

**FIRST YEAR
COLLEGE
HANDBOOK 2019**

DISCLAIMER

The information contained in Victoria University's 2019 First Year College was current at 19 November 2018

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

© Copyright Victoria University 2019

Published by Victoria University

PO Box 14428

Melbourne VIC 8001 Australia

WWW.VU.EDU.AU

HOW TO USE THIS HANDBOOK

Victoria University's 2019 First Year College 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 2019.

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 First Year College in 2019.

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.

CONTENTS

First Year College

UNITS

First Year College

Below are details of courses offered by the First Year College in 2019.

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

UNITS

ABA1000 Academic Discourse and Experience

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit offers students an opportunity to experience academic life, particularly as it relates to the Humanities, Social Sciences, and Creative Arts, through an exploration of social value in and around Footscray. We will explore different sites in Footscray in order to engage with conceptions of value including, for example, beauty, order, justice, and community. Students will plan field trips, organise their findings, link their experiences to academic texts, and present the findings of their explorations to their peers. Collectively, we will learn about conceptions of value that relate to the Humanities, Social Sciences and Creative Arts, and engage with evidence of the pursuit of these values by organizations operating in our local community.

Credit Points: 12

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

1. Collaborate in the planning of a field trip in order to explore human activity aimed at building social value in Footscray;
2. Gather and organize evidence of the building of social value in Footscray;
3. Understand and interrogate selected academic contributions to our concepts of social value;
4. Explain connections between academic concepts of social value and examples of the building of social value in Footscray.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

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

Assessment: Portfolio, A portfolio of field trip plans (2-4 A4 pages per group), 20%. Exercise, Students will discuss an academic concept and its relevance to selected data (600 words), 40%. Report, Students, working in groups will report their findings gathered from a field trip (400 words per student), 40%.

ABA1001 Reason and Revolution

Locations: 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: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site and bookshop.

Assessment: Portfolio, Portfolio of online activities and reflective writing exercises, 40%. Other, Political debate drawing on themes of the unit, 20%. Presentation, Presentation demonstrating and applying unit based knowledge, 40%.

ABA1002 Knowledge, Inquiry and Research

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the world of academic research and familiarises them with a selection of methods employed across the Creative Arts, Humanities and Social Sciences. In focussing on the theme of biography, the unit examines how different academic disciplines approach research and identifies the differences between obtrusive and unobtrusive methods. In developing a research proposal, students will identify a suitable research topic, formulate a key question, and design a suitable method for undertaking research. In doing so, they are planning 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. Identify and analyse the key features of research undertaken within the Creative Arts, Humanities and Social Sciences;
2. Formulate a research topic, key question and suitable research method;
3. Design and present a simple research proposal;

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Exercise, Short (3 – 5 minute) presentation on a potential topic of inquiry, 20%. Assignment, Part A – outline of the aims of the research and key question (250 words), 10%. Assignment, Part B – outline of the rationale for the chosen method (250 words), 10%. Assignment, Part C – refined and edited version of parts A & B (500 words), 20%. Presentation, Develop and present a research proposal suitable for a small research project, 40%.

ABA1003 Introduction to Sociology

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. 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: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: All required readings for this unit will be made available via VU Collaborate or Library Reserve.

Assessment: Exercise, Short reflective writing exercises responding to class materials and activities (600 words), 30%. Assignment, Short Essay (800 words), 30%. Assignment, Sociological Imagination Project (1200 words), 40%.

ABA1004 Text and Representation

Locations: 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 ways that storytelling and argument generate the meaning in human communications, students will learn to respond to texts in imaginative and critical ways. In developing methodologies for reading and interpreting texts, the unit will especially cultivate students' fluency in analysing the interplay between form and content in those texts. Students will also be introduced to several current theoretical perspectives.

Credit Points: 12

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

1. Interpret literal and figurative meaning from fiction and non-fiction texts, using evidence of both form and content.
2. Compare and contrast two or more texts for their informative and stylistic properties.
3. Identify the ideological agendas of texts, using information within them as well as historical information about them.
4. Discuss their interpretations of texts with others, drawing on relevant theory.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Online resources will be provided via links on the LMS for this unit.

Assessment: Journal, Three entries in a personal reflective journal, applying curriculum themes to selected readings (450 words), 15%. Essay, Essay analysing key texts in the unit. (750 words), 40%. Presentation, In-class scaffolded group presentation involving the application of analytical and interpretive techniques in response to texts from several genres., 45%.

ABA1005 The Era of Controversy

Locations: 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: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

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

Assessment: Journal, An active learning journal recording In-class and out-of-class learning activities, 40%. Project, Individual written work drawing on central themes of the unit in the development of a concept map, 40%. Presentation, A presentation demonstrating and applying unit based knowledge (10 minutes), 20%.

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 will be invited to 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. Reflect on the connections between text, sound and digital video; and
4. Create short digital sound and video projects.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Students will be provided with access to an electronic reading list in class and specific content for each session via VU Collaborate.

Assessment: Creative Works, Assessment 1 - Short Film Production Documents 1, 20%. Creative Works, Assessment 2 - Short Film Production Documents 2, 20%. Test, Framing and Shots, 10%. Creative Works, Short Film, 50%.

AC01008 Music Techniques 1

Locations: Footscray Nicholson.

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. Develop and produce musical works;
2. Develop and maintain goals and practice schedule;
3. Exhibit foundation interpretative skills and overall musicianship within collaborative contexts;
4. Articulate basic musical nomenclature in relation to music theory and production activities;
5. Operate basic music equipment and music software in accordance with OHS requirements; and
6. Articulate basic musicological concepts in a range of musical contexts.

Class Contact: Class 5.5 hrs Lab 5.0 hrs Tutorial 1.0 hr Workshop 4.0 hrs Contact time 58 hours: Weeks 1-3: 1 x 2 and 1 x 3.5hrs Performance Workshop, 2 x 2hrs Rehearsal Workshop, 3 x 1hr and 1 x 2hr Mac Lab, and 1 x 1hr Class Week 4: 1 x 2 and 1 x 3.5hrs Performance Workshop, 1 x 2hrs Rehearsal Workshop, 3 x 1hr Mac Lab, and 1 x 1hr Class

Required Reading: Additional reading materials will be provided by the lecturer. Pilhofer, M & Day, H 2015, *Music theory for dummies*, New Jersey: John Wiley & Sons Inc.

Assessment: Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musical activities using a range of media, 25%. Presentation, Demonstrate the basic operation of music and sound equipment, 25%. Performance, Musical performance, 25%.

ACO1011 Practical Music 1A

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

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. Students are introduced to the concept of functional music theory. Students are introduced to the safe operation of live music sound reinforcement and key elements of essential music software. Students are introduced to basic academic skills required for understanding the nature of musicology.

Credit Points: 12

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

1. Identify and produce musical works;
2. Establish goals and practice schedule;
3. Demonstrate interpretative foundation skills and overall musicianship within collaborative contexts;
4. Identify basic musical nomenclature in relation to music theory and production activities;
5. Demonstrate an awareness of basic music equipment and music software in accordance with OH & S requirements; and
6. Explore musicological concepts in a range of musical context.

Class Contact: Class 5.5 hrs Lab 5.0 hrs Tutorial 1.0 hr Workshop 4.0 hrs Contact time 58 hours: Weeks 1-3: 1 x 2 and 1 x 3.5hrs Performance Workshop, 2 x 2hrs Rehearsal Workshop, 3 x 1hr and 1 x 2hr Mac Lab, and 1 x 1hr Class Week 4: 1 x 2 and 1 x 3.5hrs Performance Workshop, 1 x 2hrs Rehearsal Workshop, 3 x 1hr Mac Lab, and 1 x 1hr Class

Required Reading: There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment: Exercise, Collaborative investigation - group discussion, 10%. Other, Demonstration - rehearsal of performance, 20%. Report, Electronic journal, 30%. Performance, Group performance and peer feedback, 40%. There is a minimum requirement of 84% attendance per class. Assessments 2 and 4 incorporate Work Integrated Learning (WIL).

ACO1012 Practical Music 1B

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACO1011 - Practical Music 1A

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 and maintaining goals, strategies, exercises and practice routines. A program of musical works is selected to present technical, improvisational and interpretive challenges. Students continue to explore the concept of functional music theory. Students expand their knowledge in the safe operation of live music sound reinforcement and key elements of essential music software. Students explore the academic skills required for understanding the nature of musicology.

Credit Points: 12

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

1. Develop, produce and reflect upon musical works;
2. Develop, maintain and reflect upon goals and practice schedule in order to inform planning for the next level of music study;
3. Develop and demonstrate an understanding of interpretative skills and overall musicianship within collaborative contexts;
4. Articulate an understanding of musical nomenclature in relation to music theory and production activities;
5. Demonstrate intermediate knowledge of live sound, recording equipment, and music software in accordance with OH & S requirements;
6. Explore musicological concepts in a range of musical contexts

Class Contact: Class 5.5 hrs Lab 5.0 hrs Tutorial 1.0 hr Workshop 4.0 hrs Contact time 58 hours: Weeks 1-3: 1 x 2 and 1 x 3.5hrs Performance Workshop, 2 x 2hrs Rehearsal Workshop, 3 x 1hr and 1 x 2hr Mac Lab, and 1 x 1hr Class Week 4: 1 x 2 and 1 x 3.5hrs Performance Workshop, 1 x 2hrs Rehearsal Workshop, 3 x 1hr Mac Lab, and 1 x 1hr Class

Required Reading: There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment: Exercise, Collaborative investigation - Group discussion, 25%. Performance, Rehearsal of performance, 25%. Report, Electronic journal, 25%. Performance, Group performance and peer feedback, 25%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials. Assessments 2 and 4 incorporate Work Integrated Learning (WIL).

ACO1014 Music Theory 1

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

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. Reflect and review upon the development and production of musical works;
2. Reflect and review upon goals and practice schedule;
3. Exhibit enhanced interpretative skills and overall musicianship within collaborative contexts;
4. Articulate intermediate musical nomenclature in relation to music theory and production activities;
5. Demonstrate enhanced knowledge of music equipment and music software in accordance with OHS requirements; and
6. Reflect and review upon musicological concepts in a range of musical contexts.

Class Contact: Class 5.5 hrs Lab 5.0 hrs Tutorial 1.0 hr Workshop 4.0 hrs Contact time 58 hours: Weeks 1-3: 1 x 2 and 1 x 3.5hrs Performance Workshop, 2 x 2hrs Rehearsal Workshop, 3 x 1hr and 1 x 2hr Mac Lab, and 1 x 1hr Class Week 4: 1 x 2 and 1 x 3.5hrs Performance Workshop, 1 x 2hrs Rehearsal Workshop, 3 x 1hr Mac Lab, and 1 x 1hr Class

Required Reading: Tagliarino, B. 2006, *Music theory: a practical guide for all musicians*, Milwaukee, WI: Hal Leonard.

Assessment: Exercise, Applied theory and aural exercises, 25%. Report, Documenting of musical activities using a range of media, 25%. Presentation, Demonstrate basic operation of music equipment, 25%. Performance, Musical performance, 25%. Total word limit is equivalent to 3000 words.

ACU1002 Creativity, Communication and the Digital Age

Locations: 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: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Journal, A journal recording in-class and out-of-class learning activities., 40%. Project, Individual and group work drawing on central themes of the unit in the research of and preparation for the debate., 40%. Presentation, Oral or digital presentation in the form of a debate drawing on key concepts discussed in the unit., 20%.

AEB1800 Youth Work Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to provide a structural foundation for understanding the

development and the dynamics of youth work. It will explore the evolution of youth work within a sociological and cultural framework that discusses the links between health, agency and empowerment, as well as a diverse range of youth work models that support and inform reflexive practitioners. Topics to be covered include the following: concepts of youth: historic and global development of the role of adolescence and the development of specific youth work practices; social, cultural and biological constructs of adolescence; social determinants of health in relation to resilience, risk and protective factors; constructs of marginalisation and disadvantage; identity, agency and empowerment; case studies of significant people who are agents of social change; models of youth work practice - treatment, reform, advocacy; settings and context of youth work.

