promoting community change: Making it happen in the real world Belmont, CA: Brooks/Cole Ife, J. (2013) Community development in an uncertain world French's Forest: Pearson Education

Assessment:. Presentation, Team oral presentation of development trends. Submission of summary (500 word), 30%. Assignment, Review one community development book (1,000 words), 25%. Essay, Write a portfolio to demonstrate reflective practice on theories and practices introduced in this unit (1,500 words), 45%. 3000 total effective words.

ASA1024 Applied Human Rights

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit introduces students to human rights theories and models, and to the applicability of these models in diverse social and cultural contexts. The unit begins with an examination of international conventions and covenants on human rights, particularly those from the United Nations. These include specific covenants on social, educational, employment rights and rights of women, minorities and children. Framing this unit is an analysis of the applicability of these models in given situations, and the social and political dimensions associated with these discourses of human rights.

Credit Points: 12

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

1. Identify a knowledge of the major human rights instruments in use internationally;
2. Critically analyse the role played by power and politics in the international and national governance of human rights;
3. Assess the role played by civil society in the development of international human rights instruments and in their use today; and
4. Probe the applicability of human rights discourses in diverse social and cultural contexts.

Class Contact:Lecture2.0 hrsTutorial1.0 hr

Required Reading:Reading pack available and online materials provided.

Assessment:Journal, Weekly journal for 4 weeks (200 words each), 30%. Presentation, Seminar presentation based on weekly topic, 30%. Essay, Final essay critically analysing the theoretical concepts as relating to empirical context (1500 words), 40%.

ASA2005 Re-Imaging Community

Locations:Footscray Park.

Prerequisites:Nil.

Description:The aim of this unit is to critically appraise concepts of 'community' in relation to both theoretical debates and studies of specific communities. Students critique recent literature on the meaning of community whilst referring back to some of the seminal works in community studies. Students will study and appraise certain communities and in this there is particular focus on the western region of Melbourne. This is used as a site to interrogate global and local communities.

Credit Points: 12

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

1. Interrogate the theoretical basis of the concept of 'community';
2. Evaluate these theoretical perspectives through a close analysis of case studies; and
3. Cite, discuss and analyse current issues relating to social and cultural diversity as they relate to the concept of community.

Class Contact:Lecture1.0 hrSeminar1.0 hr

Required Reading:Reading pack available

Assessment:Project, Profile of a community development site, 30%. Case Study, Written case study of a community drawing on three interviews which are related back to the concepts examined in the unit, 20%. Essay, Essay discussing key concepts in the unit, 50%. Total effective word limit 3000 words.

ASA2024 Social Movements, Social Actions

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit of study aims to introduce students to theory and practice of non government organisations. Non government organisations include trade union, environmental, peace, and women's movements as well as movements for self-determination, social justice, fair trade, human rights and many others. The unit will evaluate and critique a variety of practical strategies for implementing social action and social change. The relationship between social movements and social change will be explored, along with an examination of the development of a number of social movements and an assessment of their impact on societies.

Credit Points: 12

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

1. Identify the social, economic, environmental and political circumstances that give rise to social movements and social actions;
2. Evaluate current discussions and debates with respect to social movements; and
3. Critically review the plurality of approaches that have been adopted by social movements.

Class Contact:Seminar2.0 hrs

Required Reading:Reading pack available

Assessment:Other, Weekly journal reflecting on weekly reading (500 words), 25%. Essay, Research essay which evaluates a key social movement organisation (1000 words), 35%. Essay, Theoretical essay critically reviewing social movement approaches (1500 words), 40%. Effective word limit 3000 words.

ASA2025 Transnational Social Movements

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit of study aims to critically examine the increasing significance and reach of non-party political formations such as the global justice movement, civil society organisations and transnational environmental, peace, human rights and feminist movements. It focuses on new modes of mobilisation and questions of how to understand different forms of collective protest action that are emerging today. The role of the internet and social networks will be a key focus of analysis. The unit aims to introduce students to the most recent literature on social movement theory and to explore the relationship between transnational social movements and globalisation. The unit also includes specific case study material each week, ranging from the Occupy movement, the Arab Spring and global movements against the trafficking of women.

Credit Points: 12

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

1. Identify the social, economic, environmental and political circumstances that give rise to social movements and social actions;
2. Evaluate current discussions and debates with respect to social movements;
3. Critically review the plurality of approaches that have been adopted by social movements; and
4. Exhibit advanced analytical, research and report writing skills.

Class Contact:Lecture1.0 hrTutorial1.0 hr

Required Reading:Reading pack available

Assessment:Case Study, Micro-case study report (500 words), 25%. Essay, Research essay which evaluates a key social movement organisation (1500 words), 35%.

Examination, Take home exam: essay critically reviewing social movement approaches (1000 words), 40%. Effective word limit 3000 words.

ASA2030 Regional and International Organisations and Policy

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, it begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nation's policies. It examines: the UN General Assembly; Security Council and Economic and Social Council (ECOCOC) together with some specialised agencies; the International Labour Organisation (ILO); United Nations Cultural, Educational and Scientific Organisation (UNESCO); Food and Agriculture Organisation (FAO); and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. The impact of the Cold War and its demise, and the impact of globalisation on the ability of international organisations to achieve their goals are major themes. The United Nations Development Program (UNDP), the United Nations Fund for Women (UNIFEM), the UN High Commissioner for Refugees (UNHCR), The World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trading Organisation (WTO). Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Describe the institutions of the international community, when they were founded and the conditions that led to their emergence;
2. Demonstrate understanding of the Declaration, Convention, Treaty or Security Council Resolution which are relevant to NGOs and community groups and be able to demonstrate how they may be used to hold nation states accountable;
3. Identify how International Civil Society has been able to both move the policies of international organisations and benefit from the changes that have been brought about; and
4. Examine the different roles of global organisations, such as the UN system and regional bodies in Africa, Asia, the Pacific and Latin America.

Class Contact:Seminar 2.0 hrs

Required Reading:Black, M, 2008, *The no-nonsense guide to the United Nations*, London: Verso, New Internationalist. Korten, D 1998, *Globalizing civil society: reclaiming our right to power*, New York: Seven Stories Press. Evans, G & Newnham, J 1998, *Dictionary of international relations*, London: Penguin.

Assessment:Review, Book Review (1,000 words), 25%. Presentation, Tutorial presentation (500 words), 35%. Essay, Research essay (1,500 words), 40%.

ASA2033 Management in Non-Government Organisations

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change. These range from service-providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses.

The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management.

Credit Points: 12

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

1. Conceptualise and contextualise how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies;
2. Determine the theoretical perspectives informing organisational development and apply it to scenarios in class exercises;
3. Articulate the difference between governance and management of an organisation;
4. Work with others in organising a small event; and
5. Exhibit appropriate community development skills that are informed by theory to develop a professional management style.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Reading pack to be advised by lecturer.

Assessment:Exercise, Simulated work activity (500 words), 25%. Presentation, Class presentation or training session (500 words), 25%. Project, Research project (2,000 words), 50%.

ASA2034 Project Design and Implementation

Locations:Footscray Park.

Prerequisites:Nil.

Description:The unit introduces students to concepts and practices in development and social change projects and programmes. Given the centrality of community participation in sustained development, the unit draws on evolving participatory practices used by the not-for-profits sector and other agencies to engage communities in the whole project cycle, including decision making, implementation and monitoring, and evaluation. The main thrust of this unit is to enable students at the end of the study to design a project.

Credit Points: 12

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

1. Assess models of project design;
2. Investigate and defend the need for, and applicability of, a certain project proposal in a specific social and cultural context; and
3. Construct a rigorous project proposal.

Class Contact:Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading:Reading pack available

Assessment:Research Paper, Develop a rationale for a particular project based on a literature review, 30%. Report, Plan and summary of proposed project, 20%. Project, Complete proposal for a specified project, 50%.

ASA3001 Community-Based Practice and Research

Locations:Footscray Park.

Prerequisites:Students must have completed: ASA2034 OR ASA3024 Given the centrality of evidence gathering involved in designing community and international development projects and programs, the unit Project Design Implementation Monitoring and Evaluation has many crossovers with social inquiry. As such this capstone unit will be drawing insights from the pre-requisite unit.

Description:This unit offers learners the opportunity to demonstrate reflective practice as well as selectively and purposively draw on theories, knowledge, skills, and practices learned during the course. The previously developed knowledge, skill and capacity will be called upon to devise, under supervision, evidence-based interventions to real-world problems in a community-based placement. As such, learners will be introduced to a variety of approaches of social inquiry in preparation for carrying out substantive agency inquiry projects that they will be assigned in a professional and timely manner. The Community Development Fieldwork Coordinator

will ensure students prepare for and commence a 96 hour placement early in the semester to allow time for matching of social inquiry approaches to projects they will be assigned in the supervising agency.

Credit Points: 12

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

1. Adopt a range of social inquiry approaches to a community development context, demonstrating initiative and judgement in planning, problem solving and decision making in professional practice and scholarship;
2. Exhibit creativity, critical thinking and judgment in identifying and solving problems whilst developing a research proposal in relation to specified community issues within the placement agency;
3. Exhibit systematic ethical practice in the design of social research and Community Development interventions; and
4. Demonstrate reflexive practice in relation to assessing problems and implementing interventions in the community or workplace.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: The texts below provide important basic principles, practices and approaches. However, learners are encouraged to spend time in the VU library reading relevant journal articles which describe social inquiry studies by experienced practitioners and theory builders which learners may adapt. Use of the Borderlands Cooperative library is also encouraged. O'Leary, Z. (2014) 2nd edition *The Essential Guide to Doing Your Research Project* Los Angeles: SAGE O'Leary, Z. (2005) *Researching Real-World Problems: A Guide to Methods of Inquiry* Los Angeles: SAGE Laws, S. et al (2013) 2nd edition *Research for Development: A Practical guide* Los Angeles: SAGE

Assessment: This unit comprises four (4) pieces of assessment. Class exercises in developing data collection tools and a comparative social inquiry paper will each contribute to the final summative assessment piece, the Project Proposal, in a scaffolded process in learner development. The Placement Portfolio includes a reflective journal and community and/or work-related experiences report presented as a continuous piece of assessment. Although it is assessed in semester 1, because placement may continue to semester 2 to finalise work with agencies, the keeping of the Placement Portfolio continues to the close of the placement. The portfolio is continued in the unit following (ASA3002) but this second half of the portfolio is assessed separately in ASA3002. Project, Present the Project Proposal (1000 words), 40%. Exercise, Class exercises developing tools and methods for data collection (approximately 500 words), 10%. Essay, Comparative social inquiry approaches paper to build up to the project proposal (approximately 800 words), 20%. Portfolio, Placement portfolio including a reflective journal on agency experience (approximately 1000 words)., 30%.

ASA3002 Managing and Reporting Community-Based Research

Locations: Footscray Park.

Prerequisites: Students must have completed: ASC3005 Research and Fieldwork 3 OR ASA3001 Community-Based Practice and Research

Description: In this unit learners will be engaged in practices of collecting and managing data. Learners will undertake research analysis relevant to the research approaches and the projects they will be working on, that have been developed in the pre-requisite research unit. As final outputs of their projects, learners will craft research project reports and other relevant outputs. In addition, under supervision, learners will devise ways to promote their research uptake in the community and the field. These exercises will involve a record of reflective learning practice with the supervising agency. To this end, learners will continue to keep a reflective journal until placement and the research project have concluded.

Credit Points: 12

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

1. Analyse data collected and qualify, interpret, or/and quantify with a view to drawing conclusions from available evidence;
2. Disseminate research findings to various audiences in writing and orally;
3. Exhibit systematic ethical practice in managing placement and social research data analysis and reporting; and
4. Critically reflect on their placement and research experience in their contexts to improve practice.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs Plus a community-based practice placement totalling 96 hours in an agency.

Required Reading: The following texts provide a breadth of theoretical approaches and practices in Community Development research and promotion of research uptake strategies. However, learners are expected to read relevant journals and access relevant websites that provide a wealth of information in Community and International Development sectors O'Leary, Z. 2014 2nd edn, *The Essential Guide to Doing your Research Project* SAGE, Los Angeles Laws, S. et al. 2013 2nd edn. *Research for Development: A Practical Guide* SAGE, Los Angeles

Assessment: The unit of study requires four assessment pieces from the student. The Project report offers the learner opportunity to demonstrate grasp of learnings and diverse communicative practices. This is complemented by the oral symposium presentation exemplifying Community Development workplace communicative practices. The Placement Portfolio offers learners the opportunity to exhibit workplace capabilities, including the placement supervisors assessment of their practice. The Postcards website uploads from their reflective journals and other multimedia artefacts afford the learners demonstrable practice in research uptake promotional strategies. Presentation, Oral presentation at CD symposium, 10%. Portfolio, Placement portfolio, including reflective journal and placement supervisor, 40%. ICT (Wiki, Web sites), Upload to 'Postcards' website part of reflective journal, 10%. Report, Project report for the agency submitted to Placement Agency Supervisor as project output, and VU Study Unit Coordinator for assessment, 40%.

ASA3003 Re-Imagining Community

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit is to critically appraise concepts of 'community' in relation to both theoretical debates and studies of specific communities. Students critique recent literature on the meaning of community whilst referring back to some of the seminal works in community studies. Students will study and appraise certain communities and in this there is particular focus on the western region of Melbourne. This is used as a site to interrogate global and local communities.

Credit Points: 12

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

1. Interrogate the theoretical basis of the concept of 'community';
2. Evaluate these theoretical perspectives through a close analysis of case studies; and
3. Cite, discuss and analyse current issues relating to social and cultural diversity as they relate to the concept of community.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Reading pack available

Assessment: Project, Profile of a community development site, 30%. Case Study, Written case study of a community drawing on three interviews which are related back to the concepts examined in the unit, 20%. Essay, Essay discussing key concepts in the unit, 50%. Total effective word limit 3000 words.

ASA3023 Theory and Practice of International Development

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: The major aim of this unit of study is to interrogate the central theoretical issues around the concept of 'international development' and practical issues of 'development' today. The unit analyses the major theoretical perspectives in international development and appraises the applicability of these theoretical perspectives in the global South today. As well as these conceptual issues, the unit investigates key issues in development today. It considers formal and informal decision making at local, national and global levels, and the approaches to development taken by individuals, groups, organisations and nation-states.

Credit Points: 12

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

1. Analyse the major theoretical frameworks of international development and distinguish the key differences between these frameworks; 2. Evaluate the applicability of these theoretical frameworks today; and 3. Appraise the role of key actors in international development, including nation-states, non-government organisations and intergovernmental organisations.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Reading pack available

Assessment: Journal, Tutorial presentation and report, 25%. Examination, Take home short answer exam reflecting on the key theoretical approaches in international development, 30%. Essay, Essay based on the key concepts and themes analysed in the unit, 45%. Total effective word limit 3000 words.

ASA3024 Project Design and Implementation

Locations: Footscray Park.

Prerequisites: Nil.

Description: The unit introduces students to concepts and practices in development and social change projects and programmes. Given the centrality of community participation in sustained development, the unit draws on evolving participatory practices used by the not-for-profits sector and other agencies to engage communities in the whole project cycle, including decision making, implementation and monitoring, and evaluation. The main thrust of this unit is to enable students at the end of the study to design a project.

Credit Points: 12

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

1. Assess models of project design; 2. Investigate and defend the need for, and applicability of, a certain project proposal in a specific social and cultural context; and 3. Construct a rigorous project proposal.

Class Contact: Two hour lecture and one hour seminar per week

Required Reading: Reading pack available

Assessment: Research Paper, Develop a rationale for a particular project based on a literature review, 30%. Report, Plan and summary of proposed project, 20%. Project, Complete proposal for a specified project, 50%.

ASA5001 Community Development: Theory and Practice

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit critically examines various community development perspectives. The focus is on understanding the context of international development and sharing practical skills and responses to these contexts. Students will critique how they understand their own location and how their views have been shaped by the dominant economic paradigm. The unit focuses also on various development

frameworks and their stance regarding environmental sustainability, equality and human rights. Further, the unit engages learners in a self-critique as global players in development and social change and/or contributors towards environmental degradation. Students interrogate practices in poverty reduction, marginalisation, community organisation and conscientisation, to develop clarity of their own praxis.

Credit Points: 12

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

1. Critically comprehend and reflect on the key principles of community development; 2. Conceptually map theoretical knowledge and professional practice of community development in local and global contexts; 3. Analyse and 'problematise' contemporary development-related issues; and 4. Critically evaluate the roles of culture in the context of development.

Class Contact: Seminar 2.0 hrs

Required Reading: Ife, J 2010, Human Rights and Below: Achieving rights through community development, UK & Aust, Cambridge University Press. Edwards, M & Gaventa, J (eds) 2001, Global citizen action, Earthscan, London. Lechner, F & Boli, J 2011, 4th ed The globalization reader Blackwell, Oxford. Falk, R 1999 Predatory globalisation: a critique Polity Press, Cambridge.

Assessment: Journal, Weekly reflections on topic covered in previous lecture. Students can focus on one or more ideas, 40%. Review, A review of one of the books in the course study guide., 20%. Essay, Option 1: Essay on one of the suggested topics. Option 2: Literature review that will lead to the thesis., 40%. Minimum effective word limit 6000 words. Item Learning Outcome Graduate Capability
Journal LO1,2,3,4 GC 2,3,4 Review LO 2,4 GC 2,3,4,6 Essay
LO 1,2,3,4 GC 1,2,3,4,5 .

ASA5002 Community Development: Project Planning and Management

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study focuses on project planning and design for community development work in a development setting. The principles of project design are examined and debated in relation to their role and application to international community development work. Students will investigate and selectively apply methodologies and techniques used in project work and its evaluation. Particular emphasis will be placed on participatory approaches such as Participatory Rural Appraisal (PRA), and the impact of gender on outcomes and development strategies. Students will critically review culturally relevant project monitoring, reporting and evaluation methodologies.

Credit Points: 12

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

1. Interrogate the central theoretical aspects of community development project design, implementation and evaluation, and exemplify contextualised practical application; 2. Critically investigate and evaluate the successfulness and sustainability of community development projects; 3. Creatively design, implement and monitor community action plans, strategies and projects that would contribute to professional practice; and 4. Cogently advocate recommendations through corroborating evidence to a variety of audiences.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Phillips, R. and Pittman, R. 2009 Measuring progress: Community indicators, best practices and benchmarking. In Phillips, R & R.H. Pittman, An Introduction to Community Development, London: Routledge. Bamberger, M. et al, 2010, Using Mixed Methods in Monitoring and Evaluation: Experiences from International Development, World Bank Ledwith, M & Springett, J 2010, Participatory practice: community-based action for transformative change, Bristol, UK:

Policy Press.

Assessment: Assignment, Conduct a situational analysis of a community project, 35%. Project, Project proposal: it involves evaluating and designing of a community project, budgeting and timeline, 50%. Presentation, Presentation of situation analysis and new project that could address the community problems., 15%. Minimum effective word limit 6000 words.

ASA5003 HIV/Aids and International Development

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit critically analyses the issues surrounding HIV/AIDS in international development. Students interrogate debates about different community strategies to address HIV/AIDS in an international development context. Interrogations are framed into four areas: HIV/AIDS introduction; regional contextualisation; minorities; and strategies to combat the spread of HIV/AIDS.

Credit Points: 12

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

1. Deconstruct the background and issues surrounding HIV/AIDS in different contexts and conceptually map impacts and influences of these issues;
2. Critically review and assess the impact of HIV/AIDS on international community development practices;
3. Evaluate strategies used to control the spread of HIV/AIDS worldwide;
4. Collaborate with students from a variety of backgrounds in a team environment demonstrating a high level of personal autonomy and accountability in achieving group outcomes and recognition of the roles of culture, values and dispositions in affecting achievement of goals;
5. Demonstrate strategies to initiate and mobilise partnership-based responses to important, complex and unpredictable problems through the study of real case studies of international community development issues;
6. Exhibit creative and technical practical professional skills and justify the strategy adopted with reference to specified briefs; and
7. Persuasively advocate their professional judgments and recommendations in both written and oral form to a variety of specialist and non-specialist audiences.

Required Reading: Pisani, E 2009, *The wisdom of whores: bureaucrats, brothels, and the business of AIDS*, New York: WW Norton & Co. Airhihenbuwa, CO 1995, *Health and culture: beyond the western paradigm*, Thousand Oaks: Sage Publishers. Butt, L & Eves, R (eds) 2008, *Making sense of AIDS: culture, sexuality and power in Melanesia*, Honolulu: University of Hawaii Press.

Assessment: ICT (Wiki, Web sites), Online reflections posted on WebCT, 25%. Review, Book review, 25%. Presentation, Country or issue portfolio and end-of-year conference presentation, 50%. Total effective word limit 7000 words. Item Learning Outcome Graduate Capability ICT (Wiki, Web sites) LO 1, 2, 3, 6, 7 GC 1, 2, 3, 4, 6 Review LO 1, 2 GC 2, 3, 4, 6 Presentation LO 1, 2, 3, 4, 5, 6, 7 GC 1, 3, 4, 5, 6.

ASA5004 Engaging Communities for Sustainability

Locations: Footscray Park, City Flinders, St Albans.

Prerequisites: Nil.

Description: The key focus of this unit is to skill and empower participants to work with communities in a variety of contexts to achieve effective learning and action for sustainability. The unit covers the range of key sustainability issues important for communities, at local and international levels, including reducing impacts on water, waste, greenhouse gas production and biodiversity. Students will learn the most up-to-date methods for engaging communities to achieve productive, equitable and effective change for sustainability. Further, the unit emphasises developing appropriate approaches to community sustainability, given the diversity of contexts

and challenges and interconnections between community development issues. Students will engage in a practical community and sustainability project or a critical investigation of a project aiming to assess how holistically it considered issues of sustainability.

Credit Points: 12

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

1. Derive a multi-dimensional definition of what community sustainability is and why and how it is important to a particular group and its wider community;
2. Interpret theoretical propositions to commentate upon examples illustrating how communities are responding to the challenges of living sustainably;
3. Innovate with social media and other technology towards sustainability action and networking;
4. Contextualise knowledge of community sustainability to issues and opportunities for action in a practical arena, using good practice engagement for sustainability approaches; and
5. Investigate and analyse or evaluate small-scale community sustainability initiatives.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: CSIRO 2008, *People, property and places: impacts of climate change on human settlements in the western port region*, Melbourne: Western Port Greenhouse Alliance. Hopkins, R 2008, *The transition handbook: from oil dependency to local resilience*, London, UK: Green Books. Robinson, L & Glanznig, A 2003, *Enabling ecoaction. A handbook for anyone working with the public on conservation*, Sydney, Australia: Humane Society International, in association with World Wildlife Fund and World Conservation Union. Wiseman, J & Edwards, T 2010, *Liveable and just. A toolkit for local government to address the social and equity impacts of climate change*, Melbourne, Australia: McCaughey Centre, VicHealth Centre for the Promotion of Mental Health and Community Wellbeing. Maximum total word limit of 7000 across four assignments.

Assessment: Other, Critical assessment of key international environmental summits and agreements, 20%. Assignment, Reporting on experience of a community for sustainability using social media or interactive media, 40%. Practicum, collaboratively write a proposal to improve a community for sustainability Collaboratively investigate holistic considerations in urban renewal projects, 40%. Total effective word limit 7000 words. Item Learning Outcome Graduate Capability Critical Assessment LO 1, 2, GC 2, 3, 4, 5 Practicum LO 4, 5 GC 1, 2, 3, 5 Assignment LO 2, 3, 4, 5 GC 1, 2, 3, 4, 5.

ASA5007 Latin America: Roots and Radicalism

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Latin American region has produced a dynamic array of radical, local and indigenous responses to its historic, economic and political circumstances. The unit explores major issues in Latin America's historical and contemporary formation, including pre-Hispanic cultures, nation-building and the roots of socialism throughout the 20th century, and contemporary responses to the increasingly transnational world of the early 21st century. The unit is designed to explore the racial, class-based and gendered responses that emerged out of the region's colonial and pre-colonial past, and to contextualise these responses within the broader regional and global environments. The unit also explores popular mobilisation against neo-colonial social hierarchies, focusing particularly on indigenous and localised responses. The unit emphasises Latin America's significant contribution to community development thought and practice, paying particular attention to various theory builders and practitioners in the region and their contribution to development as a multidisciplinary field.

Credit Points: 12

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

1. Distinguish between different countries and regions within Latin America, as well as identify salient points in their historic, cultural, economic and political development;
2. Critically appraise key concepts associated with the development of Latin American societies and their integration with the rest of the world;
3. Conceptually map/deconstruct/elucidate/investigate the complex relationships between local level developments and transnational processes;
4. Develop skills to research and evaluate a diversity of sources from and about Latin America, including print and multimedia, academic publications, web pages, song lyrics, and film - as well as identify the various perspectives reflected; and
5. Critically evaluate cases of development and social change within the region, as well as Latin American responses to globalisation and internal change.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Guardiola-Rivera, O 2010, 'The solution to all our problems' in What if Latin America ruled the world? How the south will take the north through the 21st century, New York: Bloomsbury Press Panizza, F 2009, Contemporary Latin America: development and democracy beyond the Washington consensus, London: Zed Books

Assessment: Review, Reflective review paper, 30%. Presentation, Class presentation, 30%. Essay, Research essay, 40%. Minimum effective word limit 7000 words.

ASA5008 Peace, Violence and Conflict

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to examine the relationship between peace, violence and conflict in theoretical contexts with a view to better understanding the causes and consequences of ethno-political conflicts and developing strategies for intervention. Students will read and examine current issues and researches from psychology, sociology, politics and international studies perspectives. Students will explore the notions of peace and power, and examine different peacemaking and reconciliation processes. Students will study conflict theory and responses to conflict in a variety of contexts. These include use of language, awareness of own identity and understanding of different cultural values in conflict and its resolution. The unit examines a range of peacebuilding strategies, starting from the interpersonal level and progressing to community, regional and international levels.

Credit Points: 12

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

1. Conceptually map some key theoretical and practical frameworks on peace, violence and conflict;
2. Deconstruct structural, systemic, psychosocial and political violence and conflict;
3. Critically review peacemaking, peace building, peacekeeping and reconciliation processes;
4. Interpret and hypothesise the cultural implications of peacemaking and alternative dispute resolution;
5. Review different forms of peace education in Australia and other countries;
6. Critically evaluate, create and apply socially responsible strategies to address identified problems;
7. Critical reflect on their own learning; and
8. Cogently advocate recommendations through corroborating evidence to a variety of audiences.

Required Reading: Lebaron, M & Pillay, V 2006 Conflict across cultures: a unique experience of bridging differences Boston: Nicholas Brealey Publishing. Christie, DJ, Wagner, RV & Winter, DND 2001 Peace, violence and conflict: peace psychology for the 21st century London: Prentice-Hall International.

Assessment: Journal, Reflective Journal on selected topics discussed in the classes or from core readings, 30%. Workshop, Participation in non-violent actions simulation, 30%. Essay, Essay based on allocated essay topics, 40%. Total effective word limit

7000 words. Journal LO 2, 3, 4, 5, 7 GC 2, 3, 4, 6 Workshop LO 1, 2, 3, 4, 6, 7, 8 GC 1, 4, 5, 6 Essay LO 1, 2, 3, 4, 6, 8 GC 2, 3, 6.

ASA5010 Transnational Gender Issues and Human Rights

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores how gender is deeply embedded in the ways we define our worlds and act within it; how our bodies are regulated and surveilled according to this dimension; hence how power enters into both the enhancement and suppression of capabilities through definitions of gendered bodies and their interactions and intersections. The gendered dimension is considered from a global perspective through the lens of human rights and how the latter attempt to intersect some traditional modes of gendered identities and interactions by injecting questions about opportunities and outcomes of a social, political, economic or cultural nature. All of this is then disseminated and applied to the work of development and community development.