Credit Points: 12

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

1. Discuss the role of youth work within the broader context and politics of social change, considering the evolution of youth work in a wide range of social and cultural contexts;
2. Analyse specific scenarios or situations; and apply appropriate youth work models and approaches;
3. Analyse the risk and protective factors within a range of settings and environments;
4. Outline strategies to enhance the agency and empowerment of young people; and
5. Communicate effectively, think critically and problem solve a range of issues related to youth work practice.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Sapin, K., 2013 *Essential Skills for Youth Work Practice*. London: Sage Publications. Links to electronic readings posted on VU Collaborate.

Assessment: Other, Reflection on History and Career, 20%. Essay, Part A - Definition of Youth Work, 20%. Essay, Part B - Youth Work values, 30%. Other, Community Map, 30%. Total effective word limit for all tasks is 3000 words.

AEB1801 Youth Work Practice 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit begins by looking at a definition of 'youth' and explains the importance of understanding the concept of adolescence and youth. It discusses the meaning and different concepts of adolescent welfare and wellbeing and describes the contemporary socio-economic and political context of adolescent welfare. This unit provides a definition of 'youth' as determined socially and culturally, as well as biologically whereby adolescent welfare is defined as socially constructed as well as a physical phenomenon that is integrated with social structures and processes. Using this integration of social structures and processes with the physiological challenges of adolescence this unit will canvass the range of adolescent issues that are prevalent today.

Credit Points: 12

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

1. Examine adolescent welfare within the context of adolescent physical development;
2. Articulate the social construction of current transition patterns from childhood to adulthood;
3. Discuss adolescent welfare in relation to experimentation and risk taking as young men and women develop their identities and personalities based on their own judgements, and the judgment of others;
4. Determine current adolescent welfare issues including drugs and alcohol, anxiety and depression, peers and family relationships, social inclusion and capital and its impact on an individual's welfare; and
5. Investigate current policy and practices of adolescent welfare programs offered in Victoria.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Further readings will be provided to students via VU Collaborate.

Assessment:Other, A reflection demonstrating an understanding of adolescence., 20%. Presentation, Presentation regarding an adolescent health issue, 30%. Report, A report that links an adolescent health issue to appropriate adolescent programs., 30%. Other, Quiz, 20%. Total effective word limit 3000 words.

AEB1804 Young People in a Global Community

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit identifies young people as global citizens and considers their transitions to adulthood in the context of culture, socio economic status, family, education and employment. The unit will explore and apply theories in sociology to consider the impact of globalisation, global structures and current trends on young people in the global community. It is particularly important for practitioners across the youth work, community development, and criminal justice sectors, who will be working with young people in the context of globalisation and growing interdependence.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Analyse fundamental social processes of culture, socialisation and social interaction; 2. Explore theories of inequality and apply analysis to understand issues of micro, macro and global structures; 3. Review an understanding of the concepts of power, the state and class; 4. Evidence an understanding of the changing social, political and economic environments that young people are now experiencing and the impact of those changes and 5. Demonstrate a developing ability to apply a sociological compass to understanding young people within the contexts of opportunity, freedom, constraint and deviance.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Readings will be available online in the VU Collaborate space.

Assessment:Portfolio, Portfolio of four (of a possible five) class exercises submitted, 40%. Test, In-class multiple-choice quiz in Session 9, covering all the material from Sessions 1-8., 30%. Presentation, Group presentation of a case study of the important role young people play in driving change in the global community., 30%. Effective total of 3000 words.

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:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Students will be given their required readings in week one of classes.

Assessment:Test, Online Quiz, 20%. Presentation, Group Presentation and Presentation Paper, 40%. Essay, Critical reflection, 40%.

AEK1203 Indigenous Health and Wellbeing

Locations:St Albans.

Prerequisites:Nil.

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:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:no required texts

Assessment:Journal, Written assessment (1000 words), 30%. Essay, Written assessment (2000 words), 40%. Presentation, Group presentation (1 hour), 30%.

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 3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

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:Review, Critical book review and reflection 1000 words, 30%. Essay, Critical essay on unit content 2000 words, 70%.

AFX1101 Place, Time, Experience

Locations:Footscray Nicholson, Footscray Park.

Prerequisites:Nil.

Description:This unit aims to deepen students understanding of key concepts within the social sciences, through an in-depth consideration of the social construction of selves in everyday life. Students will engage in a problem-based learning project to explore the ways that social context can shape and inform a particular life trajectory. Students will elicit, record and write up a life story, then analyse the ways this life has links with, or has been impacted by, aspects of social and historical context in contemporary Australia. In each session, students will be introduced to key social science concepts relevant to understandings of the self and everyday life in a globalised world. These concepts will be explored and interrogated by students in learning activities, and through the biographical projects. The life narrative case study will focus upon the impact of widespread, large scale social change on everyday life and experience. In this, students will investigate the lived experiential dimensions of tradition and modernity, post modernity, and globalisation. Areas that may be explored include family and community, place and place-making, experiences of colonialism, migration and cultural diversity in the Australian context, citizenship and global citizenship, tradition, modernity, and the impact of global changes on everyday experience. This unit will support successful university study by strengthening the essential academic skills of listening and speaking, attentive reading, working with a range of text types, identifying and building an argument, use of evidence, and formal academic writing.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Interpret some key concepts in the social sciences; 2. Analyse the impact of social forces and change on everyday life and experience; 3. Evaluate a range of academic and non-academic text types; 4. Locate, manage and use information effectively and efficiently, according to established academic conventions 5. Discuss with a level of cultural awareness a range of topics relating to contemporary Australian life.

Class Contact:Workshop 3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Reading materials will be provided via VU Collaborate and e-Reserve.

Assessment:Exercise, Short written response to a short provided text, 20%. Portfolio, Portfolio of written pieces developing written life narrative and analysis, 40%. Presentation, Visual presentation of life narrative and analysis, 40%.

AHE1101 Structural Kinesiology

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit includes the identification of the major structures of the skeletal, muscular, joints, nervous, cardiovascular, respiratory systems and examination of

their functions; developing the student's ability to link function to structure. In addition, kinesiological concepts that assist in the determination of joint actions of muscles are covered. The unit will be studied with a regional anatomy orientation.

Credit Points: 12

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

1. Locate and articulate (on plastic models and diagrams) the major structures of the skeletal, muscular, joint, nervous, respiratory and cardiovascular systems; 2. Explain the function of the major structures of the skeletal, muscular, joint, nervous, respiratory and cardiovascular systems; 3. Analyse the links between body/anatomical structure and function; and 4. Adapt kinesiological concepts to explain muscle actions based on position and orientation of muscle.

Class Contact:Lab 2.0 hrsWorkshop 1.0 hrContact time 33 hours: Weeks 1-3: 3 x 2hr workshops in a lab and 3 x 1hr workshops in a collaborative room Week 4: 2 x 2hr workshops in a lab and 2 x 1hr workshops in a collaborative room

Required Reading:Marieb et al 2017, 8th edn, *Human anatomy*, Pearson Benjamin Cummings.

Assessment:Test, Short online tests on skeletal system, muscles and joints - 3 progressive assessments, 30%. Assignment, Paired presentation and summary report on a specific joint and two injuries or conditions affecting that joint - 3 progressive assessments, 40%. Exercise, Final practical exercise to identify structures and the function of the various systems of the body, 30%.

AHE1105 Research Methods for Exercise Professionals

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit focuses on the fundamental principles of research design and analysis in Exercise Science. Introductory skills and knowledge for the conduct of research are developed. Fundamental principles underpinning qualitative and quantitative experimental design including the importance of following accepted processes in statistical analyses, sampling and the making of inferences are highlighted together with the ethical recruitment, treatment and confidentiality of participants. Informed consent as a moral framework for giving due regard and respect to the subject of the research and transparency and completeness in the dissemination of knowledge are emphasised in this unit.

Credit Points: 12

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

1. Locate and annotate scientific literature from a variety of disciplinary areas relevant to exercise and sports science; 2. Explain the concepts and ideas associated with judgments about the use and validity of quantitative and qualitative methods; 3. Identify and critically evaluate the concepts affecting the ethical underpinning of different research designs; and 4. Assess and interpret research literature relevant to exercise and sport science.

Class Contact:Workshop 3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Weekly readings will be assigned by the unit co-ordinator, and presented online to students. Many will come from the course text which is available in the library and for purchase from the Co-Op Bookshop. Berg & Latin, 2008 3rd *Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation* Lippincott, Williams & Wilkins

Assessment:Test, Online quizzes - 4 progressive assessments, 30%. Report, Collaborative research report, 40%. Presentation, Collaborative Research group conference presentation, 30%.

AHE1107 Human Growth and Lifespan Development

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit forms a basis for the applications of knowledge in growth development and ageing in the field of Exercise and Sport Science. It aims to develop an integrated understanding of physical growth and the development of motor characteristics of humans from childhood into adulthood, including the genetic and environmental factors that interact to influence these processes and the deterioration in physical processes and motor characteristics as they age. The unit focuses on development across the lifespan to give a balanced perspective on age-related changes in human motor function.

Credit Points: 12

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

1. Describe the stages of growth and development across the lifespan, from conception through to death;
2. Apply knowledge on contraindicated exercises for stages of human growth and development, including common injuries present during these stages;
3. Describe the structural, physiological and motor development changes across the lifespan and the effect of exercise on such changes;
4. Analyse and evaluate the literature and guidelines on growth and development as they relate to exercise; and,
5. Apply knowledge of human anatomy, physiology and stages of growth to human development.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Coombes, J and Skinner, T, 2014 ESSA's student manual for Health, Exercise and Sport Assessment, ESSA Payne, G, and Isaacs, L, 2016 Human Motor Development : A Lifespan Approach, ebook

Assessment: Test, Multiple choice quizzes: 3 progressive assessments at the end of weeks 1, 2 & 3., 30%. Portfolio, Portfolio of three short reports on supplied clients, 30%. Report, Report based on supplied client condition, 20%. Poster, Presentation of a poster highlighting testing and training one of the clients discussed in assessments 2 and 3, 20%.

AHE1112 Resistance Training

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for various body segments and individual muscles. An understanding of muscle actions is fostered throughout the unit. Resistance training for general fitness, strength, hypertrophy and muscular endurance will be covered with students developing skills and knowledge in the use of resistance training as a modality of exercise prescription for various groups. This unit heavily emphasises practical aspects of coaching human movement in the context of resistance exercise prescription. The unit also deals with common muscular strength and endurance tests.

Credit Points: 12

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

1. Explain the basic norms, principles and practices of resistance training to client groups (simulated);
2. Interpret muscle and segment actions as they relate to movement preparation and resistance training exercises;
3. Contrast past and current beliefs, practices and trends in the field; and
4. Design, demonstrate and evaluate resistance training exercise programs appropriate for healthy populations that satisfy different client outcomes.

Class Contact: Class 2.0 hrs Workshop 1.0 hr Contact time 33 hours: Weeks 1-3: 3 x 2hr workshops in a gym and 3 x 1hr workshops in a collaborative room Week 4: 2 x

2hr workshops in a gym and 2 x 1hr workshops in a collaborative room

Required Reading: Selected readings from e-books will be made available via the unit VU Collaborate site.

Assessment: Test, Short Answer: contrast myths and principles, 10%. Report, Evaluation of lifting technique, 20%. Exercise, Explain Demonstrate and Coach - 2 progressive assessments (20%, 25%), 45%. Test, Design Periodised Training Program, 25%. Hurdle: Successful completion of practical exercises to obtain an average score >50%.

AHE1202 Biomechanics

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to: biomechanical concepts and terminology associated with kinetics and kinematics; human motion and ways to measure it in biomechanical research; forces applied to humans and equipment during sport and exercise; and some biomechanical analysis techniques.