Credit Points: 12

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

1. Critique key gender issues in a global context;
2. Apply the concept of human rights to a particular gender issue and evaluate its impact through a justified theoretical framework;
3. Decode/debate/interpret/validate some of the features of transnational human rights networks and their advocacy around gender;
4. Critically evaluate debates about the contradictory impact of globalisation on gender relations; and
5. Cross-examine transgender issues as they arise in an organisational setting highlighting an individual's responsibilities within the workings of local and global communities.

Class Contact: Seminar 2.0 hrs

Required Reading: Krook, M & Childs, S 2010 Women, gender and politics: a reader New York: Oxford University Press. Bales, K & Soodalter, R 2009 The slave next door: human trafficking and slavery in America today Berkeley: University of California Press.

Assessment: Review, Reflective review paper on gender and human rights, 30%. Presentation, Group presentation on allocated weekly topic focused in the class, 30%. Essay, Write an essay based on one of the allocated five topics, 40%. Minimum effective word limit 7000 words. Review LO 1, 2, 3, 4, 5 GC 2, 3, 4, 6 Presentation LO 1, 2, 4, 5 GC 1, 2, 3, 4, 5, 6 Essay LO 1, 2, 3, 4, 5 GC 1, 2, 3, 4, 6.

ASA5011 Human Rights Theory and Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit investigates the history of the idea of human rights, especially the two important periods of (i) the Enlightenment and (ii) the immediate post-war reaction to the Holocaust. Students will decode the way these have shaped our modern understandings of what makes up 'human rights'. Students will be challenged to interpret and hypothesise on contemporary issues in human rights through the lens of praxis, with reference to a wide range of influences and debates. The unit emphasises a critique of a purely legal framework for human rights, and explores the contributions of other disciplines and professions, especially around the idea of a culture of human rights. The unit draws attention to a reflective examination of the place of human rights in community development, in particular, advantages and the limitations of a human rights based approach to community development practice.

Credit Points: 12

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

1. Creatively debate the historical and philosophical background of human rights;
2. Critically discuss and engage with contemporary issues, dilemmas and controversies about human rights;
3. Investigate and critically analyse the relationship between human rights and community development;
4. Critically and reflectively apply a human rights framework to community development practice;
5. Insightfully re-interpret theoretical propositions to challenge traditional notions of human rights theory and practice and justify their position with reference to contemporary practice; and
6. Persuasively advocate a professionally-based recommendation with reference to corroborating evidence to specialist and non-specialist audiences.

Class Contact: Seminar 2.0 hrs

Required Reading: Ife, J 2013, *Human rights from below: achieving rights through community development*, Cambridge University Press Ackerly, B 2008, *Universal human rights in a world of difference*, Cambridge University Press Goodale, M & Merry, S (eds) 2007, *The Practice of Human Rights: Tracking Law between the Global and the Local* Cambridge University Press Hunt, L 2007, *Inventing human rights: a history*, NY: Norton.

Assessment: Assignment, Written seminar paper on issues related to human rights at local and international context, 30%. Presentation, Seminar Presentation based on weekly topic, 20%. Essay, Essay, 50%. Minimum effective word limit 7000 words. LINKS BETWEEN ASSESSMENTS, LEARNING OUTCOMES AND GRADUATE CAPABILITIES Assignment: Assesses LOs 1, 2, 3, 4 and GCs 1, 2, 3, 4 Presentation: Assesses LOs 3, 4 and GCs 1, 2, 3, 4 Essay: Assesses LOs 1, 2, 3, 4 and GCs 1, 2, 3, 4, 5, 6.

ASA5012 Migration, Culture and Identity

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this interdisciplinary unit students examine migration as part of broader changes at the national, regional and global levels, flagged by the UN and other multilateral bodies as a core component of the human development agenda. Students compare a variety of different forms of migration, including forced, skilled and temporary migration. The unit analyses key issues relating to migration, including in particular, the roles played by political organisations, social networks and transnationalism within the migratory experience. In looking at these issues, students critically engage with key debates around culture, race, diaspora and identity that are vital to understanding the social and political context of migration. Included here are debates pertaining to cultural pluralism, acculturation and multiculturalism. The complexities of identity and community making in the context of migration are also examined.

Credit Points: 12

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

1. Derive the different forms that migration takes from primary and secondary sources, and critically compare these forms;
2. Analyse the way migration and related micro-experiences, connect to broader social processes;
3. Critique the key debates around culture, race and identity, as they relate to migration through the selection of justified theoretical propositions; and
4. Communicate effectively to specialist and non-specialist audiences including multi-disciplinary teams, diverse cultural communities and other professional organisations.

Class Contact: Seminar 2.0 hrs

Required Reading: Clyne, M & Jupp, J (eds) 2011, *Multiculturalism and integration: A harmonious relationship*, Canberra: ANU E Press. Ong, A 2006, *Neoliberalism as exception*, Durham & London: Duke University Press. UNDP, 2009 *Overcoming*

barriers: Human Mobility and Development. Human Development Report 2009. NY: UNDP.

Assessment: Essay, Research-based essay on topics of contemporary migration issues and contexts (3000 words), 50%. Exercise, Seminar paper and weekly summary (3000 words), 50%. Minimum effective word limit 7000 words.

ASA5020 The Challenges of Social Transformation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the course through an examination of the values and visions of advocacy organisations, including the interrelationships between sustainability, justice, inclusiveness and peace. The variety of paradigms that lie behind the purposes of advocacy. The unit covers the range of advocacy approaches from government-based programs to people's movements, with emphasis towards independent advocacy and empowerment. The unit then examines tension points within advocacy organisations and in advocacy issues, including those between: individual rights and sovereignty; traditional/local culture versus gender and socioeconomic equity; economic values versus community, cultural and spiritual values; wilderness versus human influenced ecosystems; issues-specific advocacy versus advocacy for social transformation.

Credit Points: 12

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

- Explain the visions and values that motivate advocacy and the various ways that advocacy action can be expressed;
- Understand some of the major frameworks advanced to explain and explore advocacy, and consider the participants' location within these frameworks;
- Identify the tension points in advocacy around a range of societal issues and outlooks, and develop an appreciation of the participant's own stance in relation to these tension points.

Class Contact: This unit is offered with ASA5021 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, Reflective paper, Bibliographic essay (equivalent to 5000 words).

ASA5021 Negotiating Advocacy: Contexts, Strategies, Actions

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study further develops the initial explorations in *The Challenges of Transformation* by exploring the circumstances of working in advocacy, focusing upon the ethical dimensions, dealing with difference, sustainability, operating in local to global contexts and making decisions about these fundamentals. Definitions and dimensions of key terminologies and constructs are considered, drawing upon contemporary social theory. These include ideas about civic society, the nation state, governance, rule of law, sustainability, nature and culture, gender, race and leadership. Key elements of successful and unsuccessful campaigns, advocacy and actions are considered, along with notions of measurement and evaluation of campaign outcomes. This unit of study also seeks to set up frameworks for theorising and understanding personal reactions and motivations.

Credit Points: 12

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

- Articulate frameworks for analysing the processes and outcomes of advocacy and action using both theoretical and empirical inputs;
- Identify and apply contemporary social theory to illuminate the dimensions and dilemmas of contemporary advocacy and activism;
- Undertake analysis of contemporary issues in public advocacy and activism through application of various ethical philosophical perspectives;
- Compose and analyse case studies of public advocacy and action.

Class Contact: This unit is offered with ASA5020 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, ethics paper, case study and presentation (equivalent to 5000 words).

ASA5022 Approaches to Globalisation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores the processes of globalisation 'from below', from a community development perspective. The unit argues that the process of globalisation has been uneven, contradictory, and increasingly complex as disparities between the Global South and Global North produce a range of responses and meanings from individuals, community groups, and other social movements. Particular emphasis is placed on the development of the theory and practice of community development in relation to the economic, cultural, political and social aspects of globalisation. This includes introducing the processes of globalisation/anti-globalisation and global justice movements; analysis and case studies of peoples' responses to rapid changes and globalising forces; and consideration as to how people are both shaped by, but also shape, a globalised world. The unit further considers international non-government organisations and international, national and local governing bodies as they relate to community development programs locally and globally. Through lectures, case studies, and multimedia presentations, students develop a deeper understanding of what globalisation is coming to mean at the local level of people and community.

Credit Points: 12

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

1. Conceptually map different schools of thought on the meaning and character of globalisation;
2. Discriminate between various dimensions of globalisation: political, economic, cultural and environmental;
3. Critically review and theorise about the ways different advocacy groups deal with the benefits of globalisation and operate within its constraints;
4. Employ advanced skills of analysis and critique to substantiate recommendations and to use persuasive communication and writing skills appropriate to professional advocacy work; and
5. Exhibit effective interpersonal and professional skills to influence outcomes by contributing to and/or facilitating online global forums and interacting with the international development communities.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Nederveen Pieterse, J 2009, 'Globalization and culture: three paradigms' in Globalization and culture: global melange, Rowman & Littlefield Pub. Inc: Lanham.

Assessment: Review, Review of literature on contemporary issues confronted by globalisation, 30%. Presentation, Group presentation on selected topics of

globalisation, 30%. Essay, Research essay on community-approaches to address issues related to globalisation, 40%. Minimum effective word limit 7000 words.

Item	Learning Outcome	Graduate Capability Review	LO 1, 2, 3, 4, 6	GC 1, 2, 3, 4, 6	GC 2, 3, 4, 6
Essay	LO 1,2,3, 4,	GC 1, 2, , 3, 4, 6 .			

ASA5023 Building Capacity and Mobilising Civil Society

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study critiques key developments and debates about civil society, its history and evolving roles and functions in international community development. Students examine civil society's relationships with other actors, including other civil society organisations (CSOs), governments, international institutions and the private sector. They will critically assess the relationships between civil society in developed and developing countries, including in relation to supporting capacity development of indigenous civil society to mobilise communities to claim rights, hold governments and authorities to account, connect communities and representatives, and plan and implement community development initiatives. Students interrogate the concept of capacity development and its relationship to processes of self-determination, democratisation and state development and consider the appropriateness and sustainability of capacity development strategies. Case studies are used to provide real world illustrations of key issues and tensions.

Credit Points: 12

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

1. Unpack the key concepts and approaches of building capacity and civil society and critically interpret their operationalisations in diverse contexts towards various ends;
2. Critically examine key development and civil society theories as they fulfil the aim of contributing to a more resilient community, and more equitable and sustainable world;
3. Conceptually map the links between public policies, government and civil society organisations in building capacity;
4. Debate the competing conceptions of civil society and deconstruct its roles and functions in international community development; and
5. Theorise and transform thinking about key concepts, issues and debates in relation to capacity building in international community development contexts.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: OECD 2009, Community capacity building: creating a better future together, Paris: OECD Publishing. Plummer, J 2004, Community participation in China: issues and processes for capacity building, London: Earthscan. Smillie, I 2001, Patronage or partnership: local capacity building in humanitarian crises, Ottawa: International Development Research Center.

Assessment: Journal, Student reflecting on responses to issues related to civil society and capacity building explored in each session and in the readings., 15%. Review, A critical review of one of the required readings from the unit., 30%. Essay, A critical essay exploration and analysis should consider civil society in relation to the range of themes and issues covered in the course., 55%. Minimum effective word length of 6000 words. Item Learning Outcome Graduate Capability Review LO 1, 2, 3, GC 1, 2, 3, 4, 6 Presentation LO 2, 3, 4, 5 GC 2, 3, 4, 6 Essay LO 1,2,3, 4, GC 1, 2, , 3, 4, 6 .

ASA5024 Management in Non-Government Organisations

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study appraises different forms of organisational structures involved in organising and mobilising for social change in Australia and overseas.

These range from service providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. Students critique relevant theories, and through reflective development of their practical skills in selected areas of organisational management, praxis will be enhanced. Further, students engage in futures design of adaptive CSOs, given the current socio-economic dynamics in an uncertain global context.

Credit Points: 12

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

1. Appraise how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies;
2. Interpret theoretical management propositions for implementation in non-government organisations, and through selectively applying some of the theory behind organisational development in simulated practice, exhibit skills that contribute to their own emerging professional management style;
3. Recognise the difference between governance and management of an organisation;
4. Collaborate with others in creating various contextual scenarios and designing Civil Society Organisations (CSOs) that would adapt to various local-global socio-economic changes with a view to developing a problem solving praxis with responsibility for personal outcomes and commitment to achieving group outcomes; and
5. Demonstrate competent decision-making to address emergent or complex problems in contemporary non-government organisations.

Class Contact: Seminar 2.0 hrs

Required Reading: Fowler, A & Malunga (eds) 2010, NGO management, London: The Earthscan Companion, Earthscan Bebbington, AJ, Hickey, S & Milton, DC (eds) 2008, Can NGOs make a difference: the challenge of development alternatives, London: Zed Books

Assessment: Assignment, Discuss the external pressures and internal solutions for today's NGOs, 30%. Essay, Structuring, resourcing and financing today's NGOs, 40%. Practicum, Portfolio of critical appraisal of CSO structures and leadership in current global socio-economic context, 30%. Minimum effective word limit 7000 words. Item Learning Outcome Graduate Capability Assignment LO 2, 3, 4, 5 GC 2,3,6 Essay LO 1, 2, 3 GC1, 2, 3, 4, 6 Practice LO 2, 4, 5 GC 1, 2, 3, 4, 6.

ASA5050 Conflict Resolution in Groups and Communities

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study debates the application of conflict resolution theory to conflicts at both group and community levels. Through this process a sophisticated, multi-layered definition of the nature of conflict will be derived. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intragroup conflicts, cultural and intergroup conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students' own styles in dealing with conflict.

Credit Points: 12

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

1. Communicate effectively to specialist and non-specialist audiences including multi-disciplinary teams, diverse cultural communities and other professional organisations;
2. Exemplify initiative and inspirational leadership in a dynamic 21st century community environment, acting consistently, ethically and socially responsibly;
3. Demonstrate accountability in autonomous and collaborative judgements and innovative strategic thinking in response to contemporary and future conflict

management challenges; and 4. Work as a reflective conflict management practitioner to formulate, implement and evaluate community-specific investigations to resolve complex professional problems and inform decision-making.

Class Contact: Seminar 3.0 hrs

Required Reading: Ramsbothom O, Woodhouse T & Miall H, 2005 2nd ed Contemporary Conflict Resolution UK: Polity Press. Ramsbotham O, 2010 Transforming Violent Conflict: Radical Disagreement, Dialogue and Survival London: Routledge Condliffe P, 2008 3rd ed Conflict Management: A Practical Guide Chatsworth, NSW: LexisNexis Butterworths Wertheim E, Love A, Peck C & Littlefield L, 2006 2nd ed Skills for Resolving Conflict Melbourne: Eruditions Publishing
Assessment: Exercise, Conflict Mapping, 30%. Workshop, Applied conflict resolution strategies and approaches through conflict role-play and simulations, 20%. Essay, Build on the conflict mapping assignment, discuss what efforts have been made to de-escalate the conflict? Explore and critiqued the approach., 50%. Exercise LO 1, 2, 3, 4 GC 1, 2, 3, 4, 5, 6 Workshop LO 1, 2, 3, 4 GC 1, 2, 3, 4, 5, 6 Essay LO 1, 3, 4 GC 1, 2, 3, 4.

ASA5055 Regional and International Organisations and Policy

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines the roles and functions of organisations vis-à-vis international security, food, education, health, the environment, trade, economic development, human rights and the status of women. A comparative approach is adopted in examining operations of international organisations, states, the corporate sector and civil society. The roles, functions and operations of the UN's specialised agencies are investigated vis-à-vis influence on their member nation's policies. Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. Various regional bodies and international financial and trade organisations are reviewed.

Credit Points: 12

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

1. Critically reflect upon current debates and discussions within the arena of international community development;
2. Conceptually map how the internationalisation of economic, political and cultural processes is redefining the role of nation states and communities;
3. Demonstrate interpretive skills with respect to the formation and delivery of community development programs in specific cultural settings; and
4. Cogently advocate recommendations through corroborating evidence to a variety of audiences.

Class Contact: Seminar 2.0 hrs

Required Reading: Archer, C. 2002 3rd Edition International Organisations Routledge Aris, S & Wenger, A. 2013 Regional Organisations and Security: Conception and Practices Routledge Fasulo, L. M. 2009 An Insider's Guide to the UN Yale University Press. United Nations Non-Governmental Liaison Service (NGLS) 1994, The NGLS handbook of UN agencies, programmes and funds working for economic and social development, NGLS, Geneva/New York.

Assessment: Presentation, 20 minutes group presentations on set topics relevant to challenges facing international and regional organisations and policy making processes., 25%. Review, Book review on selected core readings set for the unit, 25%. Essay, Critical essay on an international organization showing its history, how, why and who it was founded by, its philosophy, objectives and strategies., 50%. Total word count across all three assignments should be around 7,000 words. Item Learning Outcome Graduate Capability Presentation LO1, 2, 3, 4, 5 GC 2, 3, 4, 5 Project LO 3, 4, 5 GC 1, 2, 3, 5 Test LO 1, 2, 3, 4, 5 GC 1, 2, 3, 4, 5.

ASA6001 Professional Project (Full-Time)

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: AAA5002 Research Methods or ACG5200 Approaches to Research

Description: Students are required to enter into a Learning in the Workplace and Community (LiWC) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the LiWC objectives that have been identified in the contract.

Credit Points: 36

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

1. Apply the skills and knowledge acquired in their international community development studies to a professional setting; 2. Identify and discuss the issues and challenges of designing, planning and implementing a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; 3. Compose a reflective practice journal; and 4. Produce a professional project report.

Class Contact: Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

Required Reading: To be advised by supervisor.

Assessment: Project, Log of hours and list of tasks worked on the project, 10%. Journal, Learning journal involving a minimum of 20 substantive entries shown to university supervisor at end of project, 10%. Performance, End-of-project written proforma from the agency supervisor, 15%. Presentation, End-of-project three-way review meeting (or presentation) involving the student, agency supervisor and university supervisor and other stakeholder, 15%. Report, 10,000 word professional project evaluation report, 50%. Total word count should exceed the minimum of 20,000 words.

ASA6003 Research Thesis (Part 1)

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: AAA5002 - Research Methods

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis on topics related to community development between 15,000 - 20,000 words. Final topic will be negotiated between the student and supervisor and will be a research area within the field of community development either in Australian and/or international context. The research will usually be text-based, some will include fieldwork. The student who undertake fieldwork must demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 24

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

1. Investigate and distil previous research in a designated area; 2. Critically reflect on a range of conceptual and empirical materials and justify conclusions; 3. Argue findings through written communication; 4. Conceptually map the intersection between theory and practice; 5. Elucidate potential ethical problems and implement ethical research processes under supervision; and 6. Transform work processes and knowledge formation through collaboration with others.

Class Contact: Research students will have regular supervision sessions with allocated

supervisors.

Required Reading: Schutt RK, 2008, 6th edn, Investigating the social world: the process and practice of research, Sage Publications Bryman A, 2008, 3rd edn Social research methods Oxford: OUP

Assessment: Literature Review, Reviewing the literature relevant to the topic of study, 30%. Assignment, Developing a comprehensive research proposal with the guidance of the supervisor, 40%. Other, Complete and submit ethics application to be reviewed by VU's ethics committee, 30%. During the first part of this unit students will learn, under supervision, by doing the preliminary steps of the research process to allow time for data collection in the intervening period. Each assignment is designed as separate research/learning milestones for students to complete the research thesis. Feedback will be provided in each research milestone to prepare students for the final thesis submission. Students are required to submit a completed research thesis of 15,000-20,000 words by the end of ASA6004 Research Thesis (Part 2).
Item Learning Outcome Graduate Capability Literature Review LO 1, 2, 4, 5, 6 GC 2, 3, 4 Assignment LO 1, 2, 4, 5, 6 GC 2, 3, 4, 6 Other LO 1, 2, 3, 4, 5, 6 GC 1, 2, 3, 4, 5, 6.

ASA6004 Research Thesis (Part 2)

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: AAA5002 - Research Methods

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to progress in the research process and management. Further to developing a research question and designing the study with an ethics process, the learner will do data analysis and its management, and draft the study report which go to the final thesis (12,000 - 15,000 words). This is an opportunity for learners to demonstrate they are able to conduct ethical field research, report and interpret the findings and communicate them to various audiences. Again, this part of the research thesis aligns with AQF standards at this level and is deemed contributing towards a ready practitioner in International Community Development circles

Credit Points: 24

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

1. Critically reflect on a range of conceptual and empirical materials and justify conclusions; 2. Argue findings through written communication; 3. Conceptually map the intersection between theory and practice; 4. Devise innovative creation solutions in response to academic theory; 5. Troubleshoot and manage a practical project to successful completion; and 6. Implement ethical research processes under supervision.

Class Contact: Research students will have regular supervision sessions with allocated supervisors.

Required Reading: Schutt, RK 2008, 6th edn, Investigating the social world: the process and practice of research, Sage Publications. O'Leary Z, 2004, The essential guide to doing research, London, SAGE

Assessment: Assignment, Completion of data collection process and data analysis report, 10%. Assignment, Completion of research findings chapter, discussion chapter on findings and conclusion chapter, 15%. Thesis, Completion of research thesis of 15,000 - 20,000 words, 65%. Presentation, Present findings at the Community Development Symposium, 10%. Each assignment is designed as separate research/learning milestones for students to complete the research thesis. Feedback will be provided in each research milestone to prepare students for the final thesis submission. Students are required to submit a completed research thesis of 15,000-20,000 words by the end of this unit. Item Learning Outcome Graduate Capability Assignment LO 1, 2, 6 GC 1, 2, 3, 4, 5, 6 Assignment LO 1, 2,

3, 4, 5 GC 1, 2, 3, 4, 6 Thesis LO 1, 2, 3, 4, 5, 6 GC 1, 2, 3, 4, 6
Presentation LO 1, 2, 3, 4, 5, 6 GC 1, 2, 3, 4, 5, 6.

ASA6005 Community-Based Research (Part 1)

Locations: Footscray Park, Depending on project location..

Prerequisites: AAA5002 - Research Methods

Description: Students are required to enter into Learning in the Workplace and Community (LiWC) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the LiWC objectives that have been identified in the contract.

Credit Points: 24

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

1. Apply the skills and knowledge acquired in their international community development studies to a professional setting; 2. Demonstrate 10 core competencies valued by employers across industries (personal management; communication; information management; research & analysis; project, task & organisational skills; teamwork; commitment to quality; professional behaviour; social responsibility; continuous learning); 3. Design, plan and implement a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; 4. Anticipate risks and suggest mitigating measures; and 5. Compose a reflective practice journal.

Class Contact: Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

Required Reading: Ledwith, M & Springett, J 2010, Participatory practice: community-based action for transformative change Bristol, UK: Policy Press Phillips, R & Pittman, R 2009, Measuring progress: community indicators, best practices, and benchmarking. In Phillips, R & R.H. Pittman, An Introduction to Community Development, London: Routledge

Assessment: Project, Log of hours and list of tasks worked on the project, 20%. Journal, Learning journal involving a minimum of 20 substantive entries shown to university supervisor at end of project., 25%. Project, Situational analysis with ethics consideration & a literature review, 55%. Total word count should exceed the minimum of 10,000 words. Item Learning Outcome Graduate Capability
Project LO 1,2,3 GC2,3,4,5,6 Journal LO 3,4,5 GC 2,3,4,6 Project
LO 1,2,3,4, GC 1,2,3,4,5,6

ASA6006 Community-Based Research (Part 2)

Locations: Footscray Park, Depending on project location..

Prerequisites: AAA5002 - Research Methods AAA5002 Research Methods or ACG5200 Approaches to Research

Description: Students are required to enter into Learning in the Workplace and Community (LiWC) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the LiWC objectives

that have been identified in the contract.

Credit Points: 24

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

1. Apply the skills and knowledge acquired in their international community development studies to a professional setting; 2. Demonstrate 10 core competencies valued by employers across industries (personal management; communication; information management; research & analysis; project, task & organisational skills; teamwork; commitment to quality; professional behaviour; social responsibility; continuous learning); 3. Design, plan and implement a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; 4. Anticipate risks and suggest mitigating measures; and 5. Compose a reflective practice journal.

Class Contact: Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

Required Reading: To be advised by supervisor.

Assessment: Assignment, Submit descriptions of key lessons learnt to Postcards from the Field database, 10%. Journal, Learning journal involving a minimum of twenty substantive entries shown to university supervisor at end of project., 10%. Performance, End-of-project written proforma from the agency supervisor, 15%. Presentation, End-of-project presentation to wide range of community and academic stakeholders at the Community Development Symposium, 15%. Report, 5,000 word research paper based on the fieldwork, 50%. Total word count for all assessable tasks should be at least 10,000 words. Item Learning Outcome Graduate Capability
Assignment LO 1,2,4 GC 2,3,4,6 Performance LO 1,2,3,4, GC 1,2,3,4,5,6 Presentation LO 1,2,4 GC 3,4,6 Report LO 2 GC 2,3,4,6

ASA6025 Professional Project (Part-Time)

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: AAA5002 Research Methods or ACG5200 Approaches to Research

Description: Students are required to enter into a Learning in the Workplace and Community (LiWC) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the LiWC objectives that have been identified in the contract.

Credit Points: 18

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

1. Apply the skills and knowledge acquired in their international community development studies to a professional setting; 2. Identify and discuss the issues and challenges of designing, planning and implementing a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; 3. Compose a reflective practice journal; and 4. Produce a professional project report.

Class Contact: Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

Required Reading: To be advised by supervisor.

Assessment:Project, Log of hours and list of tasks worked on the project signed by the agency supervisor, 10%. Journal, Learning journal involving a minimum of twenty substantive entries shown to university supervisor at end of project., 10%. Performance, End-of-project written proforma from the agency supervisor, 15%. Presentation, End-of-project three-way review meeting (or presentation) involving the student, agency supervisor and university supervisor and other stakeholder, 15%. Report, 10,000 word professional project evaluation report, 50%. Total word count for all assessable tasks should be at least 20,000 words.

ASC1012 Fieldwork 1: Working With Organisations

Locations:Footscray Park.

Prerequisites:Nil

Description:Students are placed in a community or human services agency with the aims of: introducing them to the organisational and policy context of the agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including liaison and committee skills, project co-ordination skills, workshop or seminar organisation, community profiling, and organisational or publicity tasks. Students may undertake the placement individually or as part of a student team. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency supervisor and the university supervisor. The placement generally commences in the second half of the year and may be undertaken in either block or concurrent mode. Alongside their fieldwork placement students will attend the equivalency of two days of lectures in burst mode. In this time they will learn practical skills relating to working in organisations, especially facilitation skills.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Identify the aims, policies and strategies of a specific community development or human services agency; 2. Demonstrate understanding of community development and/or human service worker roles in an actual community or agency setting; 3. Undertake a small scale project or organising task in a community development or human services agency; 4. Demonstrate their improved communication and project co-ordination skills; and 5. Examine the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

Class Contact: 2 hour workshop/excursion. One hundred hours placement time, plus burst mode sessions scheduled outside placement hours, approximately 12 hours per semester.

Required Reading:Healey, J & Spencer, M 2008, *Surviving your placement in health and social care: a student handbook*, UK: McGraw-Hill. Alderman, B 2005, *A model for work-based learning*, Lanham, MD: Scarecrow Press. Baird, B 2011, *The internship, practicum, and field placement handbook guide for the helping professionals*, NY: Springer Publishing Co. Cleak, H & Wilson, J, 2007 *Making the Most of Fieldwork placement Australia*: Thomson Learning. Sweitzer, H 2004, 2nd edn, *The successful intemship: transformation and empowerment in experiential learning* Belmont, CA: Brooks/Cole

Assessment:Report, Student Field Report: Students to keep a reflective journal throughout their fieldwork and submit a report based on their experience (2,000 words), 60%. Review, Agency supervisor's evaluation, 20%. Workshop, Workshop Presentation: A presentation in the workshop which demonstrates facilitation skills., 20%. Total effective word limit 3,000 words. .