Credit Points: 12

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

1. Articulate biomechanical concepts and terminology and exemplify using relevant human movement and sport situations;
2. Appraise types of human motion and deduce ways to measure it's various elements;
3. Articulate, exemplify and compute the forces that are applied to humans and equipment during sport and exercise;
4. Deduce and substantiate appropriate biomechanical analysis techniques in prescribed situations; and
5. Deduce the appropriate skills of biomechanics to measure movement, compute performance indicators, critically analyse and diagnose movement techniques.

Class Contact: Class 1.0 hr Workshop 3.0 hrs Contact time 41 hours: Weeks 1-3: 2 x 1hr workshops on days 1 and 2 in a collaborative room followed by 3 x 3hr workshops in a PC Lab Week 4: 2 x 1hr workshops on days 1 and 2 in a collaborative room followed by 3 x 3hr workshops in a PC Lab

Required Reading: Joseph Hamill, Kathleen Knutzen, Timothy R. Derrick, 4th Ed Biomechanical Basis of Human Movement, Melbourne/Wolters Kluwer This text book includes material that complements second and third year biomechanics, and first and second year kinesiology.

Assessment: Test, Quizzes - 6 progressive assessments @ 5% each, 30%. Report, Report on practical task - 3 progressive assessments @ 10% each, 30%.

Presentation, Present data on practical task - 4 progressive assessments @ 5% each, 20%. Test, End-of-unit test, 20%.

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; neuropsychology; memory; language and cognition; learning; motivation and emotion; interpersonal relationships; and personality. Classes involve activities and discussion of research papers that foster understanding of theoretical content by focusing on specific topics and applications of research and knowledge in psychology.

Credit Points: 12

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

1. Examine 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; 5. Apply knowledge of research methodologies to a specific research topic and collect data for a research project; 6. Produce a laboratory report written in formal academic style and conforming to APA formatting conventions.

Class Contact:Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Further readings will be made available via the unit VU Collaborate site. Burton, L, Westen, D & Kowalski, R., (2015) 4th ed. Psychology Australia: Wiley Burton, L., (2010) 3rd ed. An interactive approach to writing essays and research reports in psychology Australia: Wiley

Assessment:Journal, Journal related to workshop readings (600 words), 20%. Laboratory Work, Lab Report related to theoretical content (1500 words), 40%. Test, Tests - multiple choice and short answers (3 hours in total), 40%.

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 health and stress; sleep; sensation and perception; social psychology; risk taking behaviours; psychological disorders and treatment; intelligence; and history of psychology. Classes involve activities and discussion of research papers that foster understanding of theoretical content by focussing on specific topics and applications of research and knowledge in psychology.

Credit Points: 12

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

1. Analyse 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. Analyse 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:Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Burton, L, Westen, D & Kowalski, R., (2015) 4th ed. Psychology Australia: Wiley Burton, L., (2010) 3rd ed. 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:Journal, Journal related to workshop readings (600 words), 20%. Laboratory Work, Laboratory report on theoretical content (1500 words), 40%. Test, Tests - multiple choice and short answers (3 hours in total), 40%.

APP1015 Organisational Skills 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:The aim of this unit is to introduce students to theoretical concepts relevant to working in organisational settings and to develop skills relevant to working within an organisational settings. Topics include organisational culture and structure, leadership, employee diversity and wellbeing, organisational ethics,

diversity and wellbeing, organisational communication and change. The unit emphasises skills and knowledge for those who want to work in psychology, counselling, human resources and other organisational settings.

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 skills relevant to working within organisations;
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:Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Readings are available via VU Collaborate links

Assessment:Journal, Reflective activity journal on workshop content (600 words), 20%. Journal, Reflective activity journal on workshop content (600 words), 20%. Essay, Case Study Report (1800 words), 60%.

APP1016 Foundations of Psychological Research

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit uses the examination of key historical and at times controversial psychology research studies to help develop students' academic skills and foundational research knowledge. Students will be provided with opportunities to develop their skills in searching for research papers, reviewing the methods employed in research studies, and discussing the implications and applications of psychological research. The review of key studies in psychology will also foster students' understanding of how psychological research has evolved and the contributions psychological research and practice has made to our understanding of human behaviour and mental processes.

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:Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Hock, R., (2015) 7th ed. Forty studies that changed psychology, New Jersey: Pearson Prentice Hall.

Assessment:Essay, Essay based on one of the studies in the required text (1200 words), 30%. Journal, Responses to short answer questions based on required class readings (3 x 500 words), 40%. Presentation, Group project and presentation involving research of an historical psychological study and its impact on the discipline (600 words), 30%.

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. In 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. Explore the theories that underpin community development practice at a local and global level 2. Develop an understanding of models of community development practice within a local and global context 3. Analyse specific scenarios or situations; and apply appropriate community development models and approaches

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3x3hr class Week 4: 2x3hr class

Required Reading: Readings will be available online in the VU Collaborate system.

Assessment: Assignment, Brief written piece, in the form of a personal reflection, on the meaning and importance of community (500 words), 20%. Portfolio, Submission of four (of five) class exercises, of 300 words equivalent each, to be held in Seminars 4 to 8., 50%. Presentation, Group presentation to undertake a critical analysis of a community development project presented in a teacher approved format., 30%. 3000 total effective words.

ASA1024 Applied Human Rights

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to human rights frameworks, theories, and practices, and the ways these operate in diverse social and cultural contexts. The unit outlines the history and development of human rights, including international and national frameworks. Students will explore human rights practice through case study examples of a range of human rights issues, violations, and responses.

Credit Points: 12

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

1. Reflect upon the meaning of Human Rights and the development of human rights frameworks 2. Explore a range of frameworks and approaches to human rights practice 3. Articulate the role of power and politics in human rights 4. Outline the role played by civil society in human rights practice 5. Discuss the major instruments that protect human rights 6. Demonstrate the use of academic writing and referencing

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Reading materials will be provided on VU Collaborate.

Assessment: Other, Reflective Writing (approx 400 words), 25%. Test, Online Test (1 hour), 20%. Essay, Essay (approx 600 words), 30%. Presentation, 30 minute presentation in Groups of 4 (approx 5 minutes each plus question time), 25%.

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. Investigate 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. Discuss 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 inter-professional roles, and the basics of epidemiology within population health.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Relevant readings (journal articles, book chapters...etc) are available online via the VU Library.

Assessment: Assignment, Reflective Journal 1 (1000 words), 30%. Assignment, Reflective Journal 2 (1000 words), 30%. Assignment, Group Presentation and Report (15 minutes, 1000 words per group), 40%.

ASL1003 Criminal Justice Systems

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is offered in the First Year Model where you will study the unit intensively over a four-week block. In this unit we will explore the concepts of crime and criminality. This is because how we as a society understand these concepts, shapes how we construct and use our criminal justice systems in order to respond to crime. We will see that there are many different ways in which ideas about crime and criminality are produced and shared amongst members of society, including those representations of crime produced by, for example, stories circulated by the media, case law produced through the courts, statistics produced by government bodies, speeches made by politicians, and expert analysis produced by academics. By doing this, we shall see that the concepts of crime and criminality are complex. As we shall also see, these complex ideas about what crime is are linked to the systems through which crime is addressed. Through our studies in this unit we shall begin to appreciate the complexity of the Australian criminal justice systems.

Credit Points: 12

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

1. Differentiate between conceptions of crime and criminality; 2. Analyse diverse representations of crime and criminality to interpret the complexity of these concepts. 3. Investigate relations between representations of crime, criminality and responses to them, and; 4. Work collaboratively to collate and critically assess research information from diverse sources.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: All resources will be made available through VU Collaborate.

Assessment: Test, Quiz matching activity, 10%. Exercise, Summary reports (2

reports), 40%. Review, Peer review, 5%. Case Study, Group presentation and report, 45%.

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 practices;
3. Examine the changes to video media distribution methods; and
4. Create short viral video projects.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Students will be provided with material on VU Collaborate to support the curriculum.

Assessment:Review, Article review based on focus topics., 20%. Presentation, In class presentation and analysis of specific text, 25%. Report, Group report on media concept, 20%. Presentation, In class group presentation of media concept and viral video, 35%.

ASN1002 Introduction to Screen Media

Locations:Footscray Park.

Prerequisites:Nil.

Description:In this unit, students analyse film, television, and online media texts. The unit introduces students to some key concepts in reading screen media including 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 investigate issues in screen media cultural production.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

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, 30%. Report, Investigate report on topic chosen from a list, 30%. Presentation, In class group presentation and analysis of specific questions, 40%.

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. Articulate 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:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment:Assignment, Motion Graphics Analysis (500 words), 20%. Creative Works, Minor Motion Graphics Assignment (and presentation), 35%. Creative Works, Major Motion Graphics Assignment (and presentation), 45%.

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 characterised by diversity and dynamism. In this unit, students study key issues related to the Asian region, including regionalisation amidst cultural diversity, growing economic wealth amidst persistent poverty, and urbanisation 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. Investigate key issues in contemporary Asia;
2. Analyse issues of change and continuity in social, political, and historical formations in Asia today;
3. Utilise frameworks of comparative social analysis; and
4. Discuss the impact of globalisation on the region.

Class Contact:Seminar3.0 hrs

Required Reading:Resources will be made available via VU Collaborate.

Assessment:Exercise, Mind Map: Representations of Asia, 5%. Assignment, Structured written responses (x 2, 20% each) Perceptions and Perspectives: 1. Asian Values 2. Westernisation of Asia, 40%. Exercise, Group Activity: contributing opinion pieces to discussion fora, 30%. Project, Evaluation of Artefact (20%) and peer review (5%): Explorations of Cultural Hybridity, 25%. Total effective words 3000.

ASW1000 Working in Human Services Organisations

Locations:Footscray Park.

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. Review and discuss professional practice in human service organisations;
2. Identify and discuss the dilemmas and tensions facing workers in human service organisations;
3. Explain frameworks for understanding the structure, culture and context of organisations; and
4. Articulate the links between organisational theory and practice.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Relevant articles will also be made available to students via VU Collaborate. Gardner, F., (2016) 2nd ed. Working With Human Service Organisations South Melbourne, Victoria, Oxford University Press

Assessment: Project, Video Interview Project (500 words), 20%. Report, Write a reflective report drawing on seminar learnings (equivalent to 500 words), 20%. Essay, Short Essay drawing on content from the group presentation (800 words), 30%. Presentation, Group Presentation (equivalent to 1,000 words per individual), 30%.

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. Develop skills to reflect and analyse the personal and professional dimensions of becoming a social worker;
2. Discuss social work practice as a diverse, purposeful activity, informed by core values, ethics, theory and knowledge;
3. Work collaboratively to explore contemporary social work practice within context and key discourses;
4. Demonstrate the development of social work in Australia and its major international influences.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops This unit has compulsory attendance according to our accreditation standards. Students need to attend a minimum of 80% of workshops.

Required Reading: Chenoweth, L. & McAuliffe, D., (2015) 4th ed. The road to human service practice, Cengage Learning, South Melbourne Additional resources available on VU Collaborate.

Assessment: Attendance at lectures and tutorials in this unit of study is compulsory. This means that students are required to attend at least 80% of classes. If they miss more than two weeks of classes they must apply for and be granted Special Consideration in order to pass the unit of study. This attendance requirement contributes to the Bachelor of Social Work meeting the attendance requirements specified in the Australian Association of Social Workers accreditation guidelines.

Assignment, Video Interview, 15%. Test, Ethics Quiz, 15%. Project, Glossary, 30%. Presentation, Presentation - Readings review, 40%.

ASX1003 Foundations of Social Science Research

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the concepts, processes and practices of social science research. Theoretical content will build understanding of key concepts and terms in social research, and practical engagement in workshops supports the development of skills and understanding in social research processes and practices. Workshop activities in academic reading, writing and research skills will prepare students 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. 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. Locate and develop skills in summary, paraphrasing and synthesis of literature;
5. Evaluate relevant literature and present this evaluation in a scholarly literature review.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Henn, M. Weinstein, M. & Foard, N., (2009) 2nd ed. A critical introduction to social research London UK: Sage.

Assessment: Literature Review, Review, evaluation and synthesis of journal articles (1200 words), 30%. Assignment, Thematic analysis of data (1000 words), 30%. Test, Class Test (1 hour), 40%.

AYW1001 Principles of Youth Participation

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit students develop a theoretical framework of practice, which reflects the key principles of youth participation, to enable young people to have a role, identity and voice in every community. Students learn to identify appropriate theories that assist them to understand the systemic barriers young people face and to develop strategies to assist young people to overcome these barriers. Investigating the various participation models informs practice and enables students to use and apply that knowledge in a range of settings within State, National and International Organisations. Adapting experiential processes to engage young people is also a central component of effective youth participation.

Credit Points: 12

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

1. Analyse the principles of participation for young people;
2. Interpret and analyse the systemic barriers young people face;
3. Investigate the principles of youth participation practice embedded within State, National and International organisations; and
4. Analyse the models of participation and discuss how they can be applied to expand the participation roles of young people in their community.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Sapin, K. (2015) 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by your Lecturer.

Assessment:Exercise, Opportunities to participate in your younger years (300 words), 20%. Presentation, Compare and contrast 2 models of youth participation, 20%. Report, Compare and contrast 2 models of youth participation (1000 words), 30%. Test, In class quiz, 30%. Total effective word limit 3000 words.

AYW1002 Youth and Community Contexts

Locations:Footscray Park.

Prerequisites:Nil.

Description:Students will be introduced to a range of contemporary scenarios relevant to the community, youth and justice sectors. Utilising a project-based approach students will complete a professional style report on a chosen scenario. This unit will begin the process of developing key academic and professional skills. Students will select a scenario, describe the background and context, identify and analyse the key issues, and propose appropriate responses. The knowledge and skills developed in this unit will prepare students for work in a range of youth and community contexts and work environments.

Credit Points: 12

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

1. Investigate a chosen social scenario relevant to youth, community or criminal justice contexts
2. Describe, identify and analyse the key issues associated with the scenario
3. Determine and outline appropriate responses to the issues
4. Demonstrate effective communication skills to plan, research and complete a professional report.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Reading materials will be provided on VU Collaborate.

Assessment:Journal, Reflective piece regarding selection of scenario, 10%. Report, Draft Report 1, 25%. Report, Draft Report 2, 25%. Report, Final Report, 40%.

AYW1003 Youth and Community Programs

Locations:Footscray Park.

Prerequisites:Nil.

Description:Youth Workers and Community Development Workers are expected to develop and implement a range of youth and community programs that are underpinned by practices that use informal and applied learning approaches to build robust programs. In this unit, students develop knowledge and understanding of the nature of experiential learning and non-formal education as tools to engage and re-engage at risk people. Topics covered include: using experiential learning practices to work in youth and community settings; understanding attitudinal and motivational factors in learning; engaging and building connections with people, including considering the diversity of learners and their learning. Throughout the unit, students review and critique a range of theoretical learning models which are underpinned by experiential learning theory and practice in order to gain skills and competencies for working effectively with people. Students then link this understanding to the building of programs.

Credit Points: 12

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

1. Integrate experiential and applied learning as it relates to the development and delivery of youth and community programs
2. Evaluate the delivery of programs with groups of people using experiential and applied learning models
3. Explain how programs built within a practice framework can improve the capacity of people to build social capital in communities
4. Design a program using youth and/or community development frameworks; and
5. Conduct a targeted learning activity.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr

workshops Week 4: 2 x 3hr workshops

Required Reading:Reading materials will be provided on VU Collaborate.

Assessment:Other, Group work reflection, 20%. Assignment, Program Design, 50%. Presentation, Group Presentation, 30%.

BAO1101 Accounting for Decision Making

Locations:Footscray Park, VU Sydney, City Flinders.

Prerequisites:Nil.

Description:The objectives of the unit are to provide a basis for further accounting studies, yet meet the needs of students from other areas of business studies; to introduce students to basic accounting concepts and selected accounting practices; and to introduce students to the role of, and the processes involved in, planning and decision making within the business environment. Students will examine the roles of accounting and management planning for substantiating organisational decision making. To undertake this examination, students will synthesise principles and key professional practices of: accounting concepts; cash and accrual accounting; preparation of financial statements; forms of business ownership, and effect on financial statements. Following an introduction to budgeting, students will critically assess: the use of budgets for control and performance reports; analysis and interpretation; evaluation of performance; the operating cycle; and short term decision making and cost behaviour.

Credit Points: 12

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

1. Critically assess different types of decisions relevant to maximising business performance;
2. Devise the use of accounting information in the planning and control of business operations;
3. Construct General Purpose Financial Reports to inform users of business performance and position;
4. Verify and synthesise information required for short and long term decision making relevant to management accounting;
5. Articulate and devise problem-solving techniques in making informed management decisions; and
6. Validate and communicate the outcomes of the decision making process.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Brit, J., Chalmers, K., Maloney, S., Brooks, A., and Oliver, J., (2017) 6th Edition, Accounting: Business Reporting For Decision Making, Wiley Direct Australia Ltd. Latest version of text book is now only available as an e-book.

Assessment:Test, Multiple Choice Tests - 3 progressive assessments (10%, 10%, 30%), 50%. Presentation, Oral Presentation - Problem Solving, 5%. Assignment, Share-market-Listed, 25%. Journal, Reflective Journal - reflect on content & experience, 20%.

BBC1002 Data Analysis for Financial Markets

Locations:City Flinders.

Prerequisites:Nil.

Description:The focus of this unit is to expose students to statistical techniques that are specific to the areas of finance. Students will examine and adopt key data analysis principles commonly used in the business world for analysing financial market data. Techniques such as ratio analysis, correlation, regression and time-series analysis will be applied in the context of real-world empirical problems. The application of real-world empirical problems provides students with a competitive edge in the world of professional business practice.

Credit Points: 12

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

1. Use computerised databases to collect and to describe financial data to help

interpret financial markets; 2. Conduct statistical inference on broader financial market behaviours based on sample behaviour; 3. Investigate and test the relations between financial variables by correlation and regression analysis; 4. Evaluate and select suitable modelling techniques to specific data; and, 5. Apply time series data to forecast financial market trends.

Class Contact: Workshop 3.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Test, On-line test; Topic 1 - 3, 20%. Test, On-line test; Topic 4 - 6, 20%. Assignment, Assignment; Topic 1 - 6, 40%. Test, On-line test; Topic 7 - 9, 20%.

BC01102 Information Systems for Business

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: This unit introduces students to the fundamental concepts, issues and benefits of information systems to organisations and individuals. Students investigate the nature and types of information systems, their impact on business processes, and how these systems and processes contribute towards an organisations competitive advantage. The unit commences by examining the characteristics of good information and how it supports sound decision making. Students develop skills in the management of data and information through the use of personal productivity tools. Through a range of activities in lectures and tutorials students are able to work collaboratively to research and communicate their understanding of information systems in discussions, written assignments and oral presentations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse fundamental concepts, issues and benefits of information systems; 2. Explain the nature of data, the characteristics of good quality information and the importance of knowledge in decision making; 3. Compare the potential contribution of information systems to the competitive advantage of different organisations; 4. Apply skills in the management of data and information using personal productivity applications; and 5. Work collaboratively to research, formulate and communicate understanding of information systems through written and oral business presentations.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Rainer, R. & Prince, B 2017 6th Edition Introduction to Information Systems Wiley Binder and eBook available from <http://www.wileydirect.com.au/buy/introduction-to-information-systems-6th-edition/> Students encouraged to purchase eBook.

Assessment: Test, Spreadsheet Practical Test, 15%. Test, Database Practical Test, 15%. Case Study, Group Assignment - Report, 30%. Test, Theory Test, 40%.

BE01103 Microeconomic Principles

Locations: City Flinders.

Prerequisites: Nil.

Description: Microeconomics focuses on the behaviour and decision making of individuals and firms within markets for goods, services and resources, and the rationale for and effectiveness of government policy and regulation aimed at improving both efficiency and equity. Microeconomic analysis examines the market mechanism in determining relative prices, resource allocation, decision making and choice with imperfect information, market structures and competition, the interdependence of markets, competitive advantage and international trade, market failures and transaction costs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and explain core microeconomic concepts; 2. Frame business problems in terms of core economic concepts and principles; 3. Apply economic reasoning and analytical skills to contemporary business and economic policy issues; 4. Utilise economic data to investigate contemporary microeconomic problems and interpret results; 5. Present a clear and coherent exposition the justifications for Government microeconomic policy and the likely economic effects for individuals and businesses; and

Class Contact: Seminar 3.0 hrs

Required Reading: Gans, J., King, S., Stonecash, R., Byford, M., Libich, J., & Mankiw, N.G., 2015, 6th ed, Principles of economics: Australia and New Zealand Cengage, Australia

Assessment: Presentation, Group Presentation, 10%. Test, Multiple choice class tests - 3 x progressive assessments (20%, 20%, 20%), 60%. Journal, Reflective Journal - 2 x progressive assessments (15%, 15%), 30%.

BE01104 Macroeconomic Principles

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: Macroeconomics focuses on the economic performance at the national and regional level (rather than individual markets). This unit develops models that explain the relationship between national income, output, consumption, saving, investment, unemployment, inflation and international trade. Topics include a review of significant national and international economic challenges, including: business cycles, inflation, unemployment and international competitiveness. These will be examined from the perspective of government stabilisation policies and strategies to enhance productivity, international competitiveness and economic growth.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and explain core macroeconomic concepts; 2. Apply economic reasoning and analytical skills to contemporary Macroeconomic policy issues; 3. Utilise economic data to investigate contemporary macroeconomic problems and interpret results; 4. Present a clear and coherent exposition the justifications for Government Macroeconomic Policy; 5. Distinguish between the short-run and long-run impacts of macroeconomic policy; and 6. Evaluate the implications of economic interdependence for the balance of payments and exchange rate.

Class Contact: Seminar 3.0 hrs

Required Reading: Gans, J., King, S., Stonecash, R., Byford, M., Libich, J., & Mankiw, N.G., 2015 6th ed, Principles of economics: Australia and New Zealand Cengage, Australia

Assessment: Presentation, Group Presentation, 10%. Test, Multiple choice class tests - 3 Progressive assessments (20%, 20%, 20%), 60%. Journal, Reflective Journal - 2 Progressive assessments (15%, 15%), 30%.

BE01105 Economic Principles

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: This unit introduces students to the fundamental principles of economics and its application to, business decision making and economic policy. Students will be introduced to the economic way of thinking and how key concepts, theories and methods of modern economic analysis can be applied to everyday economic issues and problems. Key areas covered include demand and supply analysis, the competitive nature of markets within which firms operate, the national economy,

business cycles, inflation, unemployment, and monetary and fiscal policy. Particular emphasis is placed on reviewing contemporary economic issues and how economics permeates almost every aspect of business, highlighting economics as the fundamental discipline underpinning the study of most business specialisations. The unit will stimulate students intellectually, leading them to apply economics to a range of problems in a variety of contexts and will develop a range of transferable skills to be of value in employment.

Credit Points: 12

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

1. Identify and discuss the basic problem of scarcity facing modern societies;
2. Demonstrate the use of market dynamics model in economic reasoning and problem solving;
3. Evaluate the forces that influence economic decision making for sustainable use of resources;
4. Evaluate key economic indicators relevant to business, household and government for sustainable development;
5. Apply elementary economic theories and techniques in business decision making and government policy; and
6. Communicate the economic decision making process incorporating social, cultural and environmental objectives.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Layton, A., Robinson, T., and Tucker, B.T. (2012) 4th Edition, Economics for Today, Cengage Learning, South Melbourne, Australia

Assessment: Presentation, Group Presentation, 10%. Test, Multiple choice tests - 2 progressive assessments (15%, 15%), 30%. Journal, Reflective Journals - 2 progressive assessments (15%, 15%), 30%. Test, Test, 30%.