ASC1013 Communication for Sustainable Development

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study covers various means of communication in the field of development studies. The areas of interest include the role of theatre and dance in development and social change; information and communication technologies in social change; traditional communication channels; Indigenous knowledge and sustainable development; the media and social change in the developing world. This unit also explores the various schools of development communication, ranging from the Bretton Woods, Los Banos/Philippines, Indian, Latin American to African. It is intended to provide students with a broad base for communicating in various contexts of development and social change. The unit is designed to challenge students to develop an analytical and creative approach to communicating social change and development, given the dynamic nature of development challenges and the need to engage communities for sustainable development.

Credit Points: 12

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

1. Appraise the importance of various traditional and modern communication channels towards social change and sustainable development;
2. Utilise and apply various ICT, radio and other media in development and social change;
3. Evaluate the importance of Indigenous knowledge and scientific knowledge in sustainable development; and
4. Identify analytical and creative approaches to communicating social change and development.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Reading pack available.

Assessment:Presentation, Design and present specific development and social change messages for various audiences, 30%. Essay, Outline theoretical communication perspectives, 30%. Case Study, Students compare successful case studies of specific development / social change projects, 40%. Total effective word limit 3000 words.

ASC2011 Community Development Placement

Locations:Footscray Park.

Prerequisites:ASA1023 - Community Development from the Local to the Global Nil

Description:Students are placed in a community development or human services agency with the aims of: introducing them to the organisational and policy context of the organisation or agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including workshop or meeting facilitation and organisation, liaison and committee skills, project co-ordination skills, and publicity tasks. Students may undertake the placement individually or as part of a student team. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency supervisor and the university supervisor. Alongside their placement students will take part in one seminar per week. The seminars provide students with a forum to discuss their placement, any issues that have arisen for them, and to articulate the resources and skills they need to succeed in their placement. There will be a focus in the workshops on developing meeting and workshop facilitation skills, a formative skill required in community development organisations and projects.

Credit Points: 12

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

1. Assess the aims, policies and strategies of a specific community development or human services agency;
2. Review and interpret the roles of community development and/or human service workers in a community or agency setting;
3. Exhibit communication, facilitation and participatory project co-ordination skills in the

context of a small scale project or organising task in a community development or human services agency; and 4. Determine analytical and creative approaches to communicating social change and development.

Class Contact:Tutorial2.0 hrsPlus a placement of 96 hours.

Required Reading:Placement handbook available.

Assessment:Report, Student Placement Report: reflection on their placement experience (2,000 words), 60%. Review, Agency supervisor's evaluation, 20%. Workshop, Workshop Presentation: A presentation in the workshop which demonstrates communication or facilitation skills developed in the placement, 20%. Total effective word limit 3,000 words. .

ASC2023 Communication for Sustainable Development

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study covers various means of communication in the field of development studies. The areas of interest include the role of theatre and dance in development and social change; information and communication technologies in social change; traditional communication channels; Indigenous knowledge and sustainable development; the media and social change in the developing world. This unit also explores the various schools of development communication, ranging from the Bretton Woods, Los Banos/Philippines, Indian, Latin American to African. It is intended to provide students with a broad base for communicating in various aspects of development and social change. The unit is designed to challenge students to develop an analytical and creative approach to communicating social change and development, given the dynamic nature of development challenges and the need to engage communities for sustainable development.

Credit Points: 12

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

1. Clarify the importance of various traditional and modern communication channels towards social change and sustainable development;
2. Utilise ICT, radio and other media in development and social change;
3. Examine the importance of Indigenous knowledge and scientific knowledge in sustainable development; and
4. Identify analytical and creative approaches to communicating social change and development.

Class Contact:Lecture1.0 hrTutorial1.0 hr

Required Reading:Melkote, SR & Steeves, HL 2001, 2nd Edn, Communication for development in the third world: theory and practice for empowerment, New Delhi; Thousand Oaks, CA: Sage Publications. Mody, B 2003, International and development communication, Thousand Oaks: Sage Publications. Sillitoe, P, Bicker, A & Pottier, J 2002, Participating in development: approaches to Indigenous knowledge, London: Routledge. Thatchenkery, T & Stough, RR, (eds) 2005, Information communication technology and economic development: learning from the Indian experience, Cheltenham, UK; Northampton, MA: Edward Elgar. Warren, DM, Slikkerveer, LJ, Brokensha, D 1995, The cultural dimension of development: Indigenous knowledge systems, London: Intermediate Technology.

Assessment:Presentation, Design and present specific development and social change messages for various audiences, 30%. Essay, Outline theoretical communication perspectives (1500 words), 30%. Case Study, Students compare successful case studies of specific development / social change projects in various developing countries, 40%. Total effective word limit 3000 words.

ASC3095 Conflict Resolution in Groups and Communities

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays, and problem-solving tasks, the unit of study aims to develop students' skills in understanding and practising appropriate means of resolving or managing conflicts. The unit commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intra group conflicts, cultural and inter group conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students' own styles in dealing with conflict.

Credit Points: 12

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

1. Analyse key theoretical and practical frameworks on peace, violence and conflict;
2. Appraise structural, systemic, psychosocial and political frameworks of violence and conflict;
3. Critically review a broad range of non-violent actions and strategies;
4. Assess the suitability of non-violent actions;
5. Appraise peacebuilding risks while working in conflict zones; and
6. Exhibit reflective skills in writing.

Class Contact:Tutorial3.0 hrsIntensive class, six hours over four days (total of 24 hours)

Required Reading:Miall, H, Ramsbotham, O & Woodhouse, T 2011, 2nd edn, Contemporary conflict resolution, Cambridge, UK: Polity Press.

Assessment:Assignment, Conflict mapping, 40%. Essay, Based on the mapped conflict, reflect on and analyse the conflict approaches, 60%. Total word count for combined assignment is 3000 words.

ASC8900 Society and Culture (Full-Time)

Locations:Footscray Nicholson, Footscray Park, St Abans.

Prerequisites:Nil.

Description:The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes below.

Credit Points: 48

Learning Outcomes:On successful completion of this unit, the student will be able to demonstrate significant progress towards demonstration of:

- expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field
- intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem

- expert cognitive, technical and creative skills to: design, develop and implement a research project/s to systematically investigate a research problem
- develop, adapt and implement research methodologies to extend and redefine existing knowledge
- manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature
- expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations.
- capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals.
- intellectual independence, initiative and creativity in new situations and/or for further learning
- ethical practice and full responsibility and accountability for personal outputs
- autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar

Class Contact:Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading:To be determined in consultation with the supervisors.

Assessment:The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be internally assessed by the supervisory team, the College and University through 6- or 12-monthly progress reports. On completion, the thesis will be assessed through independent examination by at least two external expert examiners of international standing. Thesis, Research Thesis, Pass/Fail. On completion, internal assessment will be followed by followed by external assessment of thesis.

ASC8901 Society and Culture (Part-Time)

Locations:Footscray Nicholson, Footscray Park, St Albans.

Prerequisites:Nil.

Description:The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes below.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, the student will be able to demonstrate significant progress towards demonstration of: expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on the theory and practice and

evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem expert cognitive, technical and creative skills to: design, develop and implement a research project/s to systematically investigate a research problem develop, adapt and implement research methodologies to extend and redefine existing knowledge manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations. capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals. intellectual independence, initiative and creativity in new situations and/or for further learning ethical practice and full responsibility and accountability for personal outputs autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar

Class Contact:Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading:To be determined in consultation with the supervisors.

Assessment:The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be assessed by the supervisory team, the College and University through 6-monthly progress reports. Thesis, Research Thesis, Pass/Fail.

ASD4001 Social and Political Aspects of Ageing

Locations:City Flinders.

Prerequisites:Nil

Description:The central aim of this unit of study is to answer the questions: How and why do older people become clients of aged and community services, and why are some more likely to become clients than others? This unit uses sociological frameworks to examine a number of social transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people. It proceeds to examine the social and political factors which influence policy planning and development in response to the needs that arise in the course of these transitions and the key social determinants that may infringe on these social transitions. Particular attention is given to the Commonwealth, State and Local Governments' roles, policies, legislation and funding for aged services programs including housing, health, employment, retirement benefits and health, community and aged services.

Credit Points: 12

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

1. Critically appraise the main transitions of ageing in the context of a multicultural Australian society and factors affecting outcomes of these transitions for older people;
2. Demonstrate specialised knowledge of ageing from sociological and political perspectives;
3. Apply sociological frameworks to an understanding of aged care policy review;
4. Analyse and interpret knowledge of policy initiatives in Australian health, welfare, community and residential care programs;
5. Demonstrate an advanced level of understanding of current Commonwealth, State and Local government roles, policies, legislation and funding in aged services programs including housing, health, employment, retirement benefits and incomes; and
6. Apply knowledge and skills to ethical, inter-cultural and professional issues in policy development and planning and administration of aged care programs.

Class Contact:Seminar 2.0 hrs

Required Reading:To be advised by the Lecturer.

Assessment:Presentation, Review of age-related issue, 10%. Case Study, Report: Life transition study, 30%. Assignment, Written assignment, 60%. Minimum effective word limit 5000 words.

ASD4002 Quality Management in Aged Services

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit of study aims to investigate organisational structures, strategies, processes and resources required to implement quality management in aged services. It provides students with evidence-based models of practice in establishing effective and efficient best practice in residential accreditation and community quality management. An overview of the tools and methods of supply chain management: risk management; and change management will be explored. A social and political systems thinking framework provides the structure for students to develop an integrated appreciation of quality management in required for sustainable continuous improvement and client satisfaction in aged services.

Credit Points: 12

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

1. Exhibit advanced knowledge of quality management in the Australian aged services industry; 2. Analyse critically, reflect on and synthesise complex information, problems, concepts and theories in appraising quality management systems in aged care services; 3. Apply communication and technical skills to quality functions required by the Government's accreditation process; 4. Integrate knowledge of the ways in which inter-cultural issues shape quality management within the Australian aged care industry; 5. Apply problem solving, communication and technical skills to present a coherent and sustained argument in defence of sustainable quality management decisions and policy advocacy; 6. Demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner by effectively managing quality evaluation in an industry setting.

Class Contact:Seminar 2.0 hrs

Required Reading:Students will be provided with a set if required readings.

Assessment:Assignment, Identify a work based problem, 20%. Report, Applied problem evaluation, 80%. Minimum effective word limit 5000 words.

ASD4003 Business and Financial Management in Aged Services

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit of study provides advanced knowledge of financial management principles within the context of aged services as well as the theories underpinning these principles. Topics provide an industry overview and an account of financial management issues including: financial implications of legislation, financial management of home and community care packages and services, residential aged care facilities, retirement villages, and residential rebuild/renovation projects. Students will be introduced to the concepts of accounting and their application in financial planning, reporting and financial management systems. Students will develop specialised knowledge, skills, and learning capabilities of the industry, which involves financial planning, and a business and financial report for industry audiences.

Credit Points: 12

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

1. Analyse critically, reflect on and synthesise complex financial and business information relating to the aged care industry; 2. Critically evaluate various

financial issues facing all stakeholders in the aged services industry; 3. Exhibit advanced knowledge of accounting concepts as applied to aged care services; 4. Critically evaluate internal and external financial reporting requirements for aged services; 5. Exhibit mastery of legislative knowledge of funding arrangements and financial management techniques for both residential and community aged care service providers; 6. Apply communication and technical skills to present a coherent analysis of financial management strategies to senior management; 7. Demonstrate autonomy, expert judgement and cognitive skills in presenting an evidence based report to industry audiences.

Class Contact:Seminar 2.0 hrs

Required Reading:Unit readings are provided online.

Assessment: Essay, Defining accounting and financial issues, 20%. Essay, Analysis of management strategies, 30%. Report, Prepare a business and financial report, 50%. Minimum effective word limit 5000 words.

ASD4004 Human Resource Management in Aged Services

Locations:City Flinders.

Prerequisites:Nil.

Description:Human resource management is a broad field and this unit will address local and global issues related to community and aged service organisations. It provides a sound introduction to the theories and principles of human resource management. Students will apply evidence-based techniques that are currently being discussed in the human resource management literature to critical and complex issues. These issues include personnel recruitment and selection; staff retention and management; performance management; managing intercultural workforce diversity; organisational behaviour; change management; industrial relations and legislative requirements for service providers. Importantly this unit will highlight the strategic implications of human resource management for planning and operations in aged services.

Credit Points: 12

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

1. Critically analyse, reflect on and synthesise complex information, concepts and theories that are applied to human resource management in aged services; 2. Reflect on the influence of human resource legislations on human resource management in aged care services; 3. Apply specialised knowledge by critically appraising human resource issues in aged care services; 4. Apply specialised knowledge by critically evaluating the role of industrial relations in the aged services workplace environments; 5. Exhibit a high level of understanding of the strategic importance of human resources in aged care services.

Class Contact:Seminar 2.0 hrs

Required Reading:To be advised by lecturer

Assessment:Workshop, Work-based problem, 20%. Project, Work-based Project business plan, 80%. Minimum effective word limit 5000 words.

ASD4008 Management Ethics and Social Responsibility in Aged Services

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit of study is designed to give students an understanding of ethical issues which can arise when managing facilities and services for older adults. Students identify how problem solving, policy, planning and administration are structured by ethical theories and principles and how these can be in tension with other normative principles that are fostered and sustained by institutions such as the law. The unit addresses issues relating to the application of philosophical principles in aged care. Issues discussed include: restraint; non-compliance; not-for-resuscitation

orders; dying with dignity; open disclosure; ethics in business; family/surrogate or community responsibility for care; and quality of life issues are all influenced by financial regulation, policy and practice in residential and community care. The role of institutional ethics committees within different organisational and community settings is also discussed.

Credit Points: 12

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

1. Analyse critically, reflect on and synthesise complex ethical theories and principles that structure problem solving, policy, planning and administration in aged services;
2. Critically debate key ethical issues in aged services and dementia care;
3. Assess and critically evaluate ethical issues related to an organisational culture while recognising how intercultural difference can result in tensions with and between professional, legal, business and community understandings;
4. Apply advanced knowledge and skills to demonstrate ethical leadership through policy advocacy and influencing corporate governance for ethical practice in aged services.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer.

Assessment: Assignment, Identification and application of ethical theories and principles, 30%. Case Study, Describe and respond to an ethical problem, 20%. Essay, Apply ethical theories and principles to a complex workplace problem, 50%. Minimum effective word limit 5000 words.

ASD4105 Leadership, Innovation and Change

Locations: City Flinders.

Prerequisites: This unit is equivalent to BMO6050 Art and Practice of Leadership OR BMO6622 Managing Innovation and Entrepreneurship

Description: During the next decades of the 21st century, the global ageing of populations will challenge every nation's ability to ensure leadership by qualified health professionals and managers to reshape and improve health care delivery systems. This unit of study explores the attributes of the professional leader-manager in community, aged and dementia specific services. It begins by examining the theoretical approaches to styles of leadership to address issues such as change management, teamwork, communication and technical skills and innovative models, systems thinking and strategies directed towards client-centred care. It proceeds to examine how leaders within the industry can validate and increase the knowledge base of the field and apply an evidence-based approach in a diverse and multicultural environment of community, aged and dementia specific services.

Credit Points: 12

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

1. Exhibit leadership by critically analysing knowledge and reflexively applying leadership skills in managing issues and problems that arise in aged services and dementia care;
2. Critique the principles of evidence-based health service evaluation to enhance a critical, reflective approach to learning and practice in aged services;
3. Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsible leadership in professional practice;
4. Demonstrate autonomy and collaboration in the assessment and appraisal of actual and potential issues or practices impacting on the attainment of a quality delivery of services;
5. Reflexively apply effective communication, negotiation and conflict resolution.

Class Contact: Seminar 2.0 hrs

Required Reading: Students will be provided with a selected reading list. Sinclair, A, 2007 Leadership for the disillusioned: moving beyond myths and heroes to leading that liberates, Allen & Unwin.

Assessment: Report, Work-based problem, 40%. Essay, Practice-related issue, 60%. Minimum effective word limit 5,000 words.

ASD4107 Humanistic Design for Persons With Dementia

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study provides students with an understanding of sustainable design and assessment of environments for persons with dementia and the development of appropriate design solutions for this population. Environments are discussed in relation to human ecology, ageing in place, intercultural issues and life course changes in sensory perception, and cognitive functioning. These environments are considered in the contexts of the person, interpersonal relationships, care delivery, organisations, community and society. Environmental issues for other stakeholders involved with older persons are explored.

Credit Points: 12

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

1. Critically appraise the design of sustainable environments used by persons with dementia;
2. Devise improvements to social and physical environments for people with dementia;
3. Demonstrate collaborative responsibility in advancing recommendations for carers, agencies and design professionals; and
4. Interpret how intercultural issues shape and add complexity to the environment.

Class Contact: Seminar 2.0 hrs

Required Reading: Students will be provided with selected study materials.

Assessment: Report, Written report: Practice-related exercise, 30%. Presentation, Practice-related presentation, 10%. Essay, Integrating research and practice, 60%. Minimum effective word limit 5000 words.

ASD5002 Literature Review in Aged Services Management

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study enables students autonomously or collaboratively to extend their evidence-based knowledge and research skills in an area of professional interest in aged services. Students will determine the method of review to systematically conduct a literature search relevant to their chosen topic. In consultation with their supervisor, students will define a question or problem suitable for research and critically and systematically review the defined levels of literature including government and policy reports, texts and journals demonstrating ability to access a merge of media sources and databases. Depending on the topic chosen, students will apply a relevant method to interpret, critically analyse and discuss the findings. Students will proceed to select a target journal and write a paper for publication.

Credit Points: 12

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

1. Critically appraise sources of ideas on topics related to aged services;
2. Critique methodological and theoretical ideas used by published authors' to defend their research area;
3. Apply technical skills to collect, analyse and interpret data in an ethical and trustworthy way;
4. Critique various theoretical interpretations and evaluate methodological issues of past studies;
5. Elucidate the gaps in current understandings of the topic in question; and
6. Exhibit autonomous and collaborative judgment, adaptability and responsibility in writing a paper for publication.

Class Contact: Seminar 2.0 hrs

Required Reading: To be advised by lecturer.

Assessment: Presentation, Literature review proposal, 20%. Report, Written report, 80%. Minimum effective word limit 5000 words.

ASD5004 Minor Thesis (Full-Time)

Locations: City Flinders.

Prerequisites: Satisfactory completion of ASD8005 Applied Research Design and Methods and ASD8003 Planning a Research Project at a grade standard required for independent research.

Description: This unit of study provides students the opportunity, with guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words) in an area of personal interest, applicable to gerontology or aged care services. The student will normally carry out the research project previously proposed in ASD8003 Planning a Research Project. Students work independently and the research thesis should reflect the whole research process including identification of a problem; literature review; critique and reflection of other relevant studies; data collection appropriate for the chosen methodology; analysis; interpretation and discussion of results and conclusion. Students will work at a standard commensurable with a Master's degree award. The thesis would normally be assessed by two expert examiners from an appropriate area of expertise.

Credit Points: 48

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

1. Critically synthesise the principal scholarly literature relating to the thesis topic;
2. Exhibit mastery of theoretical knowledge to defend a chosen research topic and method;
3. Debate the modifications to research plans required to adapt to intercultural issues at a local, national or global setting;
4. Exhibit cognitive, technical and creative skills by critically analysing and interpreting information and research in an ethically and socially responsible way;
5. Apply communication and evidence-based expert judgment to disseminate research information to a range of academic and industry audiences; and
6. Exhibit enhanced capacity to articulate and organise ideas in a sustained written composition in order to execute a minor thesis of publishable standard.

Class Contact: Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Students will be required to commit approximately 13 hours per week over one semester to research.

Required Reading: Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

Assessment: Examination of the thesis will be by one internal academic staff member and one external examiner. Research Thesis, Research thesis (15,000-20,000 words), 100%. Minimum effective word limit 12,000 - 15,000 words. .

ASD5014 Minor Thesis (Part-Time)

Locations: City Flinders.

Prerequisites: Satisfactory completion of ASD8005 Applied Research Design and Methods and ASD8003 Planning a Research Project at a grade standard required for independent research.

Description: This unit of study provides students the opportunity, with guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words) in an area of personal interest, applicable to gerontology or aged care services. The student will normally carry out the research project previously proposed in ASD8003 Planning a Research Project. Students work independently and the research thesis should reflect the whole research process including identification of a problem; literature review; critique and reflection of other relevant studies; data collection appropriate for the chosen methodology; analysis; interpretation and

discussion of results and conclusion. Students will work at a standard commensurable with a Master's degree award. The thesis would normally be assessed by two expert examiners from an appropriate area of expertise.

Credit Points: 24

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

1. Critically synthesise the principal scholarly literature relating to the thesis topic;
2. Exhibit mastery of theoretical knowledge to defend a chosen research topic and method;
3. Debate the modifications to research plans required to adapt to intercultural issues at a local, national or global setting;
4. Exhibit cognitive, technical and creative skills by critically analysing and interpreting information and research in an ethically and socially responsible way;
5. Apply communication and evidence-based expert judgment to disseminate research information to a range of academic and industry audiences; and
6. Exhibit enhanced capacity to articulate and organise ideas in a sustained written composition in order to execute a minor thesis of publishable standard.

Class Contact: Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Full-time students will be required to commit approximately 13 hours per week over one semester to research. Part-time students will be required to commit at least six hours per week over two semesters.

Required Reading: Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

Assessment: Examination of the thesis will be by one internal academic staff member and one external examiner. Research Thesis, Thesis, 100%. Minimum effective word limit 12,000 - 15,000 words. .

ASE1101 Health & Diversity in a Global Context

Locations: St Albans.

Prerequisites: Nil.

Description: This unit analyses the health and well being of ethnically and culturally diverse communities. It also examines the health of indigenous populations First Nations within Australia and elsewhere. The unit explores how the health disadvantage of these communities is rooted in wider historical and cultural processes specifically, those relating to cultural displacement, migration and social dislocation. The unit seeks to illustrate why and how sociological knowledge is essential to understanding health and well being issues in general nursing practice. Questions of cultural safety and competence are examined and the direction of current health policy and practice critically appraised.

Credit Points: 12

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

- demonstrate knowledge of the social impact of cultural displacement and the social designation refugee ;
- discuss the effect of colonial settlement on the cultural organisation and health of different indigenous populations within Australia;
- illustrate how different policy approaches and practices have shaped and framed social and health outcomes within Australia;
- discuss what is meant by the biomedical model;
- develop a critique of the limitations of a purely biomedical approach;
- demonstrate a clear understanding of the contours and principal health issues confronting immigrant populations and indigenous communities;

- understand the importance of culturally appropriate nursing and health services and modes of delivery;
- be familiar with terms such as cultural safety and cultural competence;
- identify gaps within the current provision of medical and health care services and strategies;
- recognise the plurality of issues within the provision of health care to ethnically diverse communities and appreciate the significance of particular cultural knowledge and practices; and
- develop interpretive skills with respect to the formation and delivery of nursing and health services within socially diverse communities.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:All Required Reading for this unit is in the form of a carefully selected compilation available on E Reserve and can be accessed directly. It is assumed students will research and read beyond the essential reading. Altman, J. & Hinkson, M. (2007). *Coercive Reconciliation: Stabilise, Normalise, Exit Aboriginal Australia*. Melbourne: Arena Publications Association. Groopman, J (2007). *How Doctors Think* Houghton Mifflin, New York Johnstone, M-J., & Kanitsaki, O. (2005). *Cultural safety and cultural competence in health care and nursing: an Australian Study*. Melbourne: RMIT University. Lupton, D. (2006). *Medicine as Culture*. London: Sage. Manderson, L. (Ed) (2005) *Rethinking Well Being*. Perth: API Network. Stout, M.D., & Downey, B. (2006). *Nursing, Indigenous peoples and cultural safety: So what? Now what?* *Contemporary Nurse*, 22(2) 327-332 Victorian Health Promotion Foundation. (2007). *More than Tolerance: Embracing Diversity for Health*. Carlton: Victorian Health Promotion Foundation.

Assessment:1. In pairs students will present one tutorial presentation (20 minutes; 10 minutes per student). Tutorial presentations must address the relevant list of questions provided for the weekly topic. Presentations may take any form but must seek to engage the class. (15%) 2. Tutorial paper (1000 words) (35%) 3. A research essay (approx. 1500 words) (50%)

ASE1201 Population Health

Locations:St Albans.

Prerequisites:Nil.

Description: In this unit, students learn to identify social aspects of health topics. They also explore current healthcare policy and practice, in particular the health and wellbeing of diverse and multicultural communities. Students also examine how health disadvantages experienced by particular groups are rooted in wider historical and current inequalities, including those based on ethnicity and citizenship status, gender, sexuality and class. The unit seeks to illustrate why and how sociological knowledge is essential to understanding health as well as issues in healthcare practice. The unit applies these concepts to contemporary models of healthcare professional practice, population health practice, inter-professional care and primary health care designed to address the health care needs of specific populations.

Credit Points: 12

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

1. Investigate health care priorities from global, national, and local perspectives;
2. Analyse the social aspects of health issues and health promotion;
3. Evaluate models of health and illness as related to healthcare professional practice;
4. Demonstrate an understanding of the relationships between health and inequality;
5. Examine the plurality of issues within the provision of health care to diverse communities and assess the significance of particular cultural knowledge and practices;
6. Appraise the legal and ethical issues surrounding caring for specific populations; and the challenges of providing appropriate health care to specific

populations with reference to evidence-based scenarios; 7. Discuss primary health care and interprofessional roles, and the basics of epidemiology within population health.

Class Contact:Lecture 1.0 hrTutorial 1.0 hrA total of 48 hours consisting of lectures (12x2 hours), tutorials (12x2 hours), on-line activities and self-directed learning.

Required Reading:A carefully selected compilation of relevant readings (journal articles, book chapters etc), as determined by the unit co-ordinator will be made available online and through the bookshop.

Assessment:Assignment, Group work (1500 words), 40%. Assignment, Written assessment (2000 words), 60%. To gain an overall pass in this unit, students must receive a minimum aggregate score of 50%.

ASE1325 Sociology of Indigenous Health

Locations:St Albans.

Prerequisites:Nil.

Description:This unit of study includes an examination of: the value of sociological approaches for understanding Indigenous health issues; the historical and social contours of current Indigenous health disadvantage; significance of past and present policies (protection, assimilation, self determination) on Indigenous communities; epidemiological profile of Indigenous health in contemporary Australia, (morbidity, mortality); limitations of the biomedical tradition in relation to Aboriginal and Torres Strait Islander populations; social and medical requirements for improving 'Aboriginal' health status; and innovative initiatives and strategies within 'Aboriginal' health policies and service provision.

Credit Points: 12

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

1. Demonstrate knowledge of the social impact of colonial settlement on the cultural organisation and health of different Indigenous populations;
2. Illustrate how different policy approaches and practices have shaped and framed social and health outcomes for Indigenous communities across Australia;
3. Demonstrate a clear understanding of the contours and principal health issues confronting Indigenous communities;
4. Understand the importance of culturally appropriate nursing and health services and modes of delivery;
5. Identify lacunae within the current provisioning of medical and health care services and strategies;
6. Recognise the plurality of issues within Indigenous communities and appreciate Indigenous cultural knowledges and practices; and
7. Demonstrate interpretive skills with respect to the formation and delivery of nursing and health services in Indigenous communities.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Thomson, N (editor), 2003, *The Health of Indigenous Australians*, Oxford & London, Oxford University Press.

Assessment:Presentation, Tutorial presentations and report submission by the students, 40%. Essay, Conduct independent research and submit an essay, 60%. Total effective word limit 3000 words.

ASH2001 History and Memory

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit deals with Histories and Futures, the ways in which we use the past as individuals, families, groups, communities, and even nations, in order to gain agency in the wider world. This unit explores the uses of history made by individuals, families, neighbourhoods, communities, ethnic groups and nations in seeking to resolve conflicts, traumas, ambiguities and other personal troubles. Human memory is crucial to oral history and other important historical methodologies. The unit is designed for students of History, Political Science and Sociology. Students will be

expected to use a wiki designed for this unit.