BE01106 Business Statistics

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: This unit is designed to prepare students for studies in Business with appropriate basic knowledge, skills and understanding so that they become familiar with terminology and statistical concepts, and are able to apply these at an elementary level. Furthermore, students completing the unit successfully will be prepared for further statistical knowledge developed in the context of specialised electives. They will be familiar with statistical terminology and well prepared to develop specific statistical techniques at more advanced levels if required to do so. To this end, students will be encouraged to explore a broad range of techniques during each teaching session and will be trained to pinpoint a specific statistical method to analyse a given business problem. Students will be introduced to: the rationale to apply statistics to business decisions and describing economic data by applying appropriate statistical techniques. Topics include: probability and probability distributions; normal probability distribution; sampling distributions and parameter estimation; hypotheses testing; linear regression and correlation; time-series analysis and forecasting; index numbers. Use will be made of a statistical computer package. The successful completion of the unit will enable students to visualise the business world from a scientific and quantitative perspective and will equip students to minimise the risk of subjective decision.

Credit Points: 12

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

1. Identify business and economic data graphically and numerically and explain relationships between graphs and numerical data. Explain the relationships between statistics and elementary probability;
2. Distinguish distributions drawn from discrete and continuous data, e.g. binomial and normal distributions;
3. Generate forecasts in business and economic contexts;
4. Apply appropriate software such as Excel in modelling and problem solving;
5. Predict relevant relations between

6. Formulate and explain a hypothesis arising out of a given regression model; and,
7. Undertake calculations to support statistical methods.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Test, In-class tests - 3 progressive assessments (3 x 5% 15 mins each), 15%. Test, Online Test (30 mins), 10%. Project, Assignment - 3 progressive assessments (5%, 15%, 15%), 35%. Test, In-class tests - 2 progressive assessments (20%, 20%), 40%.

BH01171 Introduction to Marketing

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: This unit provides an introduction to the marketing function of the organisation. Identifying and meeting the needs of clients and customer groups is critical to achieving organisational goals. This unit of study provides an overview of the theories and principles of marketing which are supported by marketing science. The focus is on how organisations identify the needs of their target markets, understand the buying behaviour of their target markets, and develop a marketing mix to satisfy the needs and wants of these markets. While the course has a theoretical base that is underpinned by a marketing science approach, practical application of the concepts of marketing science is an essential element.

Credit Points: 12

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

1. Analyse how the key elements of the marketing mix contribute to an organisation's marketing strategy;
2. Compare alternative theories of consumer behaviour and contrast how they influence marketing activities;
3. Determine the practical implications of core marketing theory including marketing empirical generalisations, the Double Jeopardy and Duplication of Purchase laws;
4. Investigate marketing problems in business situations using marketing research and marketing metrics, and effectively report results to a broader audience;
5. Formulate basic marketing strategies that can be implemented to address marketing problems.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Sharp, B 2017, Marketing: Theory, Evidence, Practice, Oxford University Press, South Melbourne.

Assessment: Essay, Short Essay, 10%. Case Study, Case study presentation and discussion, 20%. Case Study, Major group case study in 2 phases, 40%. Test, Online test, 30%.

BLB1101 Australian Legal System in Context

Locations: Footscray Park, City Queen.

Prerequisites: Nil.

Description: This foundation unit introduces students to the 'nuts and bolts' of the Australian Legal system and legal reasoning. In addition, it offers a selection of socio-political contexts within which to situate and critically evaluate the contemporary Australian legal system. This unit provides a foundation for the study of law at Victoria University and, as such, successful completion is a pre-requisite for progression through the Law course. This unit: Provides students with a working foundation in the technical structure of Australian legal systems and legal reasoning, using applied practical teaching and learning methods; Exposes students to ways of

making sense of Australian legal systems and legal process in a legal academic way, using selected contexts from criminal and private law; Introduces students to the broader contexts in which legal issues may arise, including the political, social, historical, philosophical and economic contexts; and Inducts students in the ways of the lawyer, including legal reasoning and appropriate language use and structure using reflective, applied and theory-based teaching and learning methods.

Credit Points: 12

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

1. Analyse the components of Australian legal systems, and elaborate how these components intersect and interact, and how lawyers use these systems;
2. Communicate using appropriate professional legal language and express ideas and perspectives;
3. Situate and analyse Australian legal systems within broader contemporary social and political contexts;
4. Articulate and write about law in a coherent and professional way; and
5. Work collaboratively and independently to use legal reasoning, (including statutory interpretation and application of case law) to create and present logical structured answers to problem-style legal questions.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: (compilation text), 2018 2nd Foundations of Law in Australia LexisNexis Melbourne University Law Review Association 3rd Australian Guide to Legal Citation Available in hard copy or online:
<http://www.law.unimelb.edu.au/mult/aglc> Additional readings as listed in Unit of Study Guide and/or unit's VU Collaborate space.

Assessment: Test, Online quizzes, 20%. Assignment, Research assignment, 30%. Assignment, Assignment 2, 50%.

BLB1102 Contracts 1

Locations: City Queen.

Prerequisites: BLB 1114 - Legal Research Methods Plus 2 Level 1 Law units.

Description: Contracts 1 provides students with the knowledge of the law of contract. The law of contract provides the rules which determine when one party is liable to another under or in connection with a contract. This is an extremely important area of law as contracts are created on a daily basis and form the basis of most commercial arrangements. Students will be exposed to relevant law of contract which govern the processes of formation of contract, interpretation of contract, performance as well as termination of contract.

Credit Points: 12

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

1. Analyse the legal concept of a legally binding contract;
2. Identify, interpret and critically analyse contractual terms;
3. Identify and critically analyse circumstances in which contracts can be brought to an end or nullified in a variety of situations and the different types of remedies as well as rules relating to them
4. Critically analyse the influence of vitiating factors on contractual agreements, and
5. Critically analyse the recent Australian legislative developments impacting contracts and argue the practical relevance of those principles to contemporary commercial dealings.
6. Work independently and collaboratively in achieving outcomes 1-5

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Graw S 9th An Introduction to the Law of Contract Thomson Reuters

Assessment: Test, Group work assessment (Problem based case study) (Quizzes 2 x 10%), 20%. Assignment, Problem based case studies, 30%. Examination, Final exam, 50%.

BLB1114 Legal Research Methods

Locations: Footscray Park, City Queen.

Prerequisites: Nil.

Description: This is a foundation unit for law students and others studying in the justice professions and involves three related areas - understanding legal discourse, application of legal research skills and developing legal literacy. Each focus area is delivered and assessed by a different strategy. Like any discipline, law uses its own language and media forms and the unit is designed to enable students to master these. Legal authorities must be recorded in a specific official format and discussion about these rules systems involves following conventional modes of expression. Law is fundamentally concerned with written text and this unit introduces a variety of genres within legal texts and encourages students to develop critical legal reading and comprehension strategies. Particular attention is given to the primary sources of law, legislation and case law, and to their interaction. Today, law graduates find themselves immersed in a legal environment dominated by statutory interpretation. In recognition of the fundamental importance of statutory interpretation to legal practice, students will be introduced to the rules and practice of statutory interpretation in a keystone module. The module examines the importance of context in statutory interpretation and the significance of interpretative choice, which renders statutory interpretation much more than just a technical process. By focusing on the technical and theoretical issues underlying statutory interpretation the module seeks to provide a basic introduction and guide which students can return to for reference throughout their course and, importantly, build on in subsequent units of study.

Credit Points: 12

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

1. Contextualise legal research within problems relating to legal issues;
2. Locate and critically evaluate the impact of legal authorities - case law, legislation and regulatory instruments in wide ranging contemporary contexts;
3. Discuss the evolving nature of statutory interpretation, including examining methods and conventions of statutory interpretation in traditional and modern contexts;
4. Adapt knowledge of humanities and social science research methods to contextualise and critically examine legal information;
5. Articulate opinions in an academic manner supported by research evidence and confirm development in legal literacy skills; and
6. Frame the discourse of law as one of many approaches to social problems and contextualise legal knowledge in relation to other academic, social and community discourses.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: (compilation text), 2018 2nd Foundations of Law in Australia. LexisNexis Students are also required to purchase or download the Australian Guide to Legal Citation.

Assessment: Assignment, Identification and analysis of secondary sources, with reflection 1000 words (Week 1), 30%. Test, Take home quiz (Week 2), 20%. Assignment, Essay based on assigned research topic and court observation, 1500 words, 50%.

BLB1115 Torts

Locations: Footscray Park, City Queen.

Prerequisites: BLB 1114 - Legal Research Methods Plus 2 Level 1 Law units.

Description: The unit of study will examine the principles of negligence and its role in allocating liability for personal injuries and economic loss. Defences, remedies and the assessment of damages for negligence will also be examined. The unit of study will also consider the appropriate context within which alternative compensation

schemes might operate. Other torts will also be considered during the unit of study including areas such as trespass, and nuisance.

Credit Points: 12

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

1. Articulate the essential elements of the major causes of action in tort;
2. Map the process by which actions in tort have developed over time and justify its current relevance;
3. Evaluate the arguments for and against "no-fault" legislative schemes as applicable to given problems in the area of tort law in current Australian society;
4. Explain the theoretical rationale for particular actions in tort;
5. Critically analyse the courts' interpretation of key sections of relevant legislation applicable to the torts studied; and
6. Contextualise knowledge of the law of negligence and trespass by analysing contemporary hypothetical fact situations and advise on likely possible legal outcomes in the manner of a legal practitioner advising and acting for a client.

Class Contact: Seminar 1.0 hr Workshop 3.0 hrs This unit will be delivered in eleven, three hour workshop sessions over a four week period and will include a one hour seminar in each of the first three weeks. This will total 36 hours of contact time. Students will be expected to undertake an additional thirty hours study per week, including reading, preparing for seminars, online participation and assessment.

Required Reading: Wrongs Act 1958 (Vic) (as amended) Clarke, A., Devereaux, J., Werren, J. and O'Reilly, J. 2014 3rd Edition. Torts: A practical Learning Approach LexisNexis Various other materials as directed by lecturer.

Assessment: Test, Online Test, 10%. Assignment, Research assignment, 40%. Examination, Final Examination, 50%.

BLO1105 Business Law

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: PROHIBITION: This unit is not available to law students at VU or elsewhere, whether undertaking a single, combined or honors level law degree.

Description: Students will learn techniques to locate and apply relevant law to business-related contracts that they can subsequently apply in their working life to avoid common problems arising in business contractual relationships. This unit aims to provide students with an understanding and awareness of the basic principles of Contract Law, a familiarity with relevant case law and an introduction to the statutory provisions pertinent to the course. This Unit aims to provide students with a working knowledge and overview of the legal system and an understanding of legal reasoning as it applies to the analysis of contractual relationships. Students will understand and be able to speak, write and read comprehensively in the language and terminology of Business Law. Students will gain an appreciation of contract and business law issues.

Credit Points: 12

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

1. Identify legal issues in common business law scenarios, analyse and discuss the stakeholders legal rights and responsibilities;
2. Accurately articulate and explain the legal rights, duties and responsibilities of parties in a business context;
3. Research, apply and accurately reference the appropriate law from particular statutes and case law relevant to specified contexts;
4. Demonstrate a working knowledge of the law relating to contract issues by analysing problem scenarios and applying relevant legal principles to advise on likely possible legal outcomes; and
5. Clearly articulate individual interpretation of business law issues and application of relevant knowledge to others.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: A link to download the "Business Law Manual", is available from

the unit VU Collaborate site. Other selected readings will be made available via the unit VU Collaborate site. Parker D and Box G, 2013 3rd ed Business Law for Business Students Sydney, Thomson Custom Publishing

Assessment: Test, Quiz - Online or in class, 20%. Assignment, Legal Writing Task, 30%. Other, Online discussion, 10%. Test, Supervised Written Test, 40%.