Credit Points: 12

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

1. Understand the role of memory in human communities;
2. Demonstrate conceptual and historiographical skills;
3. Practise using wikis in student learning;
4. Improve levels of accuracy in transcription; and
5. Develop their capacity to prepare exegetical summaries.

Class Contact: Workshop 2.0 hrs

Required Reading: Draaisma, D 2004, *Why life speeds up as you get older: how memory shapes our past*, Cambridge: Cambridge University Press Jones, A 2006, *Genocide: a comprehensive introduction*, London: Routledge Latifa 2002, *My forbidden face*, trans Lisa Appignanesi, London: Virago Nietzsche, F 1873, 'On the use and abuse of history for life'.

Assessment: ICT (Wiki, Web sites), Students will contribute to a wiki, 30%. Report, Students will write a report of their interview, 50%. Project, Students will reflect on their report, 20%. Total effective word limit 3000 words.

ASH4001 Honours Thesis (Full-Time)

Locations: Footscray Park, St Albans.

Prerequisites: ASH4004 - Honours Research: Theory, Method and Debates

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis should be approximately 12,000 - 15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

Credit Points: 48

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

1. Developed and used the skills necessary to conduct a research project;
2. Developed the skills needed to present a formal written thesis; and
3. Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: The student's selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the College and will not include the supervisor. This examination will constitute 100% of the assessment. Dissertation, 12,000-15,000 word thesis, 100%.

ASH4002 Honours Thesis (Part-Time)

Locations: Footscray Park, St Albans.

Prerequisites: ASH4004 - Honours Research: Theory, Method and Debates

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis should be approximately 12,000-15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

Credit Points: 24

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

1. Develop and apply the skills necessary to conduct a research project;
2. Develop and apply the skills needed to present a formal written thesis; and
3. Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: The student's selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the College and will not include the supervisor. Thesis, 12,000-15,000 word thesis, 100%.

ASH4004 Honours Research: Theory, Method and Debates

Locations: Footscray Park.

Prerequisites: Have to be enrolled in AHBA.

Description: In this unit students are introduced to a range of research strategies and methodological debates relevant to honours theses/exegeses in the humanities and social sciences. Students are encouraged to evaluate different conceptual frameworks and to familiarise themselves with the key debates across disciplines. The emergence of new areas of inquiry is also examined. This unit provides honours research training, widen theoretical perspectives and complement the more discipline-based units in the honours program.

Credit Points: 24

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

1. Appraise some of the diverse methodologies that inform research in the humanities and social sciences;
2. Prepare a coherent and well-structured research plan for the thesis/exegesis;
3. Apply the principles of ethical research and understand ethical debates about new research methods such as e-research;
4. Extend knowledge and experience of creative, independent research;
5. Evaluate different conceptual frameworks relevant to honours level research; and
- 6.

Evaluate a range of new fields of study which have emerged in the humanities and social sciences.

Class Contact: Seminar 2.0 hrs Two hours per week for one semester.

Required Reading: Denzin N 2009, *Qualitative inquiry under fire: toward a new paradigm dialogue*, Walnut creek: Left Coast press. Kauritzin, S, Piquemal, R & Norman R 2009, *Qualitative research: challenging the orthodoxies in standard academic discourse(s)*, New York: Routledge. Oliver, P 2008, *Writing your thesis*, London: Sage.

Assessment: Assignment, Research Proposal (1500 words), 35%. Exercise, Scholarly Community Exercise (1000 words), 20%. Essay, Literature Review (2500 words), 45%.

ASH4005 Social Theory Honours

Locations: Footscray Park.

Prerequisites: To be enrolled in AHBA.

Description: This unit examines social theory as a dynamic body of thought about social change, gender relations, structures of power and contemporary local, community and global processes. Attention is on advanced scholarship in the field by leading social theorists and the relationship between real world changes and new theoretical developments in the area. In order to link theory with research practice, students review and analyse current research being undertaken in existing university research networks. The unit focuses on the particular areas of study most relevant to the honours thesis topics of students.

Credit Points: 24

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

1. Critically evaluate different examples of research from a social theoretical perspective;
2. Apply relevant conceptual frameworks to an independent research project;
3. Design research methodologies and approaches which demonstrate independent and creative thinking;
4. Develop advanced knowledge of the principles of ethical research; and
5. Plan and execute an independent research project.

Class Contact: Seminar 2.0 hrs

Required Reading: To be determined by coordinator.

Assessment: Presentation, Class presentation, 40%. Essay, Research essay, 60%. Total effective word limit 5,000 words.

ASH5001 Community Services (Ideologies in Practice)

Locations: Footscray Park.

Prerequisites: Nil.

Description: The major content of this unit will cover: the epistemology and the disciplinary positioning of social theory or theories; the social, cultural, political, historical positioning of current social science theories; an exploration of the ideas of intellectual thinkers of the social; an examination of theories regarding gender, 'race', ethnicity and Indigenous knowledge; examination of current debates in the context of the social sciences relating to the community services sector more generally; an identification of how professional knowledge is constructed. Linking theories with practice will underscore all content.

Credit Points: 12

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

1. Critically understand social theories and how they reflect changes in thinking;
2. Connect theory development, research and scholarship;
3. Engage with relevant theories through critically applying them to a variety of social phenomena;
4. Critique theories of the social and critically situate theories within their social, cultural, political and historical contexts; and
5. Identify how knowledge is

constructed and recognise the ambiguity inherent in social science knowledge and its application to community service practice.

Class Contact: h selected format averaging three hours per week.

Required Reading: Adams R (et al) 2002, *Social work themes, issues and critical debates*, Macmillan Press, UK. Aggar, B 1998, *Critical social theories: an Introduction*, Western Press, Boulder. Beliharz, P & Hogan, T 2002, *Social self, Global structure: an introduction to sociological ideas*, Oxford University Press, UK. Beliharz, P 1993, *Social theory: a guide to central thinkers*, Allen and Unwin, New South Wales. Benton, T & Craib, I 2001, 'Philosophy of social science: the philosophical foundations of social thought,' in R Billington (et al) 1998, *Exploring self and society*, Macmillan, Basingstoke. Connell, RW 2002, *Gender*, Cambridge, UK. Forder, A (et al) 1984, *Theories of welfare*, Routledge and Kegan Paul, London. Game, A 1991, *Undoing the social: towards a deconstructive sociology*, OUP, Milton Keynes. Kearney, R 1989, 'Dialogues with contemporary thinkers: the phenomenological heritage,' in T May 1996, *Situating social theory*, OUP, Milton Keynes.

Assessment: Essay (3000 words) chosen from selected topics 60%; Workshop of a selected topic which students relate and apply to current professional context 20%; Reflective journal on learning 20%.

ASH5003 Supervision for Professional Practice in Community Services

Locations: Footscray Park.

Prerequisites: Nil.

Description: Topics will include: identification of ideologies, philosophical concepts in supervision; socioeconomic and political influences of supervision; anti-discriminatory practice and supervision; ethics, power, language and professional responsibilities; organisational constraints; supervision from below; evaluation practices.

Credit Points: 12

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

1. Build on the theoretical understandings of ASH5001 Community Services (Ideologies in Practice);
2. Critically evaluate the contributions of class, 'race', age, ability, sexuality, gender and power on theories and practices of supervision;
3. Critically evaluate the role and function of the supervisor, including the personal influence of values, ethics, codes of practice, use of language and professional bias;
4. Critique the professionals' use and ownership of knowledge and its implications; and
5. Critically evaluate organisational context on the supervisory role and examine the impact of managerialism and professionalism on the contemporary practice of supervision.

Class Contact: h selected format averaging three hours per week.

Required Reading: Hawkins, P & Shohet, R 2000, *Supervision in the helping professions: an individual, group and organisational approach*, OUP, Philadelphia. McMahon, M & Paton, W 2002, *Supervision in the helping professions: a practical approach*, Pearson Education, New South Wales.

Assessment: Seminar presentation (20 mins) 30%; Organisational analysis essay (3000 words) 50%; Reflective journal 20%.

ASI1001 Sources of Asian Traditions

Locations: Footscray Park.

Prerequisites: Nil.

Description: With a focus on China, Japan and South Asia (India, Pakistan and Bangladesh) this introductory Asian Studies unit uses objects, images and events from art, literature and history to explore key founding themes and shifts shaping culture and society in traditional Asia. Students learn to read the past by learning to question the origins of authority, traditions and institutions, including law, order,

work, writing, social stratification, power, imagination, creativity, innovation and resistance. In this view pre-modern Asia is not static and unitary but contested and diverse, and in many ways modern.

Credit Points: 12

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

1. Demonstrate knowledge of the major trends in Asian history;
2. Question received images of non-Western traditions;
3. Interpret diverse sources of historical and cultural knowledge;
4. Perform critical readings of history; and
5. Demonstrate skill in imaginative research, writing and presentation.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Barnstone, T 2003, *Literatures of Asia: from antiquity to the present*, Upper Saddle River, NJ: Prentice Hall Readings from the text will be supplemented with online readings via VU Library's Electronic Reserve.

Assessment: Exercise, Weekly textbook questions, 40%. Presentation, Presentation plus report (1000 words), 30%. Examination, Written examination (2 hours): short answer and reading-response questions, 30%. Total effective word limit 3000 words.

ASI1002 Sources of Asian Modernities

Locations: Footscray Park.

Prerequisites: Nil

Description: Spanning countries from across the region, this introductory Asian Studies unit uses objects, images and events from the art, literature and history of the 19th and 20th centuries to explore the major processes of cultural and social modernisation in Asia. Students learn to investigate the origins of industrialisation, colonialism, postcolonialism and globalisation as well as the rise of cultural and social forces such as secularism, individualism, urbanisation, alienation, mass culture and postmodernity. Students also develop tools for cultural and social critique that enables them to analyse and understand the diverse trajectories of Asian cultural history.

Credit Points: 12

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

1. Demonstrate understanding of the Asian region's historical role in the creation of the modern world;
2. Analyse cultural and social artefacts and texts in terms of class, gender and national discourses;
3. Understand the diversity of conditions and forces shaping human cultures and societies; and
4. Demonstrate knowledge and skills for continuing advanced study of Asian cultures and societies.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: The following text is available for free via the Library's E-Book collection and will be used in conjunction with weekly readings made available through the Library's E-Reserve. Birch, D (et al) 2001, *James Bennett Etitle Asia: cultural politics in the global age*, Crows Nest, NSW: Allen & Unwin.

Assessment: Review, Three reviews of selected works of Asian literature or art (3 x 400 words, 15% each), 45%. Essay, Major essay (1500 words), 55%.

ASI2001 Colonialism, Nationalism and Revolution in South East Asia

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study will take as its central theme for the study of Southeast Asian history during the 19th and 20th centuries, the interaction between the evolving indigenous societies of the region and increasing Western penetration. This unit will examine how Southeast Asian societies accommodated, resisted and utilised European and North American political and economic intervention. The first weeks of the unit will be devoted to a study of pre-colonial Southeast Asia and the first two centuries of European contact. Particular emphasis will be given to the social and

economic transformation experienced by Southeast Asian countries during the last decades of colonial rule together with the emergence of nationalist movements throughout the region. The latter part of the unit will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The unit will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.

Credit Points: 12

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

1. Demonstrate understanding of events, concepts and theories relating to the field of historical studies in relation to colonised and decolonising societies;
2. Critically analyse such events, concepts and theories
3. Identify, gather, evaluate and utilise a range of primary and secondary sources related to this field; and
4. Communicate, both orally and in writing, in a clear and persuasive manner.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Vickers, A 2005, *A history of modern Indonesia*, New York: Cambridge University Press. Additional required readings provided to students during semester

Assessment: Report, Seminar report/review, 25%. Essay, Research essay, 50%. Examination, One-hour exam, 25%. Total effective word limit 3000 words.

ASI2002 Cultural History of Tibet

Locations: Footscray Park.

Prerequisites: Nil

Description: Focusing on the history and culture of Tibet's vast north-eastern province of Amdo, this unit of study provides an introduction to the history of Tibetan culture while encouraging discussion about the future of Tibetan society and its spiritual and cultural traditions. Particular attention will be given to Tibet's role in Central Asia and its relationship with China and India, including the problem of Tibet's status as a nation. Discussion will also focus on particular aspects of Tibetan culture and on important individuals from the Amdo region who have had a significant impact in Tibet and beyond. These include Lama Tsongkhapa (religious reformer), Shabkarpa (yogi and mystic), Gedun Chöphel (scholar and revolutionary), and His Holiness the Fourteenth Dalai Lama (Tibet's modern leader).

Credit Points: 12

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

1. Demonstrate a broad knowledge of the scope of Tibetan history;
2. Analyse translated texts from other cultures;
3. Respond, to and write about, non-Western histories;
4. Understand and analyse history in its social and political contexts; and
5. Demonstrate understanding of cultural history in a disputed region.

Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr

Required Reading: Kapstein, M 2006, *The Tibetans*, Oxford: Blackwell.

Assessment: Assignment, Textbook questions (8 best x 2.5%), 20%. Presentation, Class presentation, 30%. Essay, Major essay, 50%. Total effective word limit 3000 words.

ASI2003 Many Vietnams: War, Culture and Memory

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study examines a number of critical issues associated with the Vietnam War, a war which has had profound consequences both in Vietnam and those western countries which were involved. These issues include: national identity, race, patriotism, loyalty, sacrifice, morality and the meaning and justification of war. The unit studies these themes through the eyes of historians, artists, journalists, film-makers and writers from all sides of the conflict. It also aims to explore the

aftermath of the Vietnam War and its part in shaping the popular imagination and political cultures of Vietnam and the West, particularly the United States and Australia.

Credit Points: 12

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

1. Analyse the Vietnam War and its cultural legacies in Vietnam, the US and Australia; 2. Explore how people from various sides of the conflict interpreted and responded to the war; 3. Examine the role of public memory in reconstructing the past, and shaping thinking about the present; and 4. Explore key issues associated with the war, including: national identity, patriotism, loyalty, sacrifice, morality and the meaning and justification of war.

Class Contact: One two-hour lecture and one one-hour tutorial for 10 weeks per semester

Required Reading: Book of readings available for purchase from Footscray Park campus

Assessment: Review, Book/film review, 30%. Essay, Research essay, 40%. Examination, Written examination, 30%. Total effective word limit 3000 words.

ASI2004 Researching Gender and Sexuality in Asia

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study examines recent research into questions of gender and sexuality in Asia, contemporary and historical. With an emphasis on becoming familiar with recent innovations in research methods in gender and sexuality, case studies will be drawn from a range of selected Asian cultural contexts. Issues considered will include sexuality and public morality, engenderment (eg. femaleness, maleness, androgyny), heterosexuality and homosexuality, prostitution, sex tourism, pederasty, and possibilities for gender equality and empowerment in specific cultural milieux.

Credit Points: 12

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

1. Demonstrate understanding of the major theoretical questions surrounding gender and sexuality in Asia; 2. Question racial, gender and sexual stereotyping; 3. Interrogate the social and historical origins of behavior and attitudes; 4. Develop, summarise and publicly present complex arguments; and 5. Participate in and support discussions around complex and socially sensitive issues.

Class Contact: One two-hour seminar per week and one three-hour screening/discussion per semester.

Required Reading: Weekly required readings as outlined in the unit guide provided to students at the beginning of semester.

Assessment: Hurdle task - students are required to submit a 500 word summary of an article which will be set by the coordinator. No marks are allocated, however students must complete this hurdle to meet the requirements of this unit. Review, Film Review, 40%. Essay, Research essay, 60%. Total effective word limit 3000 words.

ASI3001 Film, Art and Performance in Asia

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores connections between traditional Asian visual and performing arts and contemporary filmmaking in Asia. This will include detailed analysis of recent feature films that portray traditional performance such as *The Story of Chunhyang* (pansori, South Korea), *Farewell My Concubine* (Peking opera, China) and *The Last Dance* (kathakali, India). Themes covered include the traditional

social context of performance arts in Asia, the translation of traditional performance arts to cinema, and the impact of cinema on performance history.

Credit Points: 12

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

1. Write on Asian performance traditions; 2. Explore and interpret art forms cross-culturally; 3. Analyse performance and cinema in historical context; and 4. Devise structuralist, hermeneutic and/or poststructuralist approaches to art.

Class Contact: Seminar 2.0 hrs

Required Reading: Reader available from VU Bookshop and online readings via VU Library.

Assessment: The reading and ideas journal pieces will be assessed on the student's ability to make adventurous connections between the readings and/or films set for each week. The end of semester presentation will be strictly limited to 10-15 minutes: format to be discussed with instructor. Journal, Reading and ideas journals (8 x 300 words, 10% each), 80%. Presentation, End of semester presentation based on reading and ideas journals (approx. 600 words), 20%.

ASL1003 Criminal Justice Systems

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will include an examination of: major institutions of the criminal justice system in their social and historical context, including police, courts, prisons, and related crime prevention and welfare organisations linked to crime control in Australia; statistical and other evidence of shifts in approaches to crime control; a study of a selection of recent reviews of criminal justice in Australia and elsewhere; the historical and social underpinnings of community-based interventions in crime control.

Credit Points: 12

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

1. Investigate and utilise different kinds of conceptual tools used to analyse the operations of criminal justice systems in Australia and other parts of the world; 2. Analyse challenges and aspects of change in the justice systems; and 3. Work collaboratively to collate and critically assess research information from diverse sources to develop a research report.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Marmo, De Lint & Palmer most recent version *Crime and Justice, A Guide to Criminology* Thomson and Reuters

Assessment: Exercise, Discussion questions, 10%. Review, Media, 25%. Case Study, Group presentation and report, 30%. Essay, Final essay, 35%.

ASL2003 Ethics

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit includes a survey of the legislation, charters, declarations and rules governing the conduct of public institutions, the development of the various aspects of human rights as emphasised in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct. It also includes an examination of the techniques of ethical practice. What techniques are deployed by individuals in the context of ethical decision-making? The development of a research project will familiarise students with methods of self-inquiry and the performance of ethical rules.

Credit Points: 12

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

1. Exhibit a foundational understanding of ethics as the subject of academic inquiry

and as an underpinning of research and professional practice; 2. Apply the study of ethics to the practices and relations of criminal and social justice; 3. Apply ethical principles to 'real life' problems and issues in professional practice within the criminal justice system; and 4. Prepare an ethics application.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Readings are listed in the unit outline, available in the Library Reserve and on VU Collaborate

Assessment:Essay, 20%. Report, Collaborative report and presentation, 30%. Exercise, Ethics application, 30%. Assignment, Evaluation of ethics application, 20%. Total effective word limit 3000 words.

ASL2005 Forensic Investigation in Social Context

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit traces the emergence of forensic technologies, from Bertillonage and fingerprinting to DNA profiling and brain imaging techniques, in the context of the policing and detecting of crime. It also focuses on the production and presentation of evidence, and their effects upon penal policy and sentencing. The key topics are examined in the context of a number of locations including the forensic laboratory and the courtroom. The media, including popular TV crime shows, are critically reviewed as sites within which specific technologies establish their legitimacy as tools for the pursuit of criminal justice. Students engage with and critically analyse a body of contemporary scholarship, drawn from within the discipline of science and technology studies.

Credit Points: 12

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

1. Elucidate contemporary theories within social studies, technology and criminal justice; 2. Articulate difficulties in investigating relations between science, technology and criminal justice and apply skills to manage such difficulties; 3. Work collaboratively to collate and critically assess research information from diverse sources and write up a research report; and 4. Report on and defend the research report.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Readings are listed in the unit outline, available on the e-learning platform and Library Reserve

Assessment:Research Paper, Investigative essay (800), 30%. Case Study, A collaborative crime research report and presentation (1,000), 35%. Essay, End of semester essay (1,200), 35%.

ASL3002 Law and Governance

Locations:Footscray Park.

Prerequisites:ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control

Description:This unit of study draws on modern social theory to trace the interrelation between law and systems of governance. The approach, taken through a range of case studies and specialist literature, is to examine law and policy as attempts to intervene in certain problem areas of social life that need to be regulated and managed. Particular topics include: law as governance, risk management and punishment, the medicalisation of crime, law, power and family. Students will be expected to demonstrate a knowledge and understanding of the law as a set of techniques for intervening in the way society is governed and to use this understanding in the conduct of their own research.

Credit Points: 12

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

1. Conceptually map the interrelationships between law and systems of governance; 2. Interrogate law and policy in its application to problem areas of social life; 3. Critically reflect upon the law as a set of techniques for intervening in social governance; and 4. Translate theoretical understandings of law and governance into the conduct of research.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Readings are referred to in Unit of Study Guide and/or unit's VU Collaborate space.

Assessment:Assignment, Seminar Papers 1 (1000 words), 25%. Assignment, Seminar Papers 2 (1000 words), 25%. Essay, Major Essay (1500 words), 50%.

ASM2001 Mediation

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study has both a critical and a practical focus. It explores the rise of mediation in a range of settings and considers its limitations and opportunities, particularly where already marginalised complainants are involved. On a practical level, it introduces students to the various phases in the mediation process, including preparation, creating trust, summarisation and isolation of the issues, creating an agenda, exploring options, negotiation of an agreement, and implementation. It further equips students with mediation techniques and skills through practical exercises (including role-plays).

Credit Points: 12

Class Contact:Lecture 1.0 hr Workshop 2.0 hrs

Required Reading:To be advised by lecturer.

Assessment:Essay (3000 words) analysing a mediated dispute 50%; Assessed role-play 50%. Students are expected to have 80% attendance at lectures and workshops.

ASM2002 Restorative Justice

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study looks at the emergence of restorative justice programs as an approach to 'repairing the harm' and considers a range of programs from Australia, New Zealand and Canada that fall under the restorative umbrella. The aim is to investigate claims that these approaches have a range of beneficial outcomes, including crime prevention, community and victim involvement which are not achievable within retributive and rehabilitative models. Given the interest in restorative justice in programs involving young offenders and Indigenous peoples, the unit of study will consider the opportunities and limitations of restorative justice strategies in diverse societies.

Credit Points: 12

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

1. Understand the conceptual parameters of restorative justice; 2. Understand the lines of emergence of restorative justice into the contemporary field of justice administration; 3. Participate in debates over the applicability of restorative justice techniques (eg. what kinds of offences, offenders etc.); 4. Evaluate existing programs; 5. Evaluate the professional role as it is currently conceived; 6. Demonstrate enhanced skills in becoming a team player, through sharing information, participating in e-discussions etc.; 7. Demonstrate skills in accessing knowledge and drawing from global forums around restorative justice; 8. Demonstrate the attainment of some of the skills required of a newly graduated professional practitioner (including self-evaluation and the constructive evaluation of the performance of others); and 9. Participate in role-plays of restorative justice

conferencing in ways that indicate readiness to undertake internship or other community-based learning.

Class Contact:Seminar 2.0 hrs

Required Reading:Braithwaite, J & Strand, H (eds) 2000, Restorative justice: from philosophy to practice, Aldershot, Dartmouth.

Assessment:Assignment, Short assignment (1000 words), 20%. Project, Group project, 40%. Essay, Major essay (2500 words), 40%. Students are expected to have 80% attendance at lectures and workshops.

ASM3001 Advocacy and Mediation Internship 1

Locations:Footscray Park.

Prerequisites:ASM2002 - Restorative Justice

Description:The completed Internship (ASM3001 and ASM3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task).

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Demonstrate experience gained in work and agency settings where the skills of advocacy and mediation are deployed, or might usefully be deployed; 2. Work both independently and as part of a team; 3. Demonstrate record keeping skills (log of hours and learning journal), time management (project work use of diary); and 4. Understand document management.

Class Contact:One hour per fortnight workshop on-campus. University supervision staff will make a minimum of one visit to each student at their placement per semester (two for the internship as a whole).

Required Reading:BA (Advocacy and Mediation) Internship Manual.

Assessment:Completion of the internship contract in consultation with the agency supervisor and University supervisor; Log of hours as submitted by the student and confirmed by the agency supervisor at the end of each semester and at the conclusion of the internship; Learning journal involving a minimum of six substantive entries shown to the University supervisor at the end of each semester (12 entries by the conclusion of the internship);Preliminary draft/plan of the 2500 word internship final report. The unit of study will be graded as satisfactory or unsatisfactory.

ASM3002 Advocacy and Mediation Internship 2

Locations:Footscray Park.

Prerequisites:ASM3001 - Advocacy and Mediation Internship 1

Description:The completed Internship (ASM3001 and ASM 3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task). The Internship will also include the Capstone Task as part of the assessment.

Credit Points: 12

Class Contact:One hour per fortnight workshop on-campus. University supervision staff will make a minimum of one visit per semester to each student at their placement (two for the internship as a whole).

Required Reading:BA (Advocacy and Mediation) Internship Manual.

Assessment:Log of hours as submitted by the student and confirmed by the agency supervisor at the end of the internship; Completion of a learning journal involving a minimum of 12 substantive entries shown to the University supervisor at end of placement; A 2500-word internship final report submitted by the student (in addition to any task reports or materials required by the specific internship project);Capstone Task of 1500 words, where students reflect on their personal development in the 201

area of the Victoria University core graduate attributes and on the evidence of this that they have accumulated in their student portfolios, then produce a statement on graduate attributes that can then be used when applying for work; End of internship written proforma and verbal report from the agency supervisor; End of internship three-way review meeting between the student agency supervisor and University supervisor. The unit of study will be graded as satisfactory or unsatisfactory.

ASN1001 Online Screen Media

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit examines new methods in the production and distribution techniques of video media through online platforms, including video-on-demand and streaming sites such as YouTube. It examines the way new distribution platforms are used by media professionals to distribute and engage with audiences. Students will analyse new practices which have been created from new platforms like YouTube and the impact these new platforms have upon traditional media practices.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Explain contemporary practices in online video production and distribution; 2. Analyse, evaluate and develop media resources reflective of contemporary media terminology; 3. Examine the changes to video media distribution methods; and 4. Create short viral video projects.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:Students will be provided with access to an electronic reading list in class.

Assessment:Review, Article review based on focus topics. (1000 words), 30%. Creative Works, Production Plan (1000 words), 30%. Creative Works, Viral video (equivalent to 1500 words), 40%.

ASN1002 Introduction to Screen Media

Locations:Footscray Park.

Prerequisites:Nil.

Description:Introduction to Screen Media analyses film, television, and online media texts. The unit introduces students to some key concepts in reading screen media including auteur and genre theory, screen grammar and visual conventions, narrative and structure, television forms and convergent media.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse and evaluate a range of screen media texts; 2. Compare and discuss some key concepts in screen media theory and analysis; 3. Articulate the changes in screen media culture; and 4. Identify and research issues in screen media cultural production.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment:Review, Review screen media text based on focus topics, (600 words), 20%. Presentation, In class presentation and analysis of specific text (equivalent to 800 words), 30%. Essay, Research essay chosen from list of topics (1500 words), 50%.

ASN1003 Motion Graphics

Locations:Footscray Park.

Prerequisites:Nil.

Description:Motion graphics are widely used across a number of media screen and

platforms. This unit provides students with an introduction to the concepts associated with motion graphics, including narrative development, storyboarding and specialist production skills required to produce motion for a variety of screen formats and purposes. The unit investigates the history of motion graphics in the 20th century and the use of motion graphics as a storytelling method. This unit provides the necessary foundation skills and aesthetic knowledge to produce motion graphics for various screen media platforms.

Credit Points: 12

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

1. Describe the historical significance of motion graphics as a communication tool and identify successful approaches;
2. Demonstrate imaginative thinking about principles of visual/narrative design;
3. Determine appropriate motion graphics terminology;
4. Apply pre-production techniques and design methodology, including storyboarding and scripting; and
5. Utilise software applications to implement computer animation techniques.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment: Assignment, Reflective essay outlining impact of motion graphics (750 words), 25%. Creative Works, Minor motion graphics production (equivalent to 900 words), 30%. Creative Works, Major motion graphics production (equivalent to 1350 words), 45%. Total effective word limit 3000 words.

ASN2001 Cross Media Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: The ways in which audience engage with narratives is changing due to developments in media distribution platforms. Media narratives now flow across numerous media platforms to further engage the viewing audience. Contemporary media professionals must have a clear understanding of the ways in which a narrative can be interwoven across multiple media platforms. In this unit students investigate contemporary cross media practice and analyse the use and impact of presenting a narrative to the audience using a cross media approach.

Credit Points: 12

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

1. Evaluate the use of media platforms in association with cross media narratives;
2. Create an effective cross media project plan to engage with a target audience;
3. Propose a project pitch that exhibits industry cross media practice; and
4. Utilise a range of media platforms.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Required reading is provided to students via VU Collaborate.

Assessment: Essay, Research essay of cross media practice (1000 words), 30%. Presentation, Pitch presentation (1000 words), 25%. Creative Works, Proposal for cross media project (2000 words), 45%.

ASN2002 Visual Effects

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines both the historical significance of technology in the development of the visual effects field and the contemporary industry practices and standards. The aim of this unit is to equip students with the knowledge and technical skills to plan, design and implement effective visual effects for media production. Students will use various media including, video, text, animation, chroma keying and effects to create compositions that encompass visual effects.

Credit Points: 12

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

1. Critique contemporary approaches to visual effects techniques;
2. Locate information and resources in a variety of formats and interpret them in both written and visual mediums;
3. Create and manipulate appropriately visual effects and video content elements for composition;
4. Map the workflow required to plan, design and create compositions; and
5. Operate appropriate software to create compositions.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Required readings will be provided on VU Collaborate.

Assessment: Essay, Reflective essay outlining impact of visual effects (1000 words), 25%. Exercise, Minor visual effects composition (1200 words), 30%. Creative Works, Major visual effects composition (1800 words), 45%.

ASN2003 Screen Media Careers

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit students develop vital skills in planning, developing and gaining employment within the multifaceted screen media field. In addition to classroom content, students must complete work placement, where they will be directly supervised by a professional within the screen media industry. The work placement further facilitates the integration of classroom theory and practice with industry practice and may be undertaken in either block or concurrent mode. The unit focuses on students acquiring skills and knowledge critical for finding employment in the screen media industry, including the development of an industry standard media portfolio and industry contacts.

Credit Points: 12

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

1. Critically reflect on key issues in screen media workplace, including workplace culture, conduct and communications;
2. Present a professional career plan with reference to existing professional skills, attributes and interests;
3. Create and maintain a professional media portfolio demonstrating workplace experience and existing body of work and skills; and
4. Compose job finding resources suited for contemporary screen media workplaces.

Class Contact: Workshop 2.0 hrs Plus a minimum of 10 days work placement.

Required Reading: Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment: Journal, Reflective journal (1500 words), 30%. Portfolio, Online digital portfolio (2500 words), 50%. Other, Career plan (1000 words), 20%. Total effective word limit 5000 words.

ASN2004 Post-Production

Locations: Footscray Park.

Prerequisites: Nil.

Description: This second year unit explores the range of techniques used in both picture and audio post production in the screen media industry. The unit includes both theoretical and practical exercises based around students' own production work and the post production workflow.

Credit Points: 12

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

1. Analyse and evaluate a range of picture and audio post production techniques;
2. Evaluate the post production workflow for individual screen media projects;
3. Apply audio post techniques to produced project work; and
4. Apply picture post techniques to produced project work.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment:Essay, Analysis of applied post production techniques (1000 words), 30%. Creative Works, Post production of produced audio exercise (1000 words), 30%. Creative Works, Post production of produced picture exercise (1500 words), 40%.

ASN3001 Screen Media Enterprise

Locations:Footscray Park.

Prerequisites:Nil.

Description:This third year unit examines the legal and business skills required in screen media production; topics include release forms, location permissions, copyright, music and archival clearances, contracts, business plans and budgeting.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse and evaluate the range of the legal requirements in the screen media industry; 2. Evaluate the legal, business and copyright requirements for a specific screen media project; 3. Generate sample contracts required for a specific screen media project; and 4. Anticipate and resolve the legal and business requirements for a specific screen media project.

Class Contact:Lecture1.0 hrWorkshop2.0 hrs

Required Reading:Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment:Essay, Analysis of legal issues in a screen media project (1000 words), 20%. Portfolio, A portfolio of legal and business documents (1300 words), 40%. Report, Report on legal and business requirements for a specific screen media project (1300 words), 40%.

ASN3002 Screen Media Practice

Locations:Footscray Park.

Prerequisites:Nil.

Description:This third year unit provides opportunities for final year students to produce screen media projects for external clients. These projects might take the form of short non-fiction films for clients such as Malthouse Theatre, Westem Health, sporting clubs, schools etc or provide opportunities for collaboration with students working on client briefs through the Student led Communications Agency based at Metro West.

Credit Points: 12

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

- Analyse and evaluate a screen media brief from an external client
- Undertake the pre-production and production requirements for a specific screen media project
- Anticipate and resolve the legal and business requirements for a specific screen media project
- Deliver a screen media project according to an external client brief

Class Contact:Seminar2.0 hrs

Required Reading:Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment:Report, A written brief that addresses the client's needs (1000 words), 20%. Report, A work-in-progress report on the screen media project (1000 words),

20%. Project, Completed screen media project (1500 words), 60%. Total effective word limit 3000 words or equivalent.

ASP1001 Foundations of Political Science

Locations:Footscray Park, St Albans.

Prerequisites:Nil

Description:This unit is designed to welcome you into the discipline of Political Science, to help you navigate this discipline, and to give you a sense of where the skills and knowledge associated with Political Science are used out in the real world. Rather than adopting a standard approach to this unit, one that examines each of a range of diverse topics, this unit is centrally focused on the concept of 'power'. This is not because power is the only concept of importance within political science, but instead because it is both an important concept and a complex one. Concentrating on power offers two advantages. Firstly, the concept of power is central to much of political science, which means that it offers us a common entry point to discussions of many relevant ideas, concepts and theories. Secondly, grappling with a concept as complex as this one is an important part of university study - this approach gives us the time to untangle power and its many elements.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Discuss the relationship between political philosophies and ideologies and political events; 2. Examine political concepts and apply them in the examination of contemporary events; 3. Locate primary and secondary materials and review their content as it relates to political concepts and events; and 4. Articulate their ideas and arguments precisely and concisely in a range of settings and forms.

Class Contact:Lecture2.0 hrsTutorial1.0 hr

Required Reading:Students may purchase a copy of the ASP1001 Unit Reader from the University Bookshop. Readings contained therein will also be available electronically.

Assessment:Assignment, Essay plan/introduction (1 A4 page), 20%. Essay, Fully referenced academic essay (1500 words), 40%. Test, Online quizzes, 0%. Examination, Essay exam, 40%.

ASP1002 Origins of International Politics

Locations:Footscray Park, St Albans.

Prerequisites:Nil

Description:This unit provides an introduction to key historical events and concepts relating to international politics. It is designed to help students understand the origins of the political systems in which we live today, and to recognise the importance of political science as a means of investigating and evaluating political structures and practices at local, national, regional and global levels. We examine the origins of nation-states, corporations, and key international and non-governmental organisations, discussing how, where, when and why these political forms emerged and why they have persisted and proliferated. This is the second of two level one units that must be completed as part of the Political Science specialization. It is also a core unit in the International Studies (ABIS) course. On completion of this unit, students will be prepared to venture further into the study of politics and international affairs.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Investigate the origin and character of key political structures, including nation-states, corporations, and international and non-governmental organisations; 2. Examine and explain the emergence and persistence of such political structures; 3. Select and analyse a range of primary and secondary sources related to the study

of political structures; and 4. Communicate, orally and in writing, in a clear and persuasive manner.

Class Contact:Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading:Students will also be supplied with electronic copies of further readings as well as guidance on engaging with online news sources. Baylis, J, Smith S & Owens, P 2014, 6th edn, The globalization of world politics, Oxford: Oxford University Press.

Assessment:Assignment, Reflective paper: My involvement in international affairs (500 words), 20%. Essay, A fully referenced, academic essay (1500 words), 40%. Examination, Short answer, end of semester exam (90 minutes), 40%.

ASP2001 Political Economy of Colonialism and Neocolonialism

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:The unit examines the phenomenon of colonialism and neo-colonialism since the 19th century in a range of regions, but including that of Southeast Asia. The unit introduces theoretical frameworks linked to the analysis of colonialism, neo-colonialism and the shift from the former to the latter. It asks students to apply these frameworks in the consideration of specific case studies. Through doing so, students gain an understanding of the purposes of colonial and neo-colonial exploitation, the forms of the power relationships involved in such exploitation, the varied responses employed in opposition to such exploitation, and some of the contemporary challenges that we face as a result of such acts of exploitation. The unit helps students to refine and employ skills associated with empirical and normative analysis.

Credit Points: 12

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

1. Map and critique the main theoretical debates about colonialism and neo-colonialism;
2. Survey the history of colonialism and neo-colonialism;
3. Investigate the ecological ramifications of colonialism and neo-colonialism; and
4. Reflect critically on the readings and discussions and contribute, to the debate on relations between the Global North and South.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:ASP2001 Book of Readings Book of Readings prepared by the lecturer. The readings will be compiled in part from the recommended (short) reading list.

Assessment:Assignment, Plan/bibliographic exercise, 20%. Essay, Major essay, 60%. Examination, Exam, 20%. Total effective word limit 3000 words.

ASP2002 History and Politics of Terrorism

Locations:Footscray Park.

Prerequisites:AAH2002 - The World before 1770ASH 2001 - History and Memory

Description:This unit places current concerns with terrorism in an historical and theoretical framework. It examines current and historical examples of state terrorism, state-sponsored terrorism and private terrorism and tries to explain the causes of terrorist activity. Much contemporary writing dealing with the so-called 'Global War on Terror' is ahistorical and orientalist and assumes an almost ontological divide between Islam, Christianity and Judaism. This unit critically examines that discourse.

Credit Points: 12

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

1. Define terrorism;
2. Identify and discuss the different kinds of terrorism (state

terrorism, state-sponsored terrorism and private terrorism) with contemporary and historical examples;- 3. Identify the key debates about the causes of terrorism;
- 4. Critically discuss the 'Global War on Terror';
- 5. Identify understanding of what might be done to prevent terrorism; and
- 6. Discuss terrorism in relation to Australian foreign policy.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Unit of Study reader compiled by the Unit Coordinator. This will include, but is not restricted to, extracts from the books listed in the recommended reading section.

Assessment:Exercise, Bibliographic, 20%. Essay, 2000 word essay, 60%. Examination, Examination, 20%. Total effective word limit 3000 words.

ASP2005 Policy and Practice in International Politics

Locations:Footscray Park.

Prerequisites:ASP1002 - Origins of International Politics ASP1001 - Foundations of Political Science Students must have completed either ASP1001 or ASP1002. Units ASP1002 Origins of International Politics and ASP2010 Origins of International Politics are equivalent.

Description:This unit offers students the opportunity to consider in some detail the policies and practices engaged in by a variety of real-world organisations that are involved in international affairs. We shall construe the term "international affairs" broadly, as referring to the interaction of people across political, national and cultural boundaries, and we shall investigate a variety of forms of actors, including states, international organisations, corporations, and non-governmental organisations. The broader functions of this unit are to help students to appreciate both the range of organisation engaged in international affairs and to consider the relationship between their academic studies and skills and the range of career pathways that pertain to them.

Credit Points: 12

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

1. Describe and discuss the functions and operations of a range of organisations engaged in international affairs;
2. Identify and investigate problems of relevance to such organisations and plan and carry out research in order to analyse and respond to these problems;
3. Identify, gather, evaluate and utilise a range of primary and secondary sources related to such research topics; and
4. Communicate in a clear and persuasive manner and in a style appropriate to a given organisation.

Class Contact:Lecture 1.0 hr Tutorial 1.0 hr

Required Reading:Students will be asked to purchase from the bookshop a pack of readings tailored to the tutorial topics of this unit.

Assessment:Review, 2 A4 page review of the range of organisations relevant to an issue of importance in international affairs., 30%. Research Paper, Research paper on an issue of importance in international affairs (1500 words), 40%. Report, 4 A4 page report on an issue of importance in international affairs, tailored for a specific organisation involved with that issue., 30%.

ASP2006 Culture and Politics in Indonesia

Locations:Footscray Park.

Prerequisites:NIL

Description:This unit of study examines Indonesia's social structure and diverse cultural patterns and how these are reflected in post-independence politics. Emphasis is given to the processes of social change. The themes explored in the unit of study include: the construction of national identity; the search for appropriate political forms and the social and political changes generated by rapid economic

development; and Islam in its diverse manifestations. The role of the Chinese and other ethnic minorities is examined in the context of national integration. Particular focus is given to the issue of regime change as Indonesia approaches the end of the Suharto era.

Credit Points: 12

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

1. Survey and summarise cultural, social and political features of post-independence Indonesia;
2. Investigate and critique concepts, accounts and arguments related to the above;
3. Identify, gather and review primary and secondary materials relating to cultural, social and political structures within Indonesia; and
4. Fashion arguments that are clear and coherent regarding Indonesian culture, society and politics.

Class Contact: Lecture 1.0 hr Seminar 1.0 hr

Required Reading: A reading pack prepared by staff will be made available via the bookshop. The reading pack will contain excerpts from academic texts and novels, offering students both primary and secondary source material.

Assessment: Research Paper, 2 A4 page paper based on tutorial topics and designed to support tutorial discussion, 30%. Essay, Fully referenced academic essay (2000 words), 40%. Examination, End of semester exam, 30%.

ASP2007 Dictatorship and Democracy

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: How should political systems be organised? This fundamental question remains entirely relevant today, as countries and organisations around the world seek to pursue complex objectives and to satisfy diverse stakeholders. In this unit, students tackle this question, drawing upon the writings of the theorists and practitioners of power themselves rather than solely via interpretations by others. The course begins with some general questions on dictatorship and democracy. It then moves on to examine the writings of a range of important political theorists. These writings will include examples from Ancient Greece, the Renaissance period in Europe, the Enlightenment period in Europe and America, the Totalitarian movements of the 20th Century, and some diverse contemporary political contexts.

Credit Points: 12

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

1. Compare and contrast theories regarding the nature of democracy and dictatorship and the various forms in which these doctrines really exist;
2. Critically analyse and evaluate concepts and arguments related to political doctrines;
3. Inspect, gather and critically employ research regarding political theory; and
4. Articulate arguments and analysis in a precise and concise fashion, both orally and in written form.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: A unit reading pack must be obtained from the VU bookstore. In addition, it is recommended that students purchase the following text: - Arendt, H 1973, *The origins of totalitarianism*, Harcourt Brace Jovanovich, New York.

Assessment: Essay, Academic, fully referenced essay (2000 words), 50%. Journal, Reflections on tutorial readings focused on political theory - two points of submission, 30%. Examination, One hour, essay based examination, 20%.

ASP2008 North American Politics

Locations: Footscray Park.

Prerequisites: NIL

Description: The United States of America represents one of the most important political communities in the world today. On the one hand, the US remains the most powerful state in world politics; the decisions made in Washington (and in other centres of political power within the US) often impact directly on the lives of people all over the planet. On the other hand, the model of politics developed in the United States has been incredibly influential around the world, shaping the design of political institutions in states ranging from Australia to Iran. For these and other reasons, investigating the US political system is both important and interesting. In this unit, we examine the US federal government first and foremost as a political experiment - how did those who designed the US Constitution expect their government to work? Does it work as they expected? How and why has it changed over time? We shall also examine how contemporary debates have played out in the US political system, such as those regarding the US role in the world, the widening inequality gap, and the provision of healthcare to the US population.

Credit Points: 12

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

1. Investigate the US political system and reconstruct contemporary debates within the US;
2. Recognise the foundational principles that underpin the US political system and interpret their operation within the contemporary political system;
3. Initiate research through the identification of research problems, the gathering and synthesis of relevant primary and secondary sources, and the evaluation and utilisation of those sources; and
4. Demonstrate a capacity to communicate ideas and arguments in a clear and coherent fashion, both orally and in writing.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Jillson, C 2011, 6th edn, *American government: political development and institutional change*, New York and London: Routledge.

Assessment: Research Paper, 1500 word evaluation of a key foundational principle from the US political system, 50%. Essay, Fully referenced academic essay (1500 words), 50%.

ASP2009 Southeast Asian Politics

Locations: Footscray Park.

Prerequisites: NIL

Description: This unit of study examines key recent events as well as political change and conflict in the Southeast Asian region since World War II. The unit analyses and interprets political systems, ideologies and traditions in Southeast Asian countries by focusing on the question of legitimacy and claims to power, authority and sovereignty. By means of individual country and comparative studies, lectures and tutorials explore the following topics: the role of the military in government; politics and power maintenance; elections and democracy; national integration and regional/ethnic/religious separatism; 'political cultures'; and civil society and the role of the middle class in contemporary Southeast Asian politics. The unit of study provides a useful basis for understanding and explaining the political systems of the region and their trajectories of change.

Credit Points: 12

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

1. Investigate and map the relationships between political systems, cultures and events within Southeast Asia;
2. Review and critique a selection of these systems, cultures and events;
3. Locate, scrutinise and cite a range of primary and secondary sources related to this field; and
4. Independently compose and communicate, both orally and in writing, concise and precise arguments regarding political systems, cultures and events in Southeast Asia.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Students will be asked to buy a reading pack prepared by the unit

coordinator. Where possible, materials will be offered online as well as or instead of sources in the reading pack.

Assessment: Assignment, Preparatory assignment, 30%. Essay, Academic essay, 30%. Examination, End of semester examination - essay based, 40%. Total effective word limit 3000 words.

ASP2010 Origins of International Politics

Locations: Footscray Park, St Albans.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit provides an introduction to key historical events and concepts relating to international politics. It is designed to help students understand the origins of the political systems in which we live today, and to recognise the importance of political science as a means of investigating and evaluating political structures and practices at local, national, regional and global levels. We examine the origins of nation-states, corporations, and key international and non-governmental organisations, discussing how, where, when and why these political forms emerged and why they have persisted and proliferated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate the origin and character of key political structures, including nation-states, corporations, and international and non-governmental organisations; 2. Explain the emergence and persistence of such political structures to relevant theories drawn from Political Science and International Relations; 3. Locate, review and employ a range of primary and secondary sources related to the study of political structures; and 4. Articulate, orally and in writing, clear and convincing arguments regarding the origin, persistence and normative value of the political structures noted above.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Students will also be supplied with electronic copies of further readings as well as guidance on engaging with online news sources. Baylis, J, Smith S & Owens, P 2014, 6th edn, The globalization of world politics, Oxford: Oxford University Press.

Assessment: Assignment, Reflective paper: My involvement in international affairs (500 words), 20%. Essay, A fully referenced, academic essay (1500 words), 40%. Examination, Short answer, end of semester exam (90 minutes), 40%.

ASP2011 Foundations of Political Science

Locations: Footscray Park, St Albans.

Prerequisites: Nil

Description: This unit is designed to welcome you into the discipline of Political Science, to help you navigate this discipline, and to give you a sense of where the skills and knowledge associated with Political Science are used out in the real world. Rather than adopting a standard approach to this unit, one that examines each of a range of diverse topics, this unit is centrally focused on the concept of 'power'. This is not because power is the only concept of importance within political science, but instead because it is both an important concept and a complex one. Concentrating on power offers two advantages. Firstly, the concept of power is central to much of political science, which means that it offers us a common entry point to discussions of many relevant ideas, concepts and theories. Secondly, grappling with a concept as complex as this one is an important part of university study - this approach gives us the time to untangle power and its many elements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 206

1. Discuss the relationship between political philosophies and ideologies and political events; 2. Examine political concepts and apply them in the examination of contemporary events; 3. Locate primary and secondary materials and review their content as it relates to political concepts and events; and 4. Articulate their ideas and arguments precisely and concisely in a range of settings and forms.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Students may purchase a copy of the ASP1001 Unit Reader from the University Bookshop. Readings contained therein will also be available electronically.

Assessment: Assignment, Essay plan/introduction (1 A4 page), 20%. Essay, Fully referenced academic essay (1500 words), 40%. Test, Online quizzes, 0%. Examination, Essay exam, 40%.

ASP3001 Parliamentary Internship

Locations: Footscray Park.

Prerequisites: Students are selected on the basis of a written application to the coordinator and academic merit. There are a limited number of places available in this unit.

Description: In this unit of study, students will have active experience working for a Member of Parliament (MP) in the settings of Parliament, the Parliamentary Library, Parliamentary Offices and electorate offices. Each student will complete a public policy research report on a topic of interest and concern nominated by the MP. This research report is bound and housed in the Parliamentary Library. This unit offers an excellent opportunity for students to gain practical knowledge of the workings of the Victorian Parliament in particular, to gain an understanding of the mechanisms of policy development and of political systems more generally. Entry into this unit is determined on application to the unit coordinator and can be highly competitive. There are a limited number of places available in this unit. There are significant practical and professional benefits of this unit for students.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and report parliamentary processes, policy making and legislative processes in the Victorian Parliament; 2. Exhibit advanced analytical, research and report writing skills; 3. Exemplify high level interpersonal and professional skills through interaction with Members of Parliament, community groups and students from other universities; 4. Exhibit skills in interviewing, community consultation and organisation in a professional environment; and 5. Critically review and articulate the workings of a Victorian electorate office.

Class Contact: Research supervision of one hour per week. A maximum of two days per week in their Internship Activities: one day in the electorate offices and one day in Parliament. Face to face teaching in Research Methods in regular seminars on Friday at Parliament House. These seminars are taught by the VU Parliamentary Internship coordinator and also the coordinators from The University of Melbourne and Monash University. Staff from all three universities are required to attend and teach in every seminar.

Required Reading: This is an internship unit; students are not set required readings. Instead, background readings offering an introduction to each student's designated area of research are identified through a process of negotiation between staff, students, and representatives of the relevant MP's office.

Assessment: Research Paper, 6000 word, self-directed research paper., 70%. Essay, 2000 word reflective essay, 30%.

ASP3002 International Security

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units ASP1001 Foundations of Political Science, ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics.

Description: This unit provides an introduction to security studies, a field of inquiry that examines the political processes through which people seek security within the realm of international politics. The unit adopts a historical approach to the examination of this subject: we shall consider how our understandings of security have changed over time, which types of political actors have been most responsible for the maintenance of security, and what types of strategies these actors have adopted in their pursuit of security. Thus, this unit offers students the opportunity to examine some of the most important issues facing the international political system today.

Credit Points: 12

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

1. Interrogate concepts and theories relating to the field of security studies and assess their relevance to events in international politics;
2. Probe complex security problems and develop a research project designed to elucidate these problems;
3. Critically review literature related to the field of security studies and employ that literature in the construction of a convincing research report; and
4. Reflect upon concepts, theories and events in the field of security and elaborate on their relevance and application both orally and in writing, in a clear and persuasive manner.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Williams, P 2008/2013 1st or 2nd Security studies: an introduction, London and New York: Routledge.

Assessment: Report, Security report (400 words), 20%. Portfolio, Tutorial portfolio (600 words), 30%. Essay, Essay (2000 words), 50%.

ASP3003 The Politics of the United States of America

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units ASP1001 Foundations of Political Science, ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics.

Description: In this unit we will examine the politics and political system of the United States of America. The lecture/tutorial content and the assessment focus on the following two general themes; normative political principles and their application in the United States, and key institutions and their operation. Studying the United States is important for two reasons. Firstly, because the United States is perhaps the most powerful state in the international system and a key ally of Australia, understanding how politics works in the US is of great practical importance to us. Secondly, the American model of politics is important in its own right. The founding of the US Constitution created one of the earliest democratic political systems of the modern era. Since then, peoples and states around the world have built upon the "American model" when constructing their own constitutions and political systems. Finally, while this course will concentrate solely on US politics, it is important that we keep in mind that the American political system represents, in part, a response to a set of general political problems and challenges that any political system must confront. Even if we find ourselves critical of some aspects of American politics, we should recall that there is much we can learn from this subject that may be of relevance elsewhere.

Credit Points: 12

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

1. Interrogate the normative problems that emerged in the context of the formation of the political system of the United States of America;
2. Critique the institutional design of the federal government of the USA in light of the normative challenges

faced in the context of its formation; 3. Critically review literature related to the field of American government; and 4. Articulate persuasive arguments in response to problems associated with normative theory and institutional design as relevant to the political system of the USA.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Jillson C. and Robertson D. B. 2010/2014 1st/2nd Perspectives on American Government London and New York: Routledge

Assessment: Other, Online assessment (VU Collaborate), 10%. Essay, Essay based on normative analysis (2000 words), 45%. Examination, Exam, 45%.

ASP3004 Theory and Research in International Politics

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units ASP1001 Foundations of Political Science, ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics.

Description: The purpose of this unit is to provide students with knowledge regarding some of the different theoretical lenses that can be used to interrogate international politics. These lenses, which include "rationalist" theories such as Realism and Liberalism and "reflectivist" theories such as Constructivism and Post-Structuralism, help us to interpret the world in different ways. They also form frameworks in which research on international politics can be undertaken and evaluated. This unit asks students to engage with and evaluate examples of academic research, in part as a means of preparing students to undertake their own research later in their studies. As such, this unit is particularly suited to supporting students' work in capstone units and in postgraduate study.

Credit Points: 12

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

1. Critically review complex academic work that utilises IR theory and compose a guide that elucidates that work to other students;
2. Investigate issues relating to international politics, interrogate those issues through the application of International Relations theories and formulate a research plan;
3. Locate primary and secondary materials relating to International Relations theory and international political issues, discriminate amongst such sources according to their relevance and cite such sources in the context of coursework; and
4. Compose and present clear, coherent and persuasive arguments regarding International Relations theory.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Jorgensen, K 2010, International relations theory: a new introduction, Houndmills, Basingstoke: Palgrave Macmillan.

Assessment: Assignment, 2 A4 page guide to an article on IR theory (500 words), 30%. Essay, Fully-referenced, academic essay on IR theories (1500 words), 40%. Examination, End of semester, two-hour, essay-based exam, 30%.

ASR1000 Research (Full-Time)

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail, results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ASR1001 Research (Part-Time)

Locations: St Abans.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail, results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ASS1003 Social Issues in Contemporary Asia

Locations: Footscray Park.

Prerequisites: Nil.

Description: Asia's economic rise is widely expected to shape our global economy in the 21st Century, yet this rise has also encouraged rapid social change within Asian countries. The study of Asia is thus of great value; it allows us to examine issues of global importance within a region characterized by diversity and dynamism. In this unit, students study key issues related to the Asian region, including regionalization amidst cultural diversity, growing economic wealth amidst persistent poverty, and urbanization in regions experiencing population pressure. Students will also examine the new forms of engagement that people within Asia are forging with those in other parts of the world. Students will utilize skills associated with comparative analysis as they interrogate issues of change and continuity in social, political, and historical forms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Probe key issues in contemporary Asia; 2. Analyse issues of change and continuity in social, political, and historical formations in Asia today; and 3. Utilise frameworks of comparative social analysis.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Reading pack available

Assessment: Presentation, Presentation and report, 20%. Report, Case study, 35%. Essay, Research essay, 45%. Total effective words 3000.

ASS1005 Social and Cultural Change in South Pacific Islands

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a

wide range of source materials, including writings by Pacific islanders and documentary films, students study a number of themes in the history and development of society in the Pacific Islands. These include: the exercise of power and authority; contact with missionaries and colonial officials; issues of self-determination and independence; gender and class; the role of the mass media; education and military presence; and tourism.

Credit Points: 12

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

1. Demonstrate a knowledge of the culture, economy and society of some of Australia's closest neighbouring countries; 2. Identify the differences between Melanesia, Polynesia and Micronesia; 3. Apply relevant sociological concepts to the countries of the Pacific Islands region and their transformation under colonialism and decolonisation; 4. Search for bibliographic materials, films, media and web-based resources on topics about which it appears that very little has been written; and 5. Demonstrate communications skills, cross-cultural awareness and begin to understand how social and cultural change takes place.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Hooper, A 2000, Culture and sustainable development in the Pacific, Canberra: Australian National University.