BMO1102 Management and Organisation Behaviour

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: The aim of this unit is to provide students with an understanding of organisational behaviour and management theory; to assess critically the underlying values of these theories; to assess critically the utility and application of the management practices informed by these theories in the Australian context; and to analyse critically the values of Australian managers concerning behaviour in organisations and to evaluate the effectiveness of these assumptions. This unit includes the following topics: overview of the development of organisation/management theory; analysis of scientific management, human relations theory; individual behaviour/perception, personality, learning, motivation; group behaviour: group dynamics, conflict resolution, leadership, concentrating on Australian case studies and incorporating a consideration of issues of gender, ethnicity and age; applications of management/organisation theory in Australia; communication processes, and quality of working life.

Credit Points: 12

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

1. Critically analyse management practices in the Australasian context;
2. Understand organisation behaviour and management theory and critically analyse the underlying values of these theories;
3. Evaluate the impact of management theories on practical management decision making in the Australasian context;
4. Develop skills and knowledge with regard to individual and group behaviour in the context of organisations and their environment and applying these to achieve organisational goals;
5. Demonstrate an understanding of the ethical issues in contemporary business and how they relate to the individual in a work and societal context; and
6. Communicate a knowledge and understanding of management and organisation behaviour theory and practice in written and oral form.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Williams, C, McWilliams, A & Lawrence, R, 2014, 3rd Asia Pacific Edition MGMT Cengage Learning, Melbourne. N.B. Students will be strongly advised to buy the eBook version of the textbook.

Assessment: Test, Online tests (12 multiple-choice tests on VU Collaborate), 30%. Journal, Written reflection, 20%. Report, Formal business report, 50%.

BPD1100 Integrated Business Challenge

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: The Integrated Business Challenge is the first unit in the Business challenge stream. This unit will support students in their transition to University, engage students in student centred learning within group experiential activities and provide a challenge to students in an integrated activity that introduces other first year units. The unit aims to develop skills that are necessary for professional, personal and academic learning. The challenge project will provide challenge, flexibility and model a real world business context. It will feature both individual and team activities within a professional business framework. Learning activities will be scaffolded to include team dynamics and conflict management, critical thinking and

information analysis, academic skill formation with both written and presentation business communications. Learning activities will develop reflective writing on team formation and management of team conflict, peer review of the team component of the challenge task, team based report and various presentation styles and formats, online group collaboration review and academic writing and referencing assessment.

Credit Points: 12

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

1. Discuss the social, cultural, political, economic and legal dimensions of effective business practice;
2. Demonstrate foundation skills and knowledge of the first year program within a professional business framework;
3. Develop a written reflective journal;
4. Apply critical thinking and problem-solving strategies to business issues using appropriate verbal, written and visual modes of delivery;
5. Investigate and develop skills, interests & career motivation in individual and multidisciplinary team settings; and
6. Apply team-work skills to work collaboratively on open-ended tasks and produce timely outcomes.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Fogler, HS, LeBlanc, SE, Rizzo, B 2014 3rd edition Strategies for Creative Problem Solving Prentice-Hall Ed., New Jersey. The textbook has a dedicated website that students are encouraged to view and use.

Assessment: Journal, Reflective journal, 10%. Essay, Problem working activities, 20%. Test, Individual and team readiness test, 20%. Case Study, Open-ended, experiential learning activity and presentation, 50%.

EEC1101 Personal and Professional Learning

Locations: Werribee, Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. In this unit you are introduced to the concept of personal and professional learning and you will question, investigate and actively reflect on your learning experiences. In addition you will theorise your own and others' learning experiences in the light of your study of contemporary learning theories. You are encouraged to connect your own experiences with recent developments in education, and within a global context, and ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? You will engage in academic writing for university settings, learn about referencing conventions and will familiarise yourselves with library resources. Finally you will evaluate your own literacy and numeracy skills, knowledge and understandings and commence planning to address your learning in these areas.

Credit Points: 12

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

1. Reflect on own learning experiences and examine how your learning connects to educational approaches
2. Discuss research relating to how children learn and examine the implication of this for education;
3. Investigate the professional and personal learning needs required for the education professionals.;
4. Review the needs of learners from diverse cultural, economic and religious backgrounds including those from Aboriginal and Torres Strait Islander backgrounds.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A. M., Letts, W., & Vick, M. (2016). 3rd edition Teaching: Making a difference. Wiley Publishers, Australia Further links to recommended readings and resources for this

unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Two reading reflections collected during tutorial sessions, 30%. Creative Works, Digital movie about effective personal and professional learning, learning styles and experience., 45%. Presentation, Group presentation on a selected approach to professional learning covered in the unit., 25%. Effective word limit of 3000 words in total, or equivalent.

EEC1102 Orientation to Education and Human Development

Locations: Werribee, Footscray Park.

Prerequisites: Nil.

Description: This unit provides you with an introduction to the theories that inform 21st century education and examines aspects of human development relevant to early and middle years of childhood. The focus will be on the social, emotional, physical and intellectual growth of children and you will explore the conditions that contribute to learning and examine the roles of learning spaces and learning communities. You will investigate differences between learners and consider the implications of these differences for their education. Professional, ethical and legislative frameworks that contribute to the establishment of young people's wellbeing and development will also be included.

Credit Points: 12

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

1. Review relevant research literature on human development, particularly through the years of early and middle childhood, and examine the contributions of learning spaces and learning communities;
2. Analyse how institutional rules and professional ethics impact on learning communities and human development on a personal and professional level;
3. Examine and articulate the factors that impact on young people's learning; and
4. Exhibit an understanding of the demands for literacy and numeracy in education.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A.M., Letts, W., & Vick, M., (2016) 3rd ed. Teaching: Making a Difference, Australia/Wiley

Assessment: Report, Develop a case report featuring how codes of ethics/professional standards/legislation might relate to the learner and their educational environment;, 20%. Literature Review, Collaboratively develop a review of literature by engaging in group reading tasks throughout the unit;, 30%. Portfolio, Electronic Resource Kit, 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1103 ICT in Education for the 21st Century

Locations: Werribee, Footscray Park.

Prerequisites: Nil.

Description: Digital technologies are ubiquitous in media, government, commerce and education. Educators need to be knowledgeable and critical users and creators of digital technologies. This unit introduces you to a range of digital technologies currently in use in education, discusses critically the ways such technologies can enhance learning, and examines in detail the limitations of Information and Communication Technologies (ICT). It focuses on the role of the digital world for children and emphasises the critical knowledge and skills necessary for safe, responsible and ethical use of ICTs in learning and teaching. The unit also supports student to select and use digital technologies to enhance their own learning.

Credit Points: 12

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

1. Explain, explore and theorise the ways children learn through ICTs in the educational settings, including developing awareness of technology enabled learning for disability education; 2. Investigate and analyse issues of safety, ethics and responsibility when using ICTs; 3. Employ a range of ICTs to create digital artefacts that engage and enhance learning; 4. Engage in reflections, both individually and collaboratively, on the uses of ICTs in learning environments and in the wider world; and 5. Examine and discuss the literacy and numeracy demands of ICT.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A. M., Letts, W., & Vick, M. (2016) 3rd Teaching: Making a difference. Wiley Publishers, Australia Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Write and illustrate a Digital Timeline that maps the individual's technological milestones as well as connections to wider technological developments, 10%. Portfolio, Develop an ePortfolio of quality ICT resources that demonstrates a critical understanding of ICT and digital literacies, and their impact on learning., 40%. Creative Works, Create a digital artefact (e.g. movie, animations, digital story telling resource, game, interlinked on-line environment, app, series of art works), 50%. Portfolio: Develop an ePortfolio of quality ICT resources that demonstrates a critical understanding of ICT and digital literacies, and that also demonstrates an understanding of appropriate sources for on-going professional development. The ePortfolio needs to analyse issues of safety, ethics and responsibility and their impact on learning when using ICTs in educational settings. Effective word limit of 3000 words in total, or equivalent.

EEC1104 Healthy, Active Individuals and Communities

Locations: Werribee, Footscray Park.

Prerequisites: Nil.

Description: This unit provides you with content knowledge for teaching Health, Physical Education, Personal and Social Learning at the early and middle years of childhood and facilitates the development of health literacy skills and knowledge required to make educational settings and communities healthy, safe and active places. A series of individual, small group and whole group activities will assist students to build confidence in developing positive learning environments and engaging learning activities. You will develop skills and knowledge to engage in critical inquiry and determine how best to support and facilitate children's learning in the area of Health, enhance your own and others' health and activity practices, and recognise and respect the social values and identities of individuals from diverse social and cultural contexts.

Credit Points: 12

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

1. Review approaches used to develop the health literacy of children in early and middle years; 2. Examine the Health & Physical Education and Personal & Social Capability curriculum and its associated teaching and learning principles, procedures and resources; 3. Design activities for Health & Physical Education that draw on a range of teaching strategies to cater for the diversity of children's interests and capabilities; 4. Collaboratively examine a range of frameworks for health promotion at the early and middle years of childhood;

Class Contact: Class 1.5 hrs Workshop 1.5 hrs Contact time 33 hours: Weeks 1-3: 3 x 1.5hr workshops and 3 x 1.5hr labs in basketball court Week 4: 2 x 1.5hr

workshops and 2 x 1.5hr labs in basketball court

Required Reading: Callcott D, Miller J and Wilson-Gahan S. 2015 2nd Health and physical education. preparing educators for the future. Cambridge : Cambridge University Press.

Assessment: Report, Review individual activity (900 words or equivalent), 30%. Exercise, Teaching of movement skills to children. (1200 words or equivalent), 40%. Presentation, Group Poster Presentation (900 words or equivalent), 30%.

EEC1105 Reconciling Australian Humanities Education

Locations: Werribee, Footscray Park, St Albans.

Prerequisites: Nil.

Description: The overall goal of this unit is the inclusion of Aboriginal and Torres Strait Islander peoples, places and perspectives in early and middle year's education through the acknowledgement of the past and present in order to value the wealth and diversity of our shared future. This unit aims to develop understanding for the cultures, histories and languages of Aboriginal and Torres Strait Islanders and to use this knowledge in the promotion of reconciliation. You will develop an understanding of the long history of Aboriginal and Torres Strait Islander societies and cultures as well as their more recent history over the past 200 years. This includes developing an awareness of Aboriginal and Torres Strait Islander knowledge and knowledge sources. A second perspective is to examine current issues in Australian society for Aboriginal and Torres Strait Islanders such as cultural identities, contemporary cultures, linguistic backgrounds and education. Thirdly, you will consider the teaching and learning implications of these, examining ways to include Aboriginal and Torres Strait Islander perspectives in education across the early and middle years, and develop strategies for inclusion to effectively meet the needs of Aboriginal and Torres Strait Islanders children. This unit will increase your awareness of relevant international, national and local jurisdictional educational priorities and policies that impact upon Aboriginal and Torres Strait Islander children's education and the inclusion of Indigenous perspectives in teaching practice to support reconciliation and understanding for all students.

Credit Points: 12

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

1. Investigate traditional views of humanities curriculum in schools in order to explore Aboriginal and Torres Strait Islander perspectives; 2. Identify and explain the complex issues of including indigenous standpoints in teaching and learning; 3. Review curriculum materials and resources in order to identify approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander perspectives; and 4. Articulate the State and National educational agendas that promote respectful and reconciling relationships in Aboriginal education.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Price, K. (Ed.). (2012). Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Cambridge University Press.