Assessment: Review, Book review of a novel or autobiography by a Pacific Islander, 20%. Presentation, Tutorial presentation, 20%. Essay, Major essay, 40%. Test, Class test, 20%. Total effective word limit 3000 words.

ASS1051 Sociology 1A

Locations: Footscray Park.

Prerequisites: Nil.

Description: This introductory unit seeks to give an overview of sociology - an introduction to how we might go about 'thinking society' in a systematic and disciplined way. This unit examines processes of social change and offers the opportunity to critically examine social issues and explore questions of social and cultural identity. It looks at how that theory might be applied to specific areas of investigation and research. The unit aims to equip students with the ability to distinguish a sociological approach from other possible approaches to information, social situations, issues and problems; to recognise and experiment with different theoretical frameworks within sociology; and to begin to apply a range of critical analytical skills to a variety of contemporary social arrangements and social issues.

Credit Points: 12

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

1. Critically reflect on the nature of sociological approaches to problems, as distinct from other forms of inquiry; 2. Develop contextual understandings of contemporary life in a global community; 3. Outline different theoretical approaches within the broad discipline of sociology; 4. Apply theoretical tools and concepts offered within the discipline of sociology and to recognise and experiment with their applicability to problems and practices beyond the classroom; and 5. Demonstrate a familiarity with academic conventions of documentation and referencing.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Students will be required to purchase a Book of Readings for this unit of study, to be used in conjunction with tutorial and assessment requirements. Van Krieken, R. (2013) 5 edn. Sociology Pearson.

Assessment: Assignment, Explore at an introductory level connections between sociological texts, lived social and community relations and workplaces, 25%. Assignment, Tutorial-based written exercise, 25%. Test, Mid semester test, 25%. Examination, End of semester exam, 25%. Effective word limit 3,000 words.

ASS1052 Sociology 1B

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit is interested in the regulation of normal and deviant citizens, including corporate citizens, in contemporary Western societies. It takes as its starting point the claim that both normality and deviance are 'managed' and introduces students to the ways in which deviance and normality has been thought about, identified and acted upon. Students are introduced to sociological analyses of deviance, and to questions concerning the contribution of sociological investigation to the work of social regulation. Broad topic areas include: women and criminal deviance, juvenile crime, the medicalisation of deviance, corporate crime and social disadvantage

Credit Points: 12

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

1. Analyse some key perspectives of the sociology of deviance and the management of normality; 2. Demonstrate the development of relevant analytic and research skills; 3. Demonstrate the development of presentation skills, in both oral and written form; and 4. Critically reflect upon contemporary theories of normality and deviance.

Class Contact:Lecture2.0 hrsTutorial1.0 hr

Required Reading:ASS1052 unit reader

Assessment:Exercise, Demonstrate an understanding of key concepts in sociology of deviance, 20%. Essay, Critical analysis of the regulation of normal and deviant citizens, 40%. Examination, End of semester, 40%. Total effective word limit 3,000 words.

ASS2002 Social Worlds, Social Policy

Locations:Footscray Park.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit focuses on the role of social policy in reshaping the everyday lives of ordinary citizens, social identities and the nation-state in these uncertain times. A key concern explored is the way in which neo-liberal conceptions of the social world have shifted the policy debates away from the 'public' citizen to that of the 'self-governing' private individual. Utilising insights from contemporary theories about how we are governed through a range of institutions, social networks and governmental strategies, the unit explores the 'invented' character of various policy debates from selected fields such as immigration, multiculturalism, education, health, employment, and emerging digital technologies. Through these case studies, attention is paid to the ways in which categories of persons become objects and objectives of government and why and how social identities become attached to specific social policy formulations. The unit provides an opportunity for students to develop and apply the skills of policy analysis and critique to current 'real world' policy issues.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Appraise contemporary debates about social policy and civic life; 2. Critically review the ways in which contemporary forms of governance are reshaping key social policy areas; and 3. Interrogate key social policy documents by placing these with broader social contexts.

Class Contact:Lecture1.0 hrTutorial1.0 hr

Required Reading:Reading pack available

Assessment:Presentation, Contextualize a selected policy within a broader policy

field, 25%. Literature Review, Literature review critically reviewing policy documents and secondary material within a selected field of policy, 30%. Essay, Analyse social policy drawing on conceptual frameworks studied in the unit., 45%. Total effective word limit 3000 words.

ASS2004 Sociology of Social Control

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit is interested in the regulation of normal and deviant citizens, including corporate citizens, in contemporary Western societies. It takes as its starting point the claim that both normality and deviance are 'managed' and introduces students to the ways in which deviance and normality has been thought about, identified and acted upon. Students are introduced to sociological analyses of deviance, and to questions concerning the contribution of sociological investigation to the work of social regulation. Broad topic areas include: women and criminal deviance, juvenile crime, the medicalisation of deviance, corporate crime and social disadvantage

Credit Points: 12

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

1. Analyse some key perspectives of the sociology of deviance and the management of normality; 2. Demonstrate the development of relevant analytic and research skills; 3. Demonstrate the development of presentation skills, in both oral and written form; and 4. Critically reflect upon contemporary theories of normality and deviance.

Class Contact:Lecture2.0 hrsTutorial1.0 hr

Required Reading:Unit reader available in hard copy and online.

Assessment:Essay, Critical analysis of the regulation of normal and deviant citizens (1000 words), 20%. Exercise, Demonstrate an understanding of key concepts in sociology of deviance (equivalent to 1000 words), 40%. Examination, End of semester, 40%.

ASS2009 Making Modern Identities

Locations:Footscray Park.

Prerequisites:ABA1003 - Introduction to SociologyASS2004 - Sociology of Social ControlStudents enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description:This unit of study draws on recent social and cultural theory addressing questions of identity and difference to explore the historical production of contemporary identities. It seeks to juxtapose the notion that identity is unstable and historically conferred with those discourses that speak of identity as unitary and stable over time. The unit of study looks to the newly visible categories of 'women', 'migrant', 'gay' and 'black', and to slightly older categories like 'the homosexual', 'the delinquent', 'the Aborigine' to question more familiar narratives of identity formation and to explore the implications of those moves for understanding connections between identity formation and governmental activity.

Credit Points: 12

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

1. Develop an awareness of the contingency of identity; 2. Deconstruct essentialist thought; 3. Apply a broad-based knowledge of the different core issues in processes of identity formation across cultures and history; and 4. Critically reflect on contemporary theories of personhood and categories of person.

Class Contact:Lecture1.0 hrTutorial1.0 hr

Required Reading:Book of Readings available via VU Collaborate.

Assessment: Exercise, Essay 1 (500 words), 25%. Exercise, Essay 2 (500 words), 25%. Examination, Exam, 50%.

ASS2027 Timor Leste: History, Politics and Society

Locations: City Flinders.

Prerequisites: ASS1051 - Sociology 1A ASS1052 - Sociology 1B ASS2004 Sociology of Social Control is equivalent to ASS1052 Sociology 1B. ASS1053 Introduction to Sociology is equivalent to ASS1051 Sociology 1A.

Description: This unit of study gives students an in-depth insight into the history, politics and sociology of East Timor's development, including the role of the international community. This will include the eras of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. It will also introduce students to key areas of Timorese thought and action through these periods and they will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.

Credit Points: 12

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

Class Contact: This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at the City Campus for two hours per week and also one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.

Required Reading: Students must select ONE from the following list: Horta, JR 1978, *Funu: the unfinished saga of East Timor*, Red Sea Press, Trenton, New Jersey. Aditjondro, G 2000, *Timor Lorosa'e on the crossroad: Timor Loro Sa'e's transformation from an Indonesian colony to a global capitalist outpost*, Centre for Democracy and Social Justice (CeDSos), Jakarta. Belo, CX 2001, *The road to freedom: a collection of speeches, pastoral letters and articles from 1997-2001*, Caritas Australia and the Centre for Peace and Development Studies, North Sydney. Gusmao, X 2001, *To resist is to win! The autobiography of Xanana Gusmao with selected letters and speeches*, S Niner (ed) Aurora Books/David Lovell Publishing, Richmond/Ringwood, Victoria, Australia. Cardoso, L 2000, *The crossing: a story of East Timor*, Granta, London. Cristalis, I 2002, *Bitter dawn: East Timor: a people's story*, Zed, London.

Assessment: Book review 20%; Class presentation 20%; Essay/research project 60%.

ASS2028 Contemporary Africa and Social Change

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit seeks to engage students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa's 'developmental' trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. The unit also explores past and present trends in Africa's socioeconomic affairs, and considers their impact. Students will consider both the salience of local communities' engagement with socioeconomic empowerment and the international community's engagement with socioeconomic empowerment and peace building.

Credit Points: 12

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

1. Investigate the complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions; 2. Analyse the diversity of African communities and their experiences at home, in transition and in Australia; 3. Critically evaluate cases of development and social change planning and implementation; 4. Appraise past and present trends in Australia's engagement with Africa; and 5. Explain Africa's position in the global socioeconomic, environmental, security and other aspects of world affairs.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Mphande C, (comp) 2009, *Contemporary Africa and Social Change Reader*

Assessment: Poster, Poster presentation on comparative trends in development between an African and another developing region (500 words), 30%. Report, Written report using research conducted with emerging African background communities or agencies that work with them (1,000 words), 40%. Essay, Theoretical essay on a set topic drawn from one of the weekly seminar topics (1,500 words), 30%.

ASS2051 Child and Society

Locations: Footscray Park, St Albans.

Prerequisites: ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control

Description: This unit of study will develop students' knowledge of childhood as a complex social, cultural, historical and contemporary concept. With a particular focus on childhood in Western countries, the unit offers a historical exploration of childhood, revealing it as a category subject to considerable development, contingent on a range of political shifts and social forces. The unit also explores issues relating to contemporary understandings, with a particular focus on the child as a actor, agent and consumer. Drawing on these complexities, the unit provides insights into ongoing tensions within the concept of childhood.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Exhibit an enhanced capacity to think critically about concepts of childhood; 2. Investigate shifts and developments in the history of childhood; 3. Critique the tensions inherent within the category of childhood in the contemporary West; 4. Critically reflect on the unique situation of the child in postmodernity; and 5. Appraise the work of significant theorists in this field of study.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Book of Readings available via VU Collaborate.

Assessment: Exercise, Exercise set based on essential reading, 25%. Exercise, Exercise set based on essential reading, 25%. Essay, Reflective essay 2000 words, 50%. Students will be expected to think critically, and rigorously evaluate and analyse information, establish facts, use data and statistics, consider different contexts and reality to explore competing and changing conceptions of childhood and the social consequences of these understandings.

ASS2052 Meaning and Social Context

Locations: Footscray Park.

Prerequisites: ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control

Description: This unit of study introduces students to some of the significant developments in the history of the sociological enquiry into religion, as well as exploring some key aspects of contemporary debates among sociologists working in this field. The unit considers issues relating to major world religions, recently

emerging religious movements, themes of multiculturalism and globalisation in religion, and provides a particular focus on the secularisation debate. Drawing on these themes, alongside a range of relevant case studies, the unit also explores the theoretical and methodological tensions emergent throughout the sociological study of religion and secularisation.

Credit Points: 12

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

1. Apply an awareness of historical developments in sociological approaches to religion;
2. Examine key aspects of contemporary sociological debates relating to religion and secularisation;
3. Reflect critically on the methodological difficulties inherent to the contemporary sociological study of religion;
4. Reflect meaningfully on the unique status of the 'search for meaning' during postmodernity; and
5. Exhibit an awareness of some of the significant contributors to this field of sociological enquiry.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Book of Readings, VU Bookshop

Assessment: Exercise, Exercise set based on essential reading, 25%. Exercise, Exercise set based on essential reading, 25%. Essay, Reflective essay, 50%.

ASS2053 Sociology of Sex

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit develops students' understanding of sexuality as a complex social experience. While dominant cultural narratives about sex in Western states tend to rely on notions of biology and 'human nature', this unit utilises a variety of sociological approaches to put sex in social, political and historical context. This includes considering historical and cross-cultural comparisons of sexual practices while focusing on a number of key contemporary social and political debates around sexuality, including topics such as the medicalisation of sex; contraception; monogamy; pornography and sexualisation; prostitution and trafficking; and sexual violence.

Credit Points: 12

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

1. Demonstrate an awareness of the social, political and historical construction of sex and sexuality;
2. Critically evaluate biological determinist concepts of sex and sexuality;
3. Apply academic research and critical thinking to issues of sex and sexuality; and
4. Analyse and evaluate contemporary sociological debates about sex and sexuality in the West.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr Plus three hours per semester of self-directed learning.

Required Reading: A reading pack will be made available for students at the beginning of the semester.

Assessment: Essay, Introductory essay (1000 words), 30%. Essay, Final essay (2000 words), 70%. Total effective word limit 3000 words.

ASS3007 Space, Knowledge and Power

Locations: Footscray Park.

Prerequisites: ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control Students enrolled in course code ABAB or LBLA must have completed two of the following units: ABA1003 Introduction to Sociology, ASS2002 Social Worlds, Social Policy, ASS2004 Sociology of Social Control, ASS2009 Making Modern Identities.

Description: This unit explores questions about what does it mean to be a social scientist and how and why people, more or less, unconsciously adjust to their social

milieu. The unit examines the influence of space on human behaviour; how knowledge is created within an individual's living space, and how different forms of power, legally or illegally acquired, are presented in the social sphere. The discussion between Michel Foucault and Paul Rabinow about how individuals' everyday life is influenced by and how people negotiate 'space, knowledge and power', is the starting point. These concepts are analysed from the sociological discipline and its theoretical framework.

Credit Points: 12

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

1. Analyse and articulate continuities and differences in theoretical and analytical materials that share a conceptual terrain;
2. Exhibit an increased effectiveness in problem-solving via the application of social theory to questions to do with the organisation of 'everyday' social space; and
3. Apply the knowledge from the discipline of sociology to problems in wider contexts.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Readings are listed in the unit outline, available in the Library Research and on LMS.

Assessment: Essay, Essay, 30%. Case Study, Research report, 30%. Essay, End of semester essay, 40%.

ASS3009 Sociology of Law

Locations: Footscray Park.

Prerequisites: ASS2004 - Sociology of Social Control ABA1003 - Introduction to Sociology

Description: This unit of study introduces students to the main bodies of literature in the sociology of law. These include studies on the sociology of justice and relationship between justice and crime, on courts and the delivery of justice, and on punishment and imprisonment. Students will have an opportunity to explore in-depth a particular area of justice, such as the law and Indigenous Australians, affirmative action, the law and young people, theories of policing, and explanations of the causes of crime. The unit of study will be underpinned by a survey of classical and contemporary social theory as applied to law and order.

Credit Points: 12

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

1. Critically review the main frameworks of understanding in the Sociology of Law;
2. Appraise contemporary debates about law, regulation and social control elements of the basis of social order;
3. Apply theoretical tools drawn from sociology and the history of the human sciences to current problems in law and social regulation; and
4. Prepare a discussion paper and written submission/paper on a public policy paper on social order.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: To be advised.

Assessment: Research Paper, Tutorial paper (1500 words), 30%. Essay, Major essay (2500 words), 70%. Students must have averaged 80% attendance at lectures and tutorials.

ASS3014 International Social Policy

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: This unit takes a global perspective to the study of social policy and studies this from three perspectives. The first is to analyse how social policy is constructed, which includes an examination of the actors and agencies that are

involved in this, especially states, international regulatory organisations and NGOs. The second is to compare and analyse several key aspects of social policy in the global south. These include policy around issues of health, education and urbanisation. The third is to analyse global social policy. This refers to the role of global and regional actors, in interaction with state actors, in the construction of social policy.

Credit Points: 12

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

1. Investigate how social policy is constructed at local, regional and global levels;
2. Analyse key aspects of social policy in the global south; and
3. Critique the role of global and local actors and agencies in the construction of social policy.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Reading pack available

Assessment: Presentation, Tutorial presentation, 25%. Report, Research essay which evaluates a key social policy and reflects on the context in which it has been developed, 35%. Essay, Essay discussing key concepts in the study of international social policy, 40%. Total effective word limit 3000 words.

ASS3033 Political Sociology

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units: ABA1003 Introduction to Sociology, ASS2002 Social Worlds, Social Policy, ASS2004 Sociology of Social Control, ASS2009 Making Modern Identities.

Description: Political sociology is concerned with questions of social and political power, particularly as they pertain to the interaction between state and civil society. This unit probes these central theoretical debates with a particular focus on the ways in which they manifest in Australia. This includes an examination of the ways in which class, racial and gender identities are constituted within a field of social differences and power, and the historical conditions in which they have been understood as 'problems' to be governed.

Credit Points: 12

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

1. Analyse key theoretical frameworks of political sociology and distinguish key differences between these frameworks;
2. Contextualise the basis, and political significance, of writing on race, class and gender as governmental problems; and
3. Reflect on the utility of political sociology as a way to understand social 'problems' in Australia today.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Reading pack available.

Assessment: Examination, Take home exam interpreting key theoretical frameworks, 35%. Presentation, Tutorial presentation and report, 25%. Essay, A reflective essay drawing on the concepts from political sociology to assess specific social issues, 40%.

ASS3037 Inquiring Into the Social

Locations: Footscray Park.

Prerequisites: ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control

Description: In this unit students develop an understanding and knowledge about different modes of sociological research. They explore what it means to be a social scientist and how to conduct research from a sociological perspective. Students work in small groups to develop a research proposal in which they explore an issue from a sociological perspective. They develop research questions and examine different sociological research methods and techniques.

Credit Points: 12

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

1. Explain the significance of applied social research using a sociological framework;
2. Comprehend the difficulties associated with undertaking social research and apply skills to manage such difficulties;
3. Apply knowledge gained in research methods to design a sociological research project with quantitative and/or qualitative research methods; and
4. Work collaboratively to develop a research project and write up a final research proposal.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Additional literature and readings are listed in the unit outline

Assessment: Review, Literature review, 35%. Report, Research methodology report, 35%. Report, Research proposal report, 30%. Total effective word limit 3,000 words.

ASS3042 Sociology of City Lives

Locations: Footscray Park, St Albans.

Prerequisites: ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control ASS2004 Sociology of Social Control is equivalent to ASS1052 Sociology 1B. ABA1003 Introduction to Sociology is equivalent to ASS1051 Sociology 1A

Description: This unit provides students with skills and knowledge to engage, professionally with our urbanising world. Megacities draw in millions of immigrants every year, whilst once powerful industrial cities collapse into crime and decay. The Unit considers critical aspects of urban life from the world of the newly-arrived immigrant to that of the corporate shapers of our new suburbia. Learning techniques are based around workshops and field trips to sites demonstrating critical issues in urban life. These are extended through blended learning techniques with particular emphasis on community-based and municipal urban living portals via the web. The unit seeks to connect students with urban-focussed Centres at universities around the globe, so as to better equip students for work in urban managerial roles in Australia and elsewhere. Life in global cities is illustrated through case studies drawn from Melbourne. The Unit introduces students to research techniques useful to a range of professionals, from community development to public health and sustainable design. It relates current issues to core theorists in Urban Sociology, from Georg Simmel to the Chicago School, Jane Jacobs, David Harvey, Loic Wacquant and through to urban critiques of concepts such as 'creativity', 'resilience' and 'sustainable development'.

Credit Points: 12

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

1. Apply and evaluate a range of environmentally, socially and culturally responsive strategies as these relate to urban life;
2. Respond to a range of urban problems by drawing on urban sociology, urban geography and urban history;
3. Research and synthesise conceptual and empirical information from a range of urban-related sources; and
4. Exemplify knowledge and strategies effectively in academic and non-academic text types.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Gattan Institute (J-F Kelly) 2012, Social cities, Melbourne: University of Melbourne.

Assessment: Journal, A written review synthesising fieldwork experiences with class content (750 words), 20%. Case Study, Field trip Case Study written and visual assignment (1500 words), 50%. Assignment, Social and environmental impact assessment (1000 words), 30%.

ASS3043 Inquiring Into the Social Sphere 1

Locations: Footscray Park.

Prerequisites: ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social

Control

Description: In this unit, students will develop an understanding of different modes of sociological research. They will explore what it means to be a social scientist and how to conduct research from a sociological perspective. Working in small groups, students will design a research project, develop a research proposal, prepare and submit an ethics application. This unit will prepare students to undertake a research project with all its different elements to conduct the research project, collate and analyse the data, develop a scholarly report and present the project in a conference setting.

Credit Points: 12

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

1. Evaluate the significance of applied social research using a sociological framework;
2. Critically review the challenges associated with undertaking social research and apply a range of skills to manage such difficulties;
3. Design a sociological research project incorporating quantitative and/or qualitative research methods;
4. Work collaboratively to develop the research proposal; and
5. Prepare and submit an ethics application.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Additional literature and readings are listed in the student unit guide.

Assessment: Review, Literature review, 25%. Report, Research design, 25%. Research Paper, Ethics submission, 30%. Report, Research proposal, 20%.

ASS3044 Inquiring Into the Social Sphere 2

Locations: Footscray Park.

Prerequisites: ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control ASS3043 - Inquiring Into the Social Sphere 1

Description: In this unit students will undertake the research project, collate and analyse the data. Develop a scholarly report and present the whole project in a conference setting.

Credit Points: 12

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

1. Conduct the research and collate the data according to the research proposal;
2. Analyse the collated data;
3. Prepare a scholarly research report; and
4. Present the entire project in a conference setting.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Additional literature and readings are listed in the Student Unit Guide.

Assessment: Project, Conduct Research (gather, collate, analyse data), 30%. Report, Scholarly Research Report, 50%. Presentation, Presentation of the final research project, 20%.

ASS3050 Migration, Mobility and Globalisation

Locations: Footscray Park.

Prerequisites: Nil

Description: The aim of this unit is for students to have an understanding of the different forms migration takes today, and to develop a critical understanding of the key debates around migration. The underlying theme of the unit is to link migration to broader processes of social change at the global, regional and national levels. The unit will compare and discuss a variety of forms of migration, including forced migration, skilled migration and temporary migration. It will look at key issues, including migrant remittances, migrant political organisations and debates around identity, cultural pluralism and multiculturalism.

Credit Points: 12

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

1. Assess the different forms of contemporary migration;
2. Analyse the connections between migration and the broader social processes globally, regionally and nationally; and
3. Critically appraise debates around migration including those around cultural pluralism, multiculturalism and identity.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Reading pack available

Assessment: Journal, Weekly reflection on reading (for 10 weeks) to contribute to class discussion, 25%. Report, Case study of an individual's migration experience and relate this to concepts from migration sociology., 30%. Essay, Critically discuss a key question in the migration literature drawing on course material, 45%. Total Effective word limit 3000 words.

ASS5002 Oceania in the Modern World

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: Students develop an appreciation of the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students study a range of issues in the history and development of society in the Pacific islands. Students are able to specialise in applying theory related to their own professional background to the societies of Oceania. These include political, economic, legal, communications and gender theory. Policy issues are examined from within the framework of sustainable development, and the contribution of regional institutions are critically examined.

Credit Points: 12

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

1. Critically examine the salient features of the social, political and economic landscapes of the Melanesian, Polynesian and Micronesian regions;
2. Apply a chosen theory related to their own professional background to the societies of Oceania, justifying the selection and interpretation of that theory;
3. Conceptually map the framework of sustainable development and the contribution of regional institutions to development; and
4. Deconstruct professional judgements and justify conclusions through corroborating evidence or critical thinking.

Class Contact: Seminar 2.0 hrs

Required Reading: Crocombe, R. 2008 *The South Pacific* The University of South Pacific Kirch, P.V. 2002 *On the Road of the Winds: An Archaeological History of the Pacific Islands before European Contact*, University of California Press. Van Fossen, A. B. 2005 *South Pacific futures : Oceania toward 2050* Brisbane: Foundation for Development Cooperation

Assessment: Presentation, Tutorial presentation on a set topic focusing on contemporary issues confronting the region, 30%. Essay, Major research essay, 70%. Minimum effective word limit 7000 words. Item Learning Outcome
Graduate Capability Presentation 1, 2, 3, 4 1, 2, 3, 4, 5, 6 Essay
1, 3, 4 1, 2, 3, 4, 6.

ASS5027 Timor Leste: History, Politics and Society

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: Students gain an in-depth insight into the history, politics and sociology of East Timor's development, including the role of the international community. This will include the eras of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. Students will probe into and theorise about key areas of Timorese thought and action through these

periods and will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.

Credit Points: 12

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

1. Critically reflect upon official, written accounts of the history, politics and sociology of a nation's development and cross-examine these against insights from active participants; 2. Deconstruct the role of the international community such as United Nations on the development of East Timor; 3. Derive a personal interpretation on a specialist area of their choice, justified through reference to primary and secondary sources informed by theoretical frameworks; and 4. Critique the role of influential players in contributing to a more equitable and sustainable outcome for a nation, including developing courage and resilience of those defending or re-building a community.

Class Contact: This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at the City Campus for two hours per week and also one three-hour study visit in Melbourne.

Required Reading: Students must select ONE from the following list: Horta, JR 1978, *Funu: the unfinished saga of East Timor* Red Sea Press, Trenton, New Jersey. Aditjondro, G 2000, *Timor Loro Sa'e on the crossroad: Timor Loro Sa'e's transformation from an Indonesian colony to a global capitalist outpost Centre for Democracy and Social Justice (CeDSos), Jakarta*. Belo, CX 2001, *The road to freedom: a collection of speeches, pastoral letters and articles from 1997-2001*, Caritas Australia and the Centre for Peace and Development Studies, North Sydney. Cristalis, I 2002, *Bitter dawn: East Timor, a people's story* Zed, London. Cardoso, L 2000, *The crossing: a story of East Timor*, Granta, London.

Assessment: Review, Book review on major literatures on Timor Leste's history, politics and society, 20%. Presentation, Tutorial presentation on contemporary issues facing Timor Leste, 20%. Essay, Essay/research project, 60%. Effective word limit 7000 words. Item Learning Outcome Graduate Capability Review
LO1,3,4 GC 2,3,4,6 Presentation LO1,2,3 GC 1,2,3,4,5,6
Essay LO 1,2,3,4 GC 1,2,3,4,6.

ASS5080 Contemporary Africa and Social Change

Locations: Footscray Park.

Prerequisites: Nil.

Description: The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit engages students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa's 'developmental' trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. Further, students will critically review changes within the African region in relation to changes in the global power relations, energy and other resources and peace building. The unit also interrogates past and present trends in Africa's socioeconomic affairs, and considers their impact. Students consider the salience of local communities' engagement with socioeconomic empowerment.

Credit Points: 12

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

1. Discriminate between complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions; 2. Commentate on the diversity of African communities and theorise about their implications on peace, security and regional unity; 3. Critically evaluate cases of development and social change planning and implementation through the lens of local community engagement with socioeconomic empowerment; 4. Appraise past and present

trends in Australia's engagement with Africa; 5. Hypothesise about Africa's position in the global socioeconomic, environmental, and other aspects of world affairs based upon corroborating evidence; and 6. Elucidate arguments and justify conclusions to a variety of audiences using a range of contemporary online communication vehicles.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Guy, A 2006, *Africa: a modern history*, London: Atlantic Books UNESCO, 1999 *General History of Africa Vol VIII: Africa since 1935*, Paris: UNESCO

Assessment: Presentation, Seminar presentations on one of the selected contemporary issues affecting Africa region., 40%. ICT (Wiki, Web sites), On-line portfolio on set topics on social change in Africa (1000 words), 20%. Essay, Research essay on set topics (3500 words), 40%. Minimum effective word limit 7000 words. Item Learning Outcome Graduate Capability Group
presentation 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6 ICT 5,6 2, 3, 4, 5,6, Essay
1, 2, 3, 4, 5, 6 1, 2, 3, 4, 6.

ASW1001 Introduction to Social Work

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil

Description: This unit introduces students to Social Work practice, including its development and location within the social and community services sector. Lectures and recommended literature introduce students to key themes and debates in the development of social work in Australia and elsewhere. Students are expected to expand their understanding of social work as an activity shaped and constrained by social policy, legislation and organisations, as well as by a dynamic body of knowledge and skills, and a strong and explicit value and ethical base. The unit includes an introduction to radical, critical and anti-oppressive social work theory and practice.

Credit Points: 12

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

1. Discuss social work practice as a diverse, purposeful activity, informed by core values and a dynamic body of theory and knowledge; 2. Elaborate on the development of Social Work in Australia and its major international influences; 3. Locate contemporary social work practice within its industrial, political, societal and organisational environment and within the main human service discourses; 4. Demonstrate a beginning understanding of social work ethics, values and contemporary debates; and 5. Discuss the role of Social Work in social reform and social change, and the significance of these differences.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Required Text Chenoweth, L & McAuliffe, D 2015, 4th edn, *The road to human service practice*, Cengage Learning, South Melbourne Additional resources available on VU Collaborate.

Assessment: Assignment, Written reflection (800 words), 25%. Presentation, Readings review (oral and 200 words), 30%. Essay, Essay - addressing key aspects of the unit (2000 words), 45%.

ASW1901 Social Research 1

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: Social research is a key activity in human services. It is not a 'stand-alone' activity, but informs analysis of social issues and contributes to high quality practice. This unit of study introduces students to basic frameworks, skills and issues both in using and in undertaking research. It is intended to provide students with research skills for other units as well as providing an introduction to the practice of

social research.

Credit Points: 12

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

1. Explain, at a beginning level, the different philosophical approaches and frameworks of social research; 2. Critically examine the purposes, limitations and strengths of research reported in the media, evident in practice and published in peer reviewed literature; 3. Discuss the key steps in planning, designing and implementing a research/evaluation study; 4. Identify and examine ethical issues and guidelines for social research; and 5. Articulate an understanding, at a beginning level, of descriptive statistics and how they can be applied in social research.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Henn, M, Weinstein, M & Foard, N 2009, 2nd edn, A short introduction to social research, London: Sage.

Assessment: Assignment, Critical reflection on a piece of published social work research, 25%. Review, Literature review on a topic that would be appropriate for social work research, 45%. Exercise, Workbook on descriptive statistics, 30%.

ASW2013 Introduction to Social Policy

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: Social policy refers to public policy covering the fields of income security, housing, education, health, community services, employment, leisure and other aspects of the social infrastructure of society. Social policy responds, in various ways and with varying degrees of consistency and success, to individual, family, community and societal needs and concerns. This unit of study introduces students to political and social policy processes. It assists students to identify currently debated social issues and to challenge oppression and bring about change. This unit focuses on political and policy processes and provides students with opportunities to pursue their own interests in contemporary social policy issues.

Credit Points: 12

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

1. Articulate links between familiar social issues and relevant social policy; 2. Investigate a range of common Australian social policy processes; 3. Exhibit familiarity with Australian political systems and human services; 4. Analyse ways that human service workers may engage with and influence policy processes; 5. Exemplify beginning skills in policy analysis; and 6. Analyse and discuss issues and debates in contemporary Australian politics and social policy.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Required readings will be made available by the unit coordinator

Assessment: Journal, Written summary of social issues workbook (500 words) entries, 25%. Presentation, Presentation based on first assignment which focuses on linking analysis to social policy critique (700 words), 30%. Essay, Paper on a contemporary social policy issues (selection of topic will be discussed in class) (1800 words), 45%.

ASW2090 Groupwork Theory and Practice

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: Human service workers work in groups across all fields of practice from staff teams to social action and therapeutic groups. This unit of study aims to introduce students to group work theories, processes and skills. It uses the process of critical reflection to integrate students' personal experiences, in the practice and theoretical dimensions of groupwork. It focuses on developing a critical

understanding of the use of power, knowledge and privilege in groups and the implications of this for practice.

Credit Points: 12

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

1. Critically reflect on theoretical and practical issues relating to the process of practice with/in groups; 2. Reflect and report on their experiences as group members and group leaders in a small group settings; 3. Discuss the different contexts of groupwork practice and the implications for practice; 4. Develop and exhibit a working awareness and understanding of power in the groupwork context; and 5. Apply the knowledge used in acquiring beginning group facilitation skills.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Required text: Toseland, RW & Rivas, RF 2014, 7th An introduction to groupwork practice, Harlow: Pearson Education

Assessment: Presentation, Outline of group program plan (900 words equivalent), 30%. Review, Reading review or essay plan (800 words), 20%. Project, Groupwork essay or detailed group program plan (1700 words), 50%.

ASW2094 Working in Human Service Organisations

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit of study introduces students to key dimensions of human service organisations. A range of theoretical models from different disciplinary perspectives are presented and critically examined from the viewpoints of key stakeholders including workers, service users, managers, funding bodies and policy makers. A focus on the organisational context of professional practice in the human services contributes to students' preparation for their future practice.

Credit Points: 12

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

1. Analyse and discuss professional practice in human service organisations; 2. Critically analyse the dilemmas and tensions facing workers in human service organisations; 3. Conceptually map frameworks for understanding the structure and culture of organisations; and 4. Articulate the links between organisational theory and practice.

Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr

Required Reading: McDonald, C, Craik, C, Hawkins, L & Williams, J 2011 Professional practice in human service organisations Allen & Unwin, Crows Nest. Relevant articles will also be made available on VU Collaborate.

Assessment: Review, Identify three key concepts from the literature set for Weeks 1-5, and illustrate with examples from a human service organisation (500 words), 25%. Presentation, Group presentation and facilitation of a tutorial (1000 words equivalent), 35%. Assignment, Analysis of a human service organisation using one of the mapping or profile templates distributed in class (1500 words), 40%.

ASW2102 Social Welfare: History and Current Context

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit introduces students to key concepts of the contemporary Australian welfare state, including 'need', 'wellbeing', 'welfare' and the 'state', together with some key dimensions of structural oppression. It surveys the history of the welfare state, its development in the Australian context and the historical judgements that underpin its formation and current practice. It explores the forms that welfare has taken in relation to particular communities in Australia, with particular emphases on class, gender, disability and race. The future of the welfare state is also discussed in the context of current debates, together with the nature of

social work.

Credit Points: 12

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

1. Investigate the historical development of the welfare state in Australia and the international context, and the significant judgements that have shaped its development;
2. Analyse the concept of social welfare, and why it forms a significant part of socio-political, economic and legal institutions in Australia;
3. Articulate the various concepts, perceptions, myths and stereotypes about social welfare;
4. Critically examine the links between major political paradigms and key concepts about social welfare; and
5. Critically reflect on some of the many issues confronting the Australian social welfare state in the future.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Required readings will be made available by the unit coordinator

Assessment: Review, Review readings weeks 1 to 5 (500 words), 25%.

Presentation, Group presentation case study (750 words), 35%. Essay, Essay topics relate to specific aspects of the unit (1750 words), 40%.

ASW2103 Human Development in Social Context

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit explores some of the key concepts in understanding social and human behaviour across the lifespan. It encourages students to make the links between their own personal values and a range of social and cultural phenomena. It investigates and critiques the role of the family and community as the foundation of human and social development, and the implications of this for social work practice. It also introduces the lifespan from infancy to old age accounting for the individual, social, cultural and structural dimensions. Throughout the unit there is an emphasis on critically reflecting on the research foundations of human development theories and the implications of these for practice.

Credit Points: 12

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

1. Locate personal values in relation to a range of social and cultural phenomena;
2. Explain human development throughout the lifespan from a physical, social, emotional, spiritual and cognitive development from infancy through to old age, with emphasis on the continuous nature of developmental processes;
3. Compare and contrast different theoretical accounts of these phenomena, with reference to a Western 21st century conceptualisation of life stage development alongside those of non-western cultural traditions;
4. Apply relevant knowledge of human development in social work and educational settings; and
5. Critically assess the research foundations of developmental theories, and their relative strengths and limitations for application and generalisation.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Required text Nicolson, Paula 2014 A critical approach to human growth and development Basingstoke: Palgrave Macmillan.

Assessment: Assignment, Critical reflection on personal biography (750 words), 25%.

Presentation, Class presentation (ewl 1,000 words), 35%. Essay, Critical analysis of selected tutorial topic (1,250 words), 40%.

ASW2104 Critical Social Work Theories

Locations: Footscray Nicholson.

Prerequisites: ASW2202 - Social Work Theories

Description: This unit of study requires students to review and critically reflect in more depth on social work theory and practice undertaken in the course, and specifically in the unit Social Work Theories. It will take a critically reflective approach to further

develop and consolidate students' generic knowledge, skills and practice theories by examining some of the newer developments in social work theory (critical social work including anti-oppressive social work, critical reflection, critical postmodernism, social constructivism, international social work and social movement activism). This unit will assist students to develop a practice for life-long learning and critical reflection in order to be able to respond to more complex issues in practice. A critical framework for evaluating effectiveness of self as well as knowledges and practice skills will be explored in the current debates about social work's efficacy and its future role in the helping professions. The content in this unit of study contributes to meeting the accreditation requirements of the Australian Association of Social Workers.

Credit Points: 12

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

1. Appraise various critical theoretical perspectives and place these in historical, cultural, political, economic and social contexts;
2. Evaluate these theories and their efficacy in practice contexts;
3. Discuss critically, the complexities, ambiguities, uncertainties and challenges of the contemporary social work context;
4. Demonstrate growing reflexivity and critical awareness of social structures that materially impact on clients' lives and the implications for social work practice; and
5. Develop practice frameworks from a critical perspective.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Required Text Morley, C., Macfarlane, S & Ablett, P 2014

Engaging with Social Work Cambridge University Press, Port Melbourne Additional reading materials are documented in the Unit Guide and provided on VU Collaborate.

Assessment: Review, Review of readings from weeks one to four (800-1,000 words), 25%. Project, 'Whiteness' Inventory and reflection (800-1,000 words), 35%. Essay, Film Study/Essay and Creative Project (1800 words), 40%.

ASW2202 Social Work Theories

Locations: Footscray Nicholson.

Prerequisites: ASW1001 - Introduction to Social Work Nil

Description: This unit of study introduces students to a range of theoretical approaches underpinning social work practice, from the conventional or traditional to the progressive or critical. It examines how all practice approaches incorporate theoretical and ideological assumptions - and how therefore, the construction of solutions to address disadvantage and create social change demands social work practice that is informed by theory. The application of theory to practice will be explored through the extensive use of case studies. The unit will introduce critical social work theories and frameworks that will be covered in more depth in the Critical Social Work Theories (ASW2104) unit of study.

Credit Points: 12

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

1. Critically reflect on how social work theories have been constructed within the historical and global context of social work practice;
2. Discuss social work theories and their practice principles for use in the current context of social work practice;
3. Evaluate different theoretical approaches for application to a series of case-studies;
4. Differentially apply selected theoretical approaches to a case study.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Students will be asked to read more widely than the required text. Connolly, M and Harms, L 2015, 2nd edn, Social work from theory to practice, Cambridge University Press, Port Melbourne. Additional information regarding required and recommended reading is provided in the Unit Guide and through VU Collaborate.

Assessment: Review, Review of weekly readings (800 words), 25%. Test, Written answers to questions on a case study in open book test (1800 words), 40%. Case Study, Group presentation of theoretical perspective and written reflection on a case study (1,000 words), 35%.

ASW2203 Interpersonal and Communication Skills

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit of study aims to develop students' understanding of, and proficiency in, interpersonal and communication skills for application in a range of professional contexts. Students will develop an understanding of communication theories, professional values and ethics and the importance of cultural sensitivity. Students will have the opportunity through group discussion, experiential workshops and simulation activities to develop their own interpersonal and communication skills.

Credit Points: 12

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

1. Articulate links between communication theories and their own interpersonal practice; 2. Critically reflect on their own and others' demonstrated interpersonal and communication skills; 3. Demonstrate knowledge of cultural diversity and the need for cultural sensitivity in professional practice; and 4. Exhibit effective interpersonal and communication skills for professional practice.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs One 90-minute lecture and one 90-minute tutorial per week for one semester.

Required Reading: Egan, G 2014 10th The Skilled Helper Brooks/Cole Belmont CA Additional resources are listed in the Unit Guide and available on VU Collaborate.

Assessment: Journal, Critical reflection exercise (800 words), 25%. Presentation, Critical Analysis of Vignette (verbal presentation), 30%. Assignment, Recordings critique (1,800 words), 45%.

ASW3096 Understanding and Responding to Family Violence

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: Family violence affects the lives of many people in the community, and often comes to the attention of social workers in a wide range of health, education and human service settings. Social workers may have responsibility for providing frontline services to survivors of family violence, and for delivering programs designed to prevent future violence. Responding to situations involving family violence is seen as multidisciplinary, and there is a need for coordination of efforts and collaboration with other people in relation to place-based initiatives. Social workers consider the structural, economic, cultural and political aspects of family violence and engage in casework, groupwork, research, policy advocacy and community development in order to bring about change. This unit of study engages students in a critical examination of the myths and stereotypes that help to reinforce the hidden nature of family violence. It focuses on the nature, incidence, and extent of family violence, the gendered nature of family violence, and the impacts of family violence. It encourages students to consider the range of possible responses to family violence, and ways to reduce family violence in the future.

Credit Points: 12

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

1. Develop a beginning understanding of the dynamics and impact of family violence on individuals and social groups, particularly women and children; 2. Locate and critically analyse social work practice within contemporary political and societal understandings of family violence; 3. Discuss the roles of social workers in responding to and preventing family violence.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Readings will be made available through VU Collaborate.

Assessment: Review, Reading review (1300 words), 30%. Essay, Essay (1700 words), 50%. Poster, Poster, 20%.

ASW3097 Social Work and Trauma Informed Care

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: Traumatic events significantly affect individuals', families' and communities' overall functioning. Social workers in many different settings work with people who have experienced significant trauma. In their many different roles, social workers need to understand trauma, how it affects individuals, families and communities at the time of the trauma, and how the ongoing impacts play out over the years. Recent developments in trauma informed care add to the knowledge base of social work, and assist us to develop sensitive and appropriate ways of working in situations involving both recent and past trauma. Themes in this unit of study include working supportively and avoiding re-traumatising people; attending to structural, economic, cultural and political aspects of people's experiences; and engaging in research, advocacy and community development with people who have experienced trauma.

Credit Points: 12

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

1. Critically reflect on theoretical and practical issues relating to trauma informed care; 2. Critically analyse theories of trauma and their application; 3. Discuss the different contexts of trauma informed care and the implications for practice; 4. Design interventions that consider casework, groupwork, community development, research and policy advocacy strategies; and 5. Critically reflect on own values and beliefs about responding to trauma.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Clark C, Classen C, Fournier A and Shetty M, 2014 Treating the Trauma Survivor : An Essential Guide to Trauma-Informed Care Taylor and Francis, NY

Assessment: Review, Reading review (800 words), 30%. Presentation, Critical reflection (500 words), 20%. Essay, Essay (1700 words) , 50%.

ASW3101 Skills for Social Work Direct Practice

Locations: Footscray Nicholson.

Prerequisites: ASW2202 - Social Work Theories ASW2203 - Interpersonal and Communication Skills ASW2104 - Critical Social Work Theories

Description: This unit of study builds on skills developed from Interpersonal and Communication Skills, Group Work Theory and Practice and Critical Social Work Theories. However, in this unit the use of the skills learned will be transferred specifically to social work with individuals, groups and families in human service provision with a particular emphasis on the structural factors that impede just and equitable access to welfare provisions. This work is variously referred to as casework or direct practice. Traditionally it has focused on individual change, often with an indifference to the broader structural and cultural realities that impact on people's lives. This unit uses an integrated framework for practice which focuses on policy, theory, organisational context and social work mandate. The integrated framework is used to introduce skills, practice theories, phases, contexts and an anti-oppressive foundation for working with individuals, families and groups. Students are encouraged to critically explore current practice theories that social workers use in their direct practice work. The strengths perspective, as demonstrated in both brief solution-focused and narrative practice theories, provides the theoretical basis for this unit. Practice scenarios are drawn from work with individuals, families and groups

across a range of human service contexts. These include both statutory and non-statutory examples. The emphasis is on the demonstration and application of skills in assessment and intervention.

Credit Points: 12

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

1. Interpret and apply the integrated framework underpinned by an anti-oppressive foundation;
2. Critically evaluate the impact of cultural difference in work with individuals, groups and families;
3. Develop and apply a strengths based perspective and practice drawing on concepts from solution-focused and narrative practice theories;
4. Exemplify a generic understanding of phases in the work with individuals and families;
5. Exemplify beginning and further interpersonal and communication skills for assessment and intervention in casework practice;
6. Apply and demonstrate, using digitally recorded role plays, advanced strengths based, solution-focused and narrative practice theories to critically evaluate practice; and
7. Critique and apply solution-focused and narrative skills necessary to begin supervised casework in social work.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs One 90-minute lecture and one 90-minute tutorial per week for one semester.

Required Reading: Maidment, J & Egan, R 2015, 3rd edn, Practice skills in social work and welfare: more than just commonsense, Allen and Unwin, St Leonards, NSW. Cleak, H 2009 Assessment and report writing in the human services, Cengage Learning, South Melbourne

Assessment: Exercise, Skills Review Exercise (500 words), 15%. Assignment, PART A - Process Recording and Critical Analysis of Practice (45%) (1500 words) & PART B - Assessment and Intervention Report (40%) (1000 words), 85%.

ASW3103 Social Work Practice: Legal Context

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: The pursuit of social justice is central to social work. One key arena of that pursuit is the legal system. It is an area of practice in which social workers are frequently directly involved in various tribunals and courts, making an appreciation of the legal system essential to social work practice. The law, however, is not always just – the legal system is often one of the key areas within which structures and practices of oppression bear their greatest weight, making the capacity to successfully advocate for changes within that system a key commitment of anti-oppressive social work practice. This unit introduces students to key concepts, structures and actors within the Australian and Victorian legal systems, with particular attention given to some recent innovations, such as the Victorian Drugs Court. It surveys the manner in which those systems address core welfare issues, such as child protection and juvenile justice, and engages students in a critical evaluation of those systems and practices by reference to human rights and therapeutic and restorative approaches to justice.

Credit Points: 12

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

1. Critically evaluate the roles of social workers in the legal system;
2. Exhibit skills in key areas of practice such as report writing;
3. Apply human rights, therapeutic and restorative justice frameworks as instruments of change;
4. Critically analyse the function of law in society, particularly in relation to inequality, marginalisation and social justice; and
5. Articulate the nature of advocacy and the way client advocacy can help individuals, groups and communities bring about social change.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs One 90 minute lecture and one 90 minute tutorial per week for one semester.

Required Reading: Rice S & Day A 2014 4th edn, Social work in the shadow of the law, Annandale: Federation Press

Assessment: Assignment, Analysis of a legal text using relevant frameworks (800w), 20%. Report, Plan for a social worker's court report (1100w), 30%. Assignment, Law reform submission (2100w), 50%.

ASW3104 Health and Mental Health: Practice and Policy

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit explores the social, political and cultural issues related to health and mental health/wellbeing in Australian communities and internationally. What is meant by health and mental health will be explored within the social construction of knowledge. Particular attention will be given to health and mental health policies, practices and research findings and their impact on health equity and access to services for differently placed individuals and communities. In accordance with the Australian Association of Social Workers accreditation standards, this unit provides skills and knowledge that can assist entry-level social workers in situations involving issues of mental health and illness. The approach in this unit is specific and practical, providing foundational knowledge about health and mental health policies, services and treatment. It is also analytical, exploring socially constructed notions of health and illhealth. In the tradition of critical practice, this unit recognises the layers of oppression often present for people in contact with health and mental health services, and provides a basis for recognising and responding to these factors.

Credit Points: 12

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

1. Analyse health and mental health issues from a variety of perspectives including practitioners, service-users and consumer advocates, locally, nationally and internationally;
2. Investigate the ways in which historical developments have shaped the delivery of services, treatment and policy options;
3. Articulate what is meant by good health and mental wellbeing and how these definitions are socially constructed by social, cultural, economic and political imperatives;
4. Inquire into structural factors including gender, age, class, religion, ethnicity, culture and (dis)ability in the health and mental wellbeing of all peoples;
5. Critically review the roles and responsibilities of government and non-government agencies in relation to the provision of health and mental health services and resources across the community sector; and
6. Critically evaluate a range of policies and practices that influence the health and mental health agenda, especially their impact on equity and access issues.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs One 90-minute lecture and one 90-minute tutorial per week for one semester

Required Reading: Bland, R & Tullgren, A 2015, 2nd edn. Social work practice in mental health: an introduction, Crows Nest NSW: Allen & Unwin.

Assessment: Presentation, Analysis and critique of recommended readings (1000 words), 25%. Project, Recognising and responding to mental illness (1200 words), 35%. Essay, Analysis of Mental Health Practice (1500 words), 40%.

ASW3105 Community Development

Locations: Footscray Nicholson.

Prerequisites: Nil

Description: This unit of study explores the history, nature and dimensions of community development, both nationally and internationally. Focus is on analysing useful concepts, framework and strategies, including issues of participation, community organisation and the dynamics of power and influence in seeking social, economic and political change. Community development acknowledges the

diversities which exist within any community whilst also recognising the potential for collaborative alliances; partnerships that link individuals with communities; community resources that mobilise change informed by a commitment to social justice; and human rights and equity for all. In addition this unit of study has a practical component which will enable students to develop their skills as community development practitioners.

Credit Points: 12

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

1. Articulate an understanding of the theories and practices of community work and community development;
2. Integrate knowledge of the processes of community development including the tasks involved in the various stages of this process;
3. Critically evaluate the construction, assumptions and scope of current practices and the context in which community development is located; and
4. Critically examine the capacity of the community development process to encourage and sustain change, locally, nationally and internationally.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: Recommended text: J 2013, Community development in an uncertain world Cambridge University Press, Port Melbourne.

Assessment: Project, Community analysis (1,000 words), 30%. Presentation, Critical reflection on reading material (1,000 words equivalent), 30%. Report, Topic to be advised by unit coordinator (1,500 words), 40%.

ASW3106 Schools and Student Wellbeing

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil

Description: This unit of study provides students with an opportunity to conduct an in-depth exploration of social work within schools. It places social work in schools in its historical, theoretical, international, policy, legal and political contexts and assists students to develop the understandings and skills for well-informed, effective social work practice within schools. The unit will begin with a session on the historical development of social work within schools in Victoria and more broadly in Australia and internationally. It then links different models of school social work with different historical periods and socio-political contexts. A range of educational theories and philosophies, required for school social workers as practitioners in host systems, will be introduced. The unit examines the policy context of Australian schools, and the particular ways that social work values and ethics overlap with, and vary from, those of schools and education. In particular, legal aspects of practice in schools will be covered, including duty of care. The unit takes an in-depth look at the Health Promoting Schools model and its use of theories and understandings relating to wellbeing and resilience. Substantial time in this unit will be given to the exploration of aspects of practice including: working as a consultant to school staff; working with school communities: interdisciplinary teamwork, and resources for social work with schools. Students will have the opportunity to examine and reflect upon typical situations in the everyday work of school social workers.

Credit Points: 12

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

1. Exhibit increased understanding of social work with schools;
2. Critically analyse educational theory, policy and systems;
3. Articulate different models of school social work, including the Health Promoting Schools framework;
4. Access and appraise resources available for social work with schools; and
5. Integrate knowledge about social work into school social work practice in situations involving diversity and complexity.

Class Contact: The equivalent of 12 hours of lectures and 12 hours of tutorials, delivered in burst mode.

Required Reading: Bottrell, D & Goodwin, G 2011, 1st edn, Schools, communities and social inclusion, South Yarra: Palgrave Macmillan. AASW latest edn, Guidelines for school social workers, AASW. Students will also have access to articles and other resources uploaded to VuCollaborate.

Assessment: ICT (Wiki, Web sites), Discussion board entries and engagement in class discussion (500 words), 15%. Assignment, Analysis case study (1000 words), 35%. Assignment, Theoretical analysis of literature (1500 words), 50%.

ASW3108 Professional Practice Seminar

Locations: Footscray Nicholson.

Prerequisites: ASW2203 - Interpersonal and Communication Skills ASW2104 - Critical Social Work Theories ASW2202 - Social Work Theories

Description: The Australian Association of Social Workers (AASW), the national accrediting body for social work, requires students to undertake at least two social work supervised field education placements within a health or human service agency for a total minimum of 1,000 hours. This unit of study is designed to help students prepare for professional practice in the context of field education and beyond and is a pre-requisite to the social work Field Education units of study. Classes will include a combination of practical preparation for field placement; revision and integration of relevant theory and practice skills; small group reflective discussions; and simulated learning activities. The unit addresses each of the AASW Practice Standards and involves input from a range of professionals with expertise in student placements and careers in health and human services. Students will be introduced to the theory and practice of critical reflection; professional social work supervision; and inter-professional team work. In addition, students will work in small groups to consider contemporary ethical practice dilemmas and ways to resolve interpersonal conflicts and other common practice difficulties that also occur on field placement. Students will learn how to: negotiate and develop a suitable learning plan; maintain a reflective practice journal; undertake self-assessment; and develop strategies for ongoing self-care. This unit is also intended to encourage students to develop the skills to engage in difficult discussions in a respectful way; create a safe and supportive learning environment; and establish peer-support networks that carry over into the Field Education units of study.

Credit Points: 12

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

1. Critically reflect on their personal and practical preparedness for field education placement;
2. Demonstrate a beginning capacity for critical reflection;
3. Describe the role and models of professional supervision in social work practice;
4. Reflect on the application of various sources of knowledge to practice;
5. Identify their own emerging professional practice framework, and;
6. Exhibit the ability to take responsibility for their practice learning in social work.

Class Contact: Seminar 2.0 hrs

Required Reading: Cleak, H & Wilson, J 2013 3rd Edition Making the most of field placement Cengage Learning Australia, South Melbourne Gardner, F 2014 Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke Victoria University Latest Edition Social Work Field Education Manual <http://www.vu.edu.au/sites/default/files/arts/pdfs/Social-Work-Field-Manual.pdf> AASW Latest Edition Practice Standards <https://www.aasw.asn.au/document/item/4551> AASW Latest Edition Code of Ethics <https://www.aasw.asn.au/practitioner-resources/code-of-ethics>

Assessment: Portfolio, Preparation of portfolio that includes cover letter, professional resume, National Police Check, Working with Children Check, Placement Agreement Form, 20%. Assignment, Personal knowledge audit and field placement learning plan, 40%. Exercise, Critical incident report and reflection, 40%.

ASW3109 Social Work in Contemporary Contexts

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit is designed for students to integrate and apply their knowledge and skills to analyse the contexts and complexities that shape contemporary social work practice. Students will closely examine three domains of social work practice, such as homelessness, substance abuse, or disability, applying core theoretical concepts and social work values and ethics to analyse and problem-solve complex dimensions of practice. These dimensions will be examined from the perspectives of practitioners, service-users, policy-makers, managers, legislators, funding bodies and other relevant stakeholders, highlighting the tensions inherent in the roles of social work as agents of social reform and change. Such experiential analysis is intended to consolidate students' applied knowledge of social work as a complex activity shaped and constrained by social policy, legislation, organisations, and a dynamic body of knowledge and skills.

Credit Points: 12

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

1. Analyse contemporary social work practice within its political, societal, industrial and organisational environments;
2. Demonstrate an advanced understanding of social work ethics, values and contemporary debates;
3. Selectively apply social work theories to contemporary social work practice scenarios;
4. Analyse social work practice situations from the perspectives of multiple stakeholders; and
5. Discuss the significance of the role of Social Work in social reform and social change.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Required readings will be made available on VU Collaborate. Additional resources available on VU Collaborate.