Assessment: Review, Summarise national Humanities curriculum agendas to produce a Humanities Professional Teaching Statement. (600 words), 20%. Project, Part 1 : Rationale to Parents Guardians Part 2 : Teaching package (1500 words), 30%. Report, Promote HASS educational practice (900 words), 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1106 Teaching Primary Mathematics 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit focuses on mathematical content knowledge for teaching, pedagogical content knowledge, and the development of your confidence, creativity, and communication skills for teaching mathematics to primary school children. You will reflect on your own experiences of learning mathematics, assess your understanding of the mathematics needed to teach primary school students and develop an inquiry plan designed to extend your skills, knowledge and understanding of mathematical concepts. The mathematical content focus in this unit is measurement and geometry, statistics and probability. You will assess and develop your own skills, knowledge and understandings of the concepts in measurement, geometry, statistics and probability. You will engage in mathematical problem solving involving rich tasks, open questions and cross curricular contexts as you extend your knowledge for mathematics teaching. You will also investigate the curriculum and strategies for teaching these topics to primary school children. This will involve consulting research on effective approaches for teaching, examining teaching sequences and real world contexts, as well as exploring effective mathematical models and approaches for developing deep and connected mathematical understandings. This unit contributes to the course intentions of: strengthening the connection between theory and practice; ensuring that graduate teachers have deep and developing connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum in mathematics; (as part of STEM curriculum). This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of knowledge content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

Credit Points: 12

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

1. Review the research and their own observations on how students learn, common conceptions and misconceptions and suggested approaches for teaching mathematics to primary school students;
2. Create a repertoire of learning, teaching and assessment strategies relevant to the mathematics curriculum (measurement and geometry, statistics and probability) and develop cross curricular connections;
3. Evaluate their own experience of learning mathematics, apply tools of audit and the Curriculum to assess and then extend their understanding of measurement, geometry, statistics and probability content required for teaching in primary schools;
4. Identify the implications of the literacy demands and apply to primary mathematics.

Class Contact: Tutorial 3.0 hrs

Required Reading: Reys et al. 2017, E-text 2nd edn *Helping Children Learn Mathematics*, Milton, QLD: Wiley. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Group design and presentation of a problem-based activity which promotes the teaching/learning of an aspect of the primary mathematics curriculum., 20%. Journal, Complete a three (3) part reflective journal which contains a synthesis and review of observed mathematics lessons within a primary school setting., 30%. Laboratory Work, Complete three (3) tests on mathematical content knowledge., 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1107 Educating for STEM

Locations: Werribee, Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit is to prepare students to become confident and successful teachers of Science, Technology, Engineering and Maths (STEM). This unit

focuses on developing the content and pedagogical knowledge required for teaching STEM through a problem-based approach that develops your confidence, creativity, and communication skills. The STEM content is reflective of the Victorian Curriculum and "Big Ideas of Science". Throughout this unit you will be provided with many opportunities to develop an appreciation of the role of STEM in everyday life and familiarise yourself with the core ideas and practices that scientists, technologists, mathematicians, engineers and teachers use in creating knowledge about the world. By participating in hands-on and minds-on instructional pedagogies, you will learn how to teach STEM using effective and engaging approaches in educational, community, early childhood and school settings.

Credit Points: 12

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

1. Analyse and articulate the role of STEM in everyday life;
2. Demonstrate STEM knowledge at an appropriate level for application in educational settings;
3. Identify a range of effective pedagogies for STEM instruction;
4. Plan and carry out simple scientific investigations;
5. Debate STEM topics and reason scientifically by applying evidence-based argumentation;
6. Demonstrate a familiarity with academic conventions of documentation and referencing.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Workshop, Deliver STEM Micro Lesson., 25%. Project, Develop STEM Model., 25%. Case Study, Debate STEM Topic, 25%. Journal, Reflection, 25%.

EEC1108 Literacy Across the Continuum 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: The definition of literacy in the Australian curriculum is informed by a social view of language that considers how language works to construct meaning in different social and cultural contexts. This unit articulates the intrinsic and interdependent relationship between social context, meaning and language and developing pedagogic knowledge and skills across the Literacy continuum of language, literature and literacy. You will learn the pedagogies, practices and principles for teaching and assessing listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. The unit takes a praxis inquiry approach to developing literacy with enhanced placement experiences linked to readings and reflections on the key concepts for literacy in Australian classrooms. The unit embeds the development of your personal literacies, and addresses your skills, knowledge and understandings of the concepts, substance and structure of English. This unit links with the course intentions of strengthening the connection between theory and practice throughout the course and guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum. This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

Credit Points: 12

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

1. Articulate observations of the literacy curriculum in theory and practice and reflect on the learning and teaching of literacy across the continuum in the primary curriculum;
2. Assess current practices for teaching and assessing literacy, including the use of ICT and responsive pedagogies linked to learning strengths of

diverse student cohorts; 3. Explain how literacy relates to different dimensions of communication and social action in classroom settings; 4. Analyse and assess diverse issues and contrasting beliefs relating to literacy education; 5. Articulate the core competencies in language and literacy pedagogies; and 6. Review the skills and knowledge required for teaching English in primary school and develop a self-assessment plan to address the ongoing development of their personal literacies throughout the course.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K. (2014). Literacy in Australia. Pedagogies for Engagement. Milton, Queensland: John Wiley & Sons. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Exercise, Reflection on personal literacy in the context of literacy education, 15%. Case Study, Commentary on observations of students classroom literacy practices., 35%. Review, Prepare a review of the English content knowledge that is required to support the teaching of the English curriculum in the Primary school, 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1109 Numeracy for Education

Locations:Werribee, Footscray Park.

Prerequisites:Nil.

Description:This unit focuses on mathematical content knowledge for teaching, pedagogical content knowledge, and the development of your confidence, creativity, and communication skills for teaching mathematics to primary school students. You will reflect on your own experiences of learning mathematics, assess your understanding of the mathematics needed to teach primary school students and develop an inquiry plan designed to extend your skills, knowledge and understanding of mathematical concepts. The mathematical content focus in this unit is measurement and geometry, statistics and probability. You will assess and develop your own skills, knowledge and understandings of the concepts in measurement, geometry, statistics and probability. You will engage in mathematical problem solving involving rich tasks, open questions and cross curricular contexts as you extend your knowledge for mathematics teaching. You will also investigate the curriculum and strategies for teaching these topics to primary school students. This will involve consulting research on effective approaches for teaching, examining teaching sequences and real world contexts, as well as exploring effective mathematical models and approaches for developing deep and connected mathematical understandings. This unit contributes to the course intentions of: strengthening the connection between theory and practice; ensuring that graduate teachers have deep and developing connected understandings of the content they are teaching; and the pedagogical approaches for implementing the curriculum in mathematics as part of a STEM curriculum. This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of content knowledge and pedagogy.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Review the research and their own observations on how primary school students learn mathematics in relation to the development of common conceptions, diagnosis of common misconceptions and evaluation of suggested approaches for teaching mathematics. 2. Create a repertoire of learning, teaching and assessment strategies relevant to the mathematics curriculum (measurement and geometry, statistics and probability) and develop cross-curricular connections. 3. Evaluate their own experience of learning mathematics to apply tools of audit and the

curriculum to extend their understanding of the content knowledge (CK) and pedagogical content knowledge (PCK) required for teaching measurement, geometry, statistics and probability to primary school students. 4. Demonstrate a capacity for meeting the literacy demands associated with teaching mathematics to primary school students.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Reys et al. 2017, E-text 2nd edn Helping Children Learn Mathematics, Milton, QLD: Wiley. Further links to recommended readings and resources for this unit will be provided to students via VU Collaborate.

Assessment:Exercise, Complete a diagnostic test to identify limitations/gaps in knowledge and develop an action plan for addressing and overcoming these limitations., 20%. Exercise, Group design and presentation of a problem-based activity to promote teaching/learning aspects of primary mathematics., 35%. Laboratory Work, Complete three open book online quizzes on mathematical content knowledge., 45%.

EEC1110 Literacy for Education

Locations:Werribee, Footscray Park.

Prerequisites:Nil.

Description:This unit considers how language and literacy in Early Childhood and the Primary years, in relation to the Australian curriculum, is learned and taught in a range of educational settings. The unit is informed by a range of theoretical perspectives to consider and interrogate the development of language and literacy in childhood across different social and cultural contexts. This unit articulates the intrinsic relationship between social context, meaning and language and literacy development in Early Childhood and Primary years. Students will be taught to understand how children, as readers and writers, speakers and listeners, use and modify language and literacy for different purposes in a range of contexts. Students will learn how language and literacy does not occur as isolated skills, rather as part of how young children express themselves and they are unique to each child. The unit embeds the development of personal literacies, and addresses skills, knowledge and understandings of the concepts and structure of English. In this unit students will develop knowledge of the language and literacy continuum in Early Childhood and Primary years. The unit links with the course intentions of strengthening the connection between theory and practice and guaranteeing deep and connected understandings of professional content knowledge and pedagogical approaches for language and literacy learning.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Articulate and reflect on the learning and teaching of language literacy across the continuum in Early Years and Primary settings; 2. Assess language and literacy learning of diverse student cohorts; 3. Explain how literacy relates to different dimensions of communication and social action in educational settings; 4. Analyse diverse issues and contrasting beliefs relating to language and literacy education; 5. Articulate an emerging understanding of the core competencies in language and literacy pedagogies; 6. Review skills, knowledge and understanding of the English and literacy content, substance and structure required for teaching of English; and 7. Develop a self-assessment plan to address the ongoing development of their personal literacies throughout the course.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K. (2017). 2nd Literacy in Australia. Pedagogies for Engagement. Milton, Queensland: John Wiley &

Sons. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Assessment of personal literacy. (750 words), 25%. Essay, Identify and discuss contemporary issues in language and literacy education. (1000 words), 35%. Presentation, Poster presentation related to language and literacy learning. (1250 words), 40%. Effective word limit of 3000 words in total, or equivalent.

HBD1201 Introduction to Dermal Sciences

Locations: City Queen.

Prerequisites: Nil.

Description: This unit introduces students to the basic principles of anatomy and biology for dermal science. It encompasses knowledge regarding the musculoskeletal and nervous systems in a context relevant to face and body treatments, and introduces students to the functions, structure and thermoregulatory role of the integumentary system. The skin and its appendages are reviewed with regards to structure and function.

Credit Points: 12

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

1. Review the structure of the epidermis, dermis and hypodermis relevant to the practice of facial and body treatments;
2. Discuss the functions of the skin including the role that it plays in thermoregulation and assess the requirements for a healthy integumentary system;
3. Investigate the types, structure and function of the various glands and nerves of the skin;
4. Determine the location and function of the skeletal and muscular structures of the body;
5. Demonstrate knowledge of skin and human anatomy through massage techniques.

Class Contact: Workshop 3.0 hrs Total of 33 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 3 hour tutorial sessions, once a day for two days (week 4).

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit. Tortora, G.J., & Derrickson, B. (2014). 14th ed. Principles of anatomy and physiology Hoboken, NJ: Wiley and Sons.

Assessment: Test, Two (2) Online Quizzes, 20%. Practicum, Massage, 40%. Presentation, Group Presentation, 40%.

HBD1202 Communication and Dermal Services

Locations: City Queen.

Prerequisites: Nil.

Description: This unit provides students with the knowledge and skills required for effective communication with clients, colleagues and industry representatives in a professional clinical environment. As part of the learning experience consideration is given to legal, ethical and privacy requirements alongside the concepts of social and cultural diversity in the workplace. Students will be guided in how to confidently perform an effective consultation, as optimal communication between the dermal therapist and the client is required to ensure the safety and efficacy of dermal therapies procedures.

Credit Points: 12

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

1. Demonstrate effective verbal and non-verbal communication techniques relevant to dermal therapies;
2. Design an effective consultation process, exploring legal, privacy and ethical concerns whilst giving consideration of cultural and social diversity;
3. Discuss and interpret the relevance of conducting a detailed client history in relation to the consultation process, that encompasses medical and non-medical related health and lifestyle factors;
4. Promote the use of products and

5. Review financial transactions related to dermal therapies;
5. Review professionalism and apply professional conduct when responding to customer enquiries;
6. Evaluate how communication, feedback and reflection enhances workplace interactions and professional development.

Class Contact: Workshop 3.0 hrs Total of 33 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 3 hour tutorial sessions, once a day for two days (week 4).

Required Reading: Eunson, B. (2016) 3rd ed. Communicating in the 21st century Milton, Qld : John Wiley and Sons Australia

Assessment: Presentation, Group Activity (video presentation), 10%. Project, Consultation Plan (Peer reviewed), 20%. Project, Consultation, 30%. Presentation, Individual Task, 40%. To pass this unit, students must achieve an aggregate score of 50%, and that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD1203 Facial and Body Treatments

Locations: City Queen.