Assessment: Assignment, Theory and Practice Case study (1200 words), 30%. Assignment, Theory and Practice Case study (1500 words), 35%. Assignment, Theory and Practice Case study (1500 words), 35%.

ASW3201 Field Education 1

Locations: Footscray Nicholson.

Prerequisites: ASW2104 - Critical Social Work Theories ASW2202 - Social Work Theories ASW2203 - Interpersonal and Communication Skills ASW3101 - Skills for Social Work Direct Practice

Description: This unit of study enables students to participate in a structured and supervised field education placement. The broad aim of this unit is to provide third-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students are allocated placements where the focus is on direct practice with individuals, families or groups. A variety of social work and related agencies in and around Melbourne are utilised. The field education co-ordinator is responsible for the selection and arrangement of placements according to the Australian Association of Social Workers guidelines. The field education program is overseen by the Academic Leader, Field Education.

Credit Points: 24

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

1. Exhibit the values and ethics of social work as an integral part of their practice;
2. Appraise the organisation's legal and political context within the human services field;
3. Analyse the legislation and social policies that influence the field of practice;
4. Articulate the theories and methods relevant to practice and reflect critically upon their use and application;
5. Exemplify the interpersonal and communication skills required to communicate and work effectively with others;
6. Plan and present a learning plan in accordance with the AASW Practice Standards

7. Critically reflect on practice while engaged in field placement and in professional supervision;
8. Exhibit and apply a range of specific social work assessment, intervention and referral skills and knowledge appropriate to the particular field of placement;
9. Locate and critically analyse research knowledge, methods and application appropriate to social work practice and field placement setting; and
10. Interpret and adapt knowledge of cultural diversity in order to work in a culturally responsive and inclusive manner in a social work context.

Class Contact: This unit consists of 500 hours of supervised field education in a human service agency.

Required Reading: Required Texts Cleak, H & Wilson, J 2013, 3rd edn, Making the most of field placement, Cengage Learning, South Melbourne. Victoria University latest edition. Social Work Field Education Manual, <http://www.vu.edu.au/sites/default/files/arts/pdfs/Social-Work-Field-Manual.pdf> AASW latest edition AASW Practice Standards <https://www.google.com.au/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=aasw%20practice%20standards> AASW latest edition AASW Code of Ethics <https://www.aasw.asn.au/practitioner-resources/code-of-ethics>

Assessment: Students' performance on placement is assessed in relation to the student's individual placement learning plan based on the AASW Practice Standards as detailed in the Social Work Field Education Manual. Exercise, Learning plan, Pass/Fail. Practicum, Mid placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail.

ASW3202 Field Education 1: Integrative Seminar

Locations: Footscray Nicholson.

Prerequisites: ASW2203 - Interpersonal and Communication Skills ASW2104 - Critical Social Work Theories ASW2202 - Social Work Theories ASW3101 - Skills for Social Work Direct Practice Nil.

Description: This unit of study is designed to help students integrate theory and practice while on placement. Additionally, these classes are aimed to help students explore the theory/practice relationship and focus on their own experiences and learning. Further, this unit provides a supportive environment for students to discuss personal and professional issues in light of their values, moral, ethics and expectations about their developing roles as social workers; provides a focused arena for the experience and practice of group process/organisation skills; encourages a shared learning environment and at the same time encourages individual responsibility for explaining and reflecting on practice issues; and lastly, encourages students to bring to the classroom, learning opportunities from their placement to share with others.

Credit Points: 12

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

1. Identify and analyse issues related to the placement experience;
2. Integrate theory with practice and practice with theory;
3. Identify and analyse developing practice skills;
4. Reflect on the application of knowledge to practice and demonstrate an emerging capacity for critical reflection;
5. Critically evaluate own practice and revise their theory base in the light of this evaluation; and
6. Exhibit ability to take responsibility for their learning and explore creative thinking about use of practice skills.

Class Contact: Twenty-four hours flexible delivery combining seminars and workshops as will be advised.

Required Reading: Cleak, H & Wilson, J 2013, 3rd edn, Making the most of field placement, Cengage Learning, Australia

Assessment:Portfolio, Placement portfolio demonstrating achievement of the learning outcomes (3,000 words), Pass/Fail.

ASW3203 Field Education 2

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:ASW3201 - Field Education 1ASW3202 - Field Education 1: Integrative Seminar

Description:This unit of study enables students to participate in the second structured and supervised field experience. The broad aim of this unit is to provide students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students are allocated a placement where the focus is on direct casework skills, community development, research or project work. A variety of social work and related rural and urban agencies are utilised. The field education co-ordinator is responsible for the selection and arrangement of placements according to Australian Association of Social Workers (AASW) guidelines.

Credit Points: 24

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

1. Analyse the values and ethics of social work practice as they apply to a particular field and ensure their appropriate application when faced with ethical problems, issues and dilemmas;
2. Critique the organisation's legal and political context within the human services field and apply this critique in line with anti-discriminatory practice approaches;
3. Contextualise the legislation and social policies that influence work within a particular field of practice and their impact on disadvantaged individuals, families and groups;
4. Critically reflect upon the theories and methods of social work practice and evaluate their relevance and application within the particular placement context;
5. Critically assess and modify their interpersonal and communication skills to work effectively with others;
6. Take initiative to contextualise, critique and justify their own personal and professional development in relation to their own practice;
7. Adapt skills and knowledge for direct practice, community development, social research or policy work in the particular field of practice and context of the field placement;
8. Consult with others to identify, propose and /or plan relevant research and research methods in the context of the placement; and
9. Exemplify cultural responsiveness, sensitivity and inclusive practice.

Class Contact:This unit consists of 500 hours of supervised field education in a human service agency.

Required Reading:Cleak, H & Wilson, J, 2013, 3rd edition. Making the most of field placement, Cengage Learning Australia, Sth Melbourne. Victoria University latest edition. Social Work Education Field Manual, <http://www.vu.edu.au/sites/default/files/arts/pdfs/Social-Work-Field-Manual.pdf>. AASW latest edition. AASW Code of Ethics <https://www.aasw.asn.au/practitioner-resources/code-of-ethics> AASW latest edition. AASW Practice Standards <https://www.aasw.asn.au/practitioner-resources/practice-standards>

Assessment:Students' performance on field placement is assessed in relation to the student's individual placement learning plan based on the AASW Practice Standards, as detailed in the Social Work Field Education Manual. The final Field Education placement is a capstone task and incorporates all course learning areas. Exercise, Learning plan, Pass/Fail. Practicum, Mid-placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail.

ASW3204 Field Education 2: Integrative Seminar

Locations:Footscray Nicholson.

Prerequisites:ASW3201 - Field Education 1ASW3202 - Field Education 1: Integrative Seminar

Description:This unit of study is designed to assist students to integrate theory and practice during their placement. This unit supports students to explore the theory/practice relationship and focus on their own experiences and learning. There is a half-day workshop focusing on the development of a work portfolio, career development and job-seeking skills. Potential employers are invited to talk to the class. This forms the capstone task required for all social work students.

Credit Points: 12

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

1. Identify and analyse issues related to the placement experience and integrate theory with practice and practice with theory;
2. Integrate and implement effectively a range of skills required for social work practice;
3. Reflect on the application of this knowledge to practice and demonstrate an emerging capacity for critical reflection;
4. Critically evaluate own practice and revise their theory base in the light of this evaluation; and
5. Reflect on their learning and explore creative thinking about the use of practice skills.

Class Contact:Twenty-four hours flexible delivery combining seminars and tutorials as will be advised.

Required Reading:Cleak, H & Wilson, J 2013 3rd edn, Making the most of field placement, South Melbourne: Cengage Learning Victoria University 2016, Victoria University Social Work Field Education Manual, Melbourne: VU. AASW, 2010 'Code of Ethics' available at: <http://www.aasw.asn.au/document/item/1201>

Assessment:Portfolio, Placement portfolio demonstrating achievement of the learning outcomes (3,000 words), Pass/Fail.

ASW3205 Field Education 1

Locations:Footscray Nicholson.

Prerequisites:ASW2104 - Critical Social Work TheoriesASW2202 - Social Work TheoriesASW2203 - Interpersonal and Communication SkillsASW3101 - Skills for Social Work Direct Practice

Description:This unit of study enables students to participate in a structured and supervised field education placement. The broad aim of this unit is to provide third-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students are allocated placements where the focus is on direct practice with individuals, families or groups. A variety of social work and related agencies in and around Melbourne are utilised. The field education co-ordinator is responsible for the selection and arrangement of placements according to the Australian Association of Social Workers guidelines. The field education program is overseen by the Academic Leader, Field Education. The 15 hours of seminars provided at the university assist students with the integration of theory and practice.

Credit Points:36

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

1. Exhibit the values and ethics of social work as an integral part of their practice;
2. Appraise the organisation's legal and political context within the human services field;
3. Analyse the legislation and social policies that influence the field of practice;
4. Articulate the theories and methods relevant to practice and reflect critically upon their use and application;
5. Exemplify the interpersonal and communication skills required to communicate and work effectively with others;
6. Plan and present a learning plan in accordance with the AASW Practice Standards for application within the particular field of placement;
7. Critically reflect on practice while engaged in field placement and in professional supervision;
8. Exhibit and apply a range of specific social work assessment, intervention and

referral skills and knowledge appropriate to the particular field of placement; 9. Locate and critically analyse research knowledge, methods and application appropriate to social work practice and field placement setting; and 10. Interpret and adapt knowledge of cultural diversity in order to work in a culturally responsive and inclusive manner in a social work context.

Class Contact: This unit consists of 500 hours of supervised field education including 15 hours of seminars at the University.

Required Reading: Cleak, HM & Wilson, J 2013 3rd Edition Making the most of field placement Cengage Learning Australia, South Melbourne Gardner, F 2014 Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke Victoria University Latest Edition Social Work Education Field Manual <http://www.vu.edu.au/sites/default/files/arts/pdfs/Social-Work-Field-Manual.pdf> AASW Latest Edition Practice Standards <https://www.google.com.au/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=aasw%20practice%20standards> AASW Latest Edition Code of Ethics <https://www.aasw.asn.au/practitioner-resources/code-of-ethics>

Assessment: Exercise, Learning plan, Pass/Fail. Practicum, Mid placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail.

ASW3206 Field Education 2

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ASW3205 - Field Education 1 ASW3201 - Field Education 1 ASW3202 - Field Education 1: Integrative Seminar ASW3201 Field Education 1 and ASW3202 Field Education 1: Integrative Seminar OR ASW3205

Description: This unit of study enables students to participate in the second structured and supervised field experience. The broad aim of this unit is to provide students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students are allocated a placement where the focus is on direct casework skills, community development, research or project work. A variety of social work and related rural and urban agencies are utilised. The field education co-ordinator is responsible for the selection and arrangement of placements according to Australian Association of Social Workers (AASW) guidelines. The 15 hours of seminars provided at the university assist students with the integration of theory and practice.

Credit Points: 36

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

1. Analyse the values and ethics of social work practice as they apply to a particular field and ensure their appropriate application when faced with ethical problems, issues and dilemmas;
2. Critique the organisation's legal and political context within the human services field and apply this critique in line with anti-discriminatory practice approaches;
3. Contextualise the legislation and social policies that influence work within a particular field of practice and their impact on disadvantaged individuals, families and groups;
4. Critically reflect upon the theories and methods of social work practice and evaluate their relevance and application within the particular placement context;
5. Critically assess and modify their interpersonal and communication skills to work effectively with others;
6. Take initiative to contextualise, critique and justify their own personal and professional development in relation to their own practice;
7. Adapt skills and knowledge for direct practice, community development, social research or policy work in the particular field of practice and context of the field placement;
8. Consult with others to identify, propose and/or plan relevant research and research methods in the context of the placement; and
9. Exemplify cultural responsiveness, sensitivity and inclusive practice.

Class Contact: This unit consists of 500 hours of supervised field education including 15 hours of seminars at the University.

Required Reading: Required Texts Cleak, H & Wilson, J 2013 3rd Edition Making the most of field placement Cengage Learning Australia, South Melbourne Gardner, F 2014 Being Critically Reflective: Engaging in Holistic Practice Palgrave MacMillan, Basingstoke Victoria University Latest Edition Social Work Education Field Manual <http://www.vu.edu.au/sites/default/files/arts/pdfs/Social-Work-Field-Manual.pdf> AASW Latest Edition AASW Code of Ethics <https://www.aasw.asn.au/practitioner-resources/code-of-ethics> AASW Latest Edition AASW Practice Standards <https://www.aasw.asn.au/practitioner-resources/practice-standards>

Assessment: Students' performance on field placement is assessed in relation to the student's individual placement learning plan based on the AASW Practice Standards, as detailed in the Social Work Field Education Manual. The final Field Education placement is a capstone task and incorporates all course learning areas. Exercise, Learning plan, Pass/Fail. Practicum, Mid-placement assessment, Pass/Fail. Practicum, Final placement assessment, Pass/Fail.

ASW3300 Working With Individuals and Families

Locations: Footscray Nicholson.

Prerequisites: ASW3101 - Skills for Social Work Direct Practice

Description: This unit of study builds on the learning relevant to direct social work practice in the unit Skills for Direct Social Work Practice. Students continue to use strength-based, solution-focused, narrative and other relevant approaches for conceptualising their direct practice assessments and interventions within an overall framework of anti-oppressive social work practice. Weekly lectures and practice workshops include both theoretical and practice input on families, loss and grief and trauma. The content assists students to integrate new learning with their established knowledge and practice.

Credit Points: 12

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

1. Articulate strengths-based assessment and intervention in social work practice;
2. Present, analyse and critique examples of direct social work practice with individuals and/or families from placement and/or place of work;
3. Initiate and mediate group discussion of examples of direct social work practice with individuals and/or families, their placement and/or place of work;
4. Reflect critically on practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input; and
5. Integrate and further develop existing interpersonal and communication skills for the purpose of assessment and intervention in casework practice.

Class Contact: Lecture 1.5 hrs Tutorial 1.5 hrs

Required Reading: The following texts are recommended for this unit. Texts used in the Unit ASW3101 are also highly recommended for this unit. AASW latest edition, AASW Practice standards, AASW, Canberra. AASW latest edition, AASW Code of ethics, AASW, Canberra. Arney, F & Scott, D 2013 2nd edition, Working with vulnerable families, Cambridge University Press, Port Melbourne. Cleak, H 2009 3rd edition, Assessment and report writing in the human services, Cengage Learning, South Melbourne.

Assessment: Exercise, Skills exercise (600 words), 20%. Presentation, Class presentation (1,000 words equivalent), 35%. Assignment, Assessment and intervention plan (1,500 words), 45%.

ASW3901 Social Research 2

Locations: Footscray Nicholson.

Prerequisites: ASW1901 Social Research 1 or ASX1003 Foundations of Social

Science Research

Description: Research, evaluation and scholarship are integral to social work practice. A critical social work approach influences all aspects of research practice; from the research topics we choose, to the way we utilise research findings in our everyday practice. While critical social research is the tradition that shares critical social work's aim of bringing about transformational change, other traditions also produce material that can be an important resource for social work. This unit of study introduces students to the importance of developing a critical reflective practice when undertaking, or utilising, social work research. It builds on understandings developed in ASW1901 Social Work Research 1 or ASX1003 Foundations of Social Science Research. Students continue to examine the importance of research in social work practice and the philosophical bases of social work research. This unit includes a focus on qualitative data analysis, and a module on analysing and presenting quantitative data. Students have the opportunity, in computer labs, to learn the basics of computer-based data analysis. Emphasis is on descriptive statistics and presenting data in meaningful ways.

Credit Points: 12

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

1. Articulate an understanding of social research and its role in social work practice;
2. Analyse the implications of different paradigms used within social research;
3. Evaluate critically the strengths and limitations of published research;
4. Investigate and appraise ethical issues and ethical guidelines for social work research; and
5. Employ computer software packages for quantitative data analysis, and the presentation of descriptive statistics.

Class Contact: One 90-minute lecture and one 90-minute tutorial per week for one semester.

Required Reading: Sarantakos, S 2012, 4th edn, Social research, New York: Palgrave Macmillan.

Assessment: Assignment, Structured critical analysis of course concepts presented in the first four weeks (500 words), 25%. Report, Research proposal including literature review and research design (2,000 words), 45%. Test, Quantitative data analysis and presentation test (1,000 words equivalent), 30%.

ASW4901 Social Policy Analysis: Current Issues

Locations: Footscray Nicholson.

Prerequisites: ASW2013 - Introduction to Social Policy

Description: Policy analysis, policy development and policy activism are essential aspects of effective social work practice as they protect the interests of disadvantaged and disempowered people. Social workers increasingly require the knowledge and skills to understand how policies are initiated, designed, resourced, and changed. This involves both an awareness of policy processes in relation to specific areas of social policy and an understanding of theory and concepts relevant to the dynamics of policy processes. This unit of study is designed to assist students to develop transferable skills in social policy analysis. It revisits the policy cycle and the sociopolitical and economic context of Australian social policy as introduced in the units 'Introduction to Social Policy' and 'Social Welfare: History and Current Context'. This unit uses the knowledge and insights of the discipline of social policy, along with political science, economics, sociology, and organisational theory to analyse and interpret policy processes and important areas of social policy.

Credit Points: 12

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

1. Articulate policy development processes and the factors that impact on policy development and implementation;
2. Assess the sociopolitical and economic environment within which social policy is developed;
3. Plan and undertake social

policy research and analysis; 4. Exhibit an in-depth understanding of at least one major area of social policy; 5. Inquire into and discuss issues in contemporary Australian social policy; and 6. Evaluate the relationships between social policy, social research and social work practice.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Required Text McClelland, A & Smyth, P 2014 Third Social policy in Australia: understanding for action, South Melbourne: Oxford University Press.

Assessment: Assignment, Annotated bibliography on chosen policy topic (800w), 20%. Presentation, Group presentation (1000w), 30%. Essay, Policy analysis paper (2200w), 50%.

ASW4902 Social Work Honours Seminar

Locations: Footscray Park.

Prerequisites: ASW3901 - Social Research 2

Description: This unit of study provides honours students with the opportunity to develop research practice expertise and specialist knowledge in a particular area of their undergraduate studies, thus enabling them to develop a capacity to reflect on their practice. The content of this unit includes advanced research methodology; design of an appropriate honours research project; preparation of an ethics application; and development of a detailed research proposal.

Credit Points: 12

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

1. Select the components required to undertake a research project;
2. Evaluate ethical issues and ethical guidelines for conducting social work research;
3. Demonstrate beginning skills for analysing data of either a qualitative or quantitative nature; and
4. Assemble a research proposal that will constitute a first draft of the first three chapters of the honours thesis.

Class Contact: Seminar 2.0 hrs

Required Reading: Liamputtong P 2013, 4th edn Qualitative Research Methods Oxford University Press, South Melbourne.

Assessment: Other, Research proposal comprising the first three chapters of the Honours thesis, 100%. Minimum effective word limit 5000 words.

ASW4903 Social Work Honours Thesis

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ASW4902 - Social Work Honours Seminar

Description: This unit of study provides honours students with the opportunity to undertake independent research and develop an honours thesis based on original research.

Credit Points: 24

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

1. Identify an academic research question and design a small research project to investigate this question;
2. Design and carry out a small research project with appropriate methodology, methods, and data analysis; and
3. Construct a formal thesis incorporating a review of literature, a research design chapter, findings and conclusion.

Class Contact: Seminar 2.0 hrs

Required Reading: Sarantakos, S 2005, 3rd edn, Social research, Australia, South Yarra: Macmillan Education.

Assessment: Because this is an Honours thesis unit of study, 100% of the assessment is assigned to the Honours thesis. Thesis, Honours thesis, 100%. Total effective word limit 15,000 words.

ASX1003 Foundations of Social Science Research

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is a First Year Foundation unit for students. This unit introduces students to the concepts, processes and practices of social science research. Reading and lecture content across the semester will build understanding of key concepts and terms in social research, and practical engagement in tutorials and workshops supports the development of skills and understanding in social research processes and practices. Weekly workshop activities in academic reading, writing and research skills activities each week will prepare you for your assessments in this and other units, and assessment tasks have been designed to progressively develop and test your growing skills, knowledge and comprehension.

Credit Points: 12

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

1. Illustrate a developing understanding of social research processes, and the kinds of knowledge gained through social research;
2. Recognise the basic principles and practices associated with the practical use of qualitative and quantitative research methods;
3. Understand key foundational research terms and concepts;
4. Source a range of research literature on a topic;
5. Develop skills in scholarly summary, paraphrasing and synthesis;
6. Critically evaluate relevant literature and present this evaluation in a scholarly literature review.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Henn, M, Weinstein, M & Foard, N 2009, 2nd edn, A critical introduction to social research, London UK: Sage.

Assessment: Literature Review, Critically evaluating social research materials, summarising and synthesising to produce a small literature review, 30%.

Assignment, Collect, collate and analyse data. Reporting on analysed data as instructed., 30%. Test, One hour test on key terms, concepts and practices of social research, including basic numeracy skills, 40%.

ASX3001 International Studies: Professional Learning

Locations: Footscray Park.

Prerequisites: Nil.

Description: Through placement in an organisation to contribute to the daily work activities of that organisation, students will have an extended work integrated learning opportunity. The placement may be overseas as part of an exchange program and/or in a local context of cultural and linguistic diversity. In the placement it is anticipated that students will undertake tasks under supervision that reflect a range of work undertaken by employees with similar areas of expertise in that organisation. Depending on the placement that is negotiated (on the basis of personal interest, students' area/s of professional and international studies specialisation and placement availability) students may be placed in an organisation individually or as part of a small team (eg. working as part of a group on a community fieldwork placement). Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit co-ordinator. The placement may be focused on community service learning or professional work-based learning, depending on the students' interest and opportunities that are available.

Credit Points: 12

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

1. Understand the culture of a workplace and/or community fieldwork setting;
2. Apply knowledge and skills they have acquired in their formal studies to a work integrated learning context internationally and/or in a local context of cultural and linguistic diversity;
3. Work independently, co-operatively and as part of a team in

a real workplace or community context;

4. Apply their international studies knowledge and intercultural communication and learning skills; and
5. Reflect critically on their experiences and use this reflection to plan how to improve professional presentation and practice.

Class Contact: Tutorial 1.0 hr No regular classes, but there is an introductory employment preparation/orientation session and daily contact (usually) with a workplace-based supervisor. Placement will be for a minimum of 15 days.

Required Reading: To be developed collaboratively between students and their co-ordinator and employer/mentor. The nature of this unit as an individually negotiated field placement or work integrated learning normally undertaken overseas, means that it is not appropriate to prescribe reading until the focus of the professional learning experience has been finalised.

Assessment: Employer/mentor evaluation 35%; Placement report with supporting portfolio outlining/demonstrating work undertaken 45%; Reflective journal 20%. EWL 3000 words.

ASX3500 International Interdisciplinary Project

Locations: Footscray Park.

Prerequisites: NIL

Description: This unit of study investigates different ideals and practices of global citizenship in the 21st century. The concept of the global citizen has emerged as the nation state is seen to be unable to offer solutions to global problems in the areas of human rights, environmental sustainability, and security. Reciprocal rights and responsibilities are increasingly being viewed as international. This unit examines different dimensions of global citizenship: socially, via the media and technology; culturally, through the transnational movement of people; environmentally, via international protocols and conventions; politically in supra-national agreements and international relations. Students produce a substantial case study of the global links and connections between a group, community, individual or organisation that has pursued ideals of citizenship beyond national boundaries. Research will be conducted in the community and the project will be negotiated on the basis of students' disciplinary background and areas of specialisation, access to relevant organisations and personal interest. Students are introduced to a range of approaches to research and may choose to conduct interviews and surveys, or write a creative response to their research findings (a film script, a family history or a narrative account). Students may work individually or as part of a small team to achieve the negotiated project goals and outcomes.

Credit Points: 12

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

1. Construct a coherent research paper;
2. Apply advanced research skills
3. Describe the ethical issues related to research;
4. Recall and discuss the key debates around the idea of global citizenship;
5. Plan and undertake a project in a real-life context;
6. Co-operatively engage with a range of people in order to achieve project goals;
7. Develop and apply their intercultural communication and learning skills; and
8. Reflect critically on their experiences and use this reflection to plan how to improve outcomes.

Class Contact: 24 hours of seminars and individual consultation with the lecturer.

Required Reading: Ackerly, BA 2008, Universal human rights in a world of difference, Cambridge University Press, Cambridge

Assessment: Presentation, Presenting the plan of the research project (700 words), 20%. Research Paper, Research report (2000 words), 70%. Exercise, Online exercises (300 words), 10%.

ASX5000 Study Tour

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Completion of an Undergraduate degree

Description:This unit is designed for students undertaking an approved postgraduate program in the College of Arts. Students participate in an organised short-term or long-term study tour for the purposes of formal study combined with experiential learning in a particular culture and society. Through living, experiencing and engaging in different real-life intercultural interactions, students participate in a series of seminars hosted or organised by agencies, institutions or organisations approved by the students' course coordinator and the College of Arts.

Credit Points: 12

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

1. Critically reflect upon other cultures and societies through experiential learning;
2. Demonstrate specific disciplinary knowledge and skills in areas of the negotiated content related course of study to provide a theoretical framework through which to anticipate and respond to authentic complex intercultural interactions;
3. Demonstrate a good understanding of a particular theoretical framework and/or practical skills through cultural lens;
4. Develop analytical skills to probe, critically review, decode and evaluate culturally significant objects;
5. Critically commentate upon the role of culture in ethical decision making or problem solving; and
6. Persuasively advocate their recommendations in both written and oral form to socially and culturally diverse audiences.

Class Contact:Equivalent to a quarter of a semester's load of full-time study. Format of classes and other learning activities and experiences will be negotiated for each specific program.

Required Reading:Readings will be dependent on specific Study Tour

Assessment:Journal, 4 reflective journals completed during the study tour, 30%.

Presentation, 20 minutes seminar presentation at the Community Development

Symposium to various stakeholders, 20%. Report, Final report summarizing key

learning acquired from study tour, linking community development theories and principles, 50%. Total effective word limit 7000 words. Item Learning Outcome

Graduate Capability Research Paper 1, 2, 3, 4, 5, 6

1,2,3,4,5,6 Journal 1, 4, 5, 5, 6, Presentation 1, 2, 3,

4, 5, 6 1, 2, 3, 4, 5, 6.

AXR0002 Research Design and Methods

Locations:City Flinders.

Prerequisites:This unit is equivalent to the following units: APM5003 Qualitative Research Methods, APM5013 Quantitative Research Methods, ACG5200 Approaches to Research, ACG6021 Research Methodologies and BMO6630 Business Research Methods.

Description:This unit of study examines the important link between epistemology, methodology, and methods underpinning the choice of research design appropriate to investigate and answer a research question. The focus is on the development of a research proposal. Alongside the basics of quantitative and qualitative research design and methods, attention is given to the types of research problems that can be addressed by mixed methods or triangulation. The unit topics include: qualitative research philosophies and approaches including phenomenology, grounded theory, action research; qualitative design and data collection methods including literature review, case studies, focus groups, interviewing, ethnographic fieldwork; and analysis and interpretation, appropriate to the social sciences. Quantitative methods include experimental and quasi experimental; non-experimental descriptive and correlational research design. Unit topics also address issues of sampling, generalisability, measurement reliability and validity, and methods of data collection. Topics in data

analysis include descriptive statistics and parametric and non-parametric techniques for analysing univariate data, and multivariate descriptive and inferential statistics.

Credit Points: 12

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

1. Analyse assumptions underlying quantitative and qualitative research methods;
2. Appraise research designs and critique methods presented in published research studies;
3. Establish researchable problems arising from their professional practice and the literature;
4. Evaluate the reliability and validity of a variety of data gathering techniques;
5. Design a research study.

Class Contact:Seminar2.0 hrs

Required Reading:Students will be provided with selected study materials.

Assessment:Presentation, Critique of research article, 30%. Project, Research project proposal, 70%. Minimum effective word limit 5,000 words.