Prerequisites: Nil.

Description: This unit will introduce the basic techniques and tactile skills for the practical application of facial and body treatments. Students will be able to plan and adapt basic face and body treatments for set concerns.

Credit Points: 12

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

1. Discuss the structure and function of the epidermis, dermis and hypodermis relevant to practice basic facial and body treatments;
2. Perform skin consultation and analysis to practice safe and effective facial and body treatments;
3. Apply facial treatments for clients with specific skin concerns;
4. Apply treatment plans for effective facial and body treatments;
5. Demonstrate infection control standards when performing treatments in dermal therapies practice settings.

Class Contact: Sim (Simulation) 3.0 hrs Workshop 3.0 hrs Total of 66 hours over 4 weeks, 6 hours per day (2 x 3 hour sessions) three days per week in weeks 1-3 and two days (2 x 3 hour sessions) in week 4.

Required Reading: Kuntzman, A. J., & Tortora, G. J. (2010) 1st ed. Anatomy and physiology for the manual therapies Hoboken, NJ : John Wiley & Sons

Assessment: Presentation, Visual presentation of structure and function of the skin, 20%. Practicum, Practicum 1 - Skin Analysis and Mini-facial, 35%. Practicum, Practicum 2 - Perform a facial treatment, including consultation and analysis and massage of a body part, 45%.

HBD1204 Electrology

Locations: City Queen.

Prerequisites: RBM1174 - Human Physiology HBS1102 - Evidence for Practice 1

Description: This unit explores the structure and function of the pilosebaceous unit and determine how permanent hair removal procedures influence these structures.

Students will investigate the science behind the process of electrolysis and thermolysis and apply this knowledge to develop and implement safe and effective electrology treatments.

Credit Points: 12

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

1. Discuss the structure and function of the pilosebaceous unit and determine how permanent hair removal procedures impact on these structures and it's function;
2. Investigate and discuss the hair growth cycle, disorders and biological factors and how they impact the outcome of permanent hair removal procedures;
3. Apply the basic principles of electricity and electrical safety when performing electrology

procedures; 4. Apply the principles of electrolysis and thermolysis in electrology treatments; 5. Plan and apply safe and effective electrology treatments; 6. Demonstrate the ability to reflect to enhance professional practice.

Class Contact: Sim (Simulation) 3.0 hrs Workshop 3.0 hrs Contact time 66 hours:

Weeks 1-3: 3 x 3hr workshops followed by 3 x 3hr simulations in a clinic room

Week 4: 2 x 3hr workshops followed by 2 x 3hr simulations in a clinic room

Required Reading: Gior, F. (2005) 4th ed. *Modern Electrology: Excess hair its causes and treatment USA: Hair Publishing*

Assessment: Project, Treatment Log Book, 20%. Presentation, Individual Presentation, 35%. Practicum, Practical Assessment, 45%. Learning outcomes 5 and 6 relate to the design and application of safe and effective treatments. Competence and proficiency in electrology requires students to have practiced the techniques used within the teaching clinic and requires the student to have attended at least 90% of the sessions to do this.

HBM1001 Anatomy and Physiology 1

Locations: St Albans.

Prerequisites: Nil.

Description: The structure and function of the human body is introduced and placed in an integrated fashion within the context of health care. Following a brief overview of the organisation of the human body, students are introduced to the structure and function of cells and various types of tissues. Students are introduced to microbiology within the context of infection control. The nervous system is discussed to highlight its regulatory role for control, co-ordination and communication. The cardiovascular, respiratory and reproductive systems, and pregnancy, are placed in context with their overall regulation and co-ordination via the neuro-endocrine system. This provides an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status and parturition.

Credit Points: 12

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

1. Outline the structures and functions of human cells and tissues;
2. Explain the basic concepts of microbiology and infection control in relation to the human body;
3. Describe the structures and functions of the nervous, cardiovascular, respiratory and reproductive systems;
4. Describe the processes of conception, pregnancy and parturition;
5. Apply knowledge and understanding of human structure and function of these organ systems to clinical scenarios through laboratory experiment and activities, and guided inquiry learning.

Class Contact: Class 2.0 hrs Lab 2.0 hrs Workshop 3.0 hrs Contact time 48 hours: Week 1: 3 x 3hr workshop and 1 x 2hr lab on day 1, and 1 x 2hr anatomy cadaver lab on day 3 Week 2: 3 x 3hr workshop and 2 x 2hr lab on days 1 and 3, and 1 x 1hr PC lab on day 2 Week 3: 3 x 3hr workshop and 2 x 2hr lab on days 1 and 3, and 1 x 1hr PC lab on day 2 Week 4: 2 x 3hr workshop and 1 x 1hr PC lab on day 2

Required Reading: Marieb, E.N., & Hoehn, K. (2015). (10th ed.). *Human anatomy and physiology* London, UK: Benjamin Cummings Publishing.

Assessment: Laboratory Work, Laboratory worksheets, 15%. Test, On-line quizzes and tutorial worksheets, 15%. Test, Two (2) multiple choice tests (30 mins each), 20%. Examination, Final exam (2.5 hours), 50%. To pass this unit, students must achieve an aggregate score of 50%, and pass the final exam. The final exam is a hurdle requirement that assesses all learning outcomes for this unit, which underpins essential knowledge that informs allied health practitioners including nurses, midwives and paramedics.

HBM1002 Biological Systems

Locations: St Albans.

Prerequisites: Nil.

Description: This unit introduces students to the key properties of living organisms, focussing on the cellular and molecular level. Students will learn the basic principles and concepts of biological molecules and the structure and function of prokaryotic and eukaryotic cells. The unit will explore introductory molecular mechanisms within the cell and how they contribute to the organization of a cell and the whole organism. This unit provides a strong foundation for students specialising in Biomedical Science.

Credit Points: 12

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

1. Review the diversity and classification of various types of living organisms;
2. Demonstrate an understanding of the structure and functions of cells;
3. Investigate the four major classes of biological molecules and elaborate on their functions;
4. Discuss the basic structure and mechanisms of action of viruses and bacteria;
5. Apply the fundamental principles of genetics and appreciate the significance of evolution;
6. Demonstrate an understanding of the fundamentals of scientific communication and analysis.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Simon, E. J., Dickey, J., Hogan, K. A., Reece, J. B., & Campbell, N. A. (2016) 6th ed. *Campbell essential biology* New York: Pearson Education, Inc.,

Assessment: Exercise, Guided Inquiry Worksheets (250 words), 10%. Report, Annotated Bibliography Report (750 words), 10%. Test, Two (2) Tests (25% each, 30 minutes), 50%. Presentation, Oral Team Presentation, 30%.

HBM1101 Gene and Evolutionary Biology

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit introduces key concepts of genetics, animal and plant diversity and evolution. Students will learn basic principles in the nature of variation, inheritance, genes and chromosomes, human genetics, DNA replication, gene action and expression, population genetics, selection, the genetics of speciation, molecular evolution, evolutionary biology and the origin of life, classification of organisms diversity of life, communities, ecosystems and the relationship of organisms to their environment, human impact, preserving habitats and genetic variation. This unit provides a strong foundation for students specialising in Biomedicine and health sciences.

Credit Points: 12

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

1. Review the mechanisms of inheritance, recombination and mutation;
2. Examine the structure of DNA, its replication and the molecular basis of gene action;
3. Investigate the nature of genetic variation in populations, natural selection, microevolution, reproductive isolation and speciation;
4. Discuss the basic structure and mechanisms of action of viruses and bacteria;
5. Apply the concept of diversity of organisms to their relationship to each other and the environment;
6. Demonstrate an understanding of the fundamentals of scientific communication and critical analysis.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Simon, E. J., Dickey, J., Hogan, K. A., Reece, J. B., & Campbell, N. A. (2016) 6th ed. *Campbell essential biology* New York: Pearson Education, Inc.,

Assessment: Exercise, Guided Inquiry Worksheets (250 words), 10%. Report, Annotated Bibliography Report (750 words), 10%. Test, Two (2) Tests (25% each,

30 minutes each), 50%. Presentation, Poster Team Presentation (1000 words), 30%.

HBM1202 Anatomy and Physiology 2

Locations:St Abans.

Prerequisites:HBM1001 - Anatomy and Physiology 1

Description:This unit expands on content from 'Anatomy and Physiology 1' of the structure and function of the human body, using homeostatic regulation of the internal environment as the ongoing theme. The endocrine and renal systems are discussed, as well as their roles in the regulation of variables such as fluid and electrolyte balance and acid-base balance. The provision of nutrients to the body by the gastrointestinal system is integrated with the study of biochemistry and metabolism. The bones, joints and muscles of the body are taught in an integrated way using a regional approach. This is followed by a discussion of the special senses, in particular sight, hearing and balance. The integumentary system is covered to emphasise the importance of, for example, skin colour, temperature and sensation relevant to health care.

Credit Points: 12

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

1. Describe the structure and function of the renal, endocrine, gastrointestinal, musculoskeletal and integumentary systems in the human body;
2. Explain how the homeostatic mechanisms regulate fluid and electrolyte balance and acid-base balance;
3. Explain the concepts of chemistry and biochemistry in relation to digestion and nutrition; and
4. Apply knowledge and understanding of human structure and function of these organ systems to clinical scenarios through laboratory experiment and activities, and guided inquiry learning.

Class Contact:Class2.0 hrsLab2.0 hrsWorkshop3.0 hrsContact time 48 hours: Week 1: 3 x 3hr workshop and 1 x 2hr lab on day 1, and 1 x 2hr anatomy cadaver lab on day 3 Week 2: 3 x 3hr workshop and 2 x 2hr lab on days 1 and 3, and 1 x 1hr PC lab on day 2 Week 3: 3 x 3hr workshop and 2 x 2hr lab on days 1 and 3, and 1 x 1hr PC lab on day 2 Week 4: 2 x 3hr workshop and 1 x 1hr PC lab on day 2

Required Reading:Marieb, E.N., & Hoehn, K. (2015). (10th ed.). Human anatomy and physiology London, UK: Benjamin Cummings Publishing.

Assessment:Laboratory Work, Three Laboratory worksheets, 15%. Exercise, Three guided inquiry and tutorial worksheets, 15%. Test, Two multiple choice tests (30 mins each), 20%. Test, Two individual topic tests (multiple choice and short answers, 65 minutes each), 50%. To pass this unit, students must achieve an aggregate score of 50%, and pass the two topic tests. The topic tests are a hurdle requirement that assesses all learning outcomes for this unit, which underpins essential knowledge that informs allied health practitioners including nurses, midwives and paramedics.

HBO1001 Biomedical Science for Osteopathy 1

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit, Biomedical Science for Osteopathy 1, introduces students to fundamental principles of biomedical sciences relevant to osteopathy. These fundamental principles include anatomical principles, physiology of cells and organ systems, and homeostasis, and will underpin the learning of biomedical sciences applied to the head, trunk and limbs in successive units.

Credit Points: 12

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

1. Outline the structure and functions of human cells and tissues;
2. Relate basic physiology and osteopathic principles to the organ systems and homeostasis;
- 3.

Apply knowledge and understanding of human structure and function of these organ systems to clinical scenarios through laboratory activities, and guided inquiry learning.

Class Contact:Lab3.0 hrsWorkshop3.0 hrsContact time 42 hours: Weeks 1-3: 3 x 3hr workshops followed by 1 x 3hr lab Week 4: 2 x 3hr workshops

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Moore, K. L., & Dalley, A. F. & Agur, A.M.R., (2018) 8th ed. Clinically oriented anatomy Philadelphia: Wolters Kluwer Marieb, E.N. & Hoehn, K. N. (2016) 10th ed. Human Anatomy and Physiology Pearson Publishing

Assessment:Presentation, Group Presentation - key lab topics, 25%. Test, Theory Paper (computer based), 25%. Test, Theory Paper (computer based), 50%. Students are required to participate in practical and tutorial sessions with at least 90% attendance.

HBO1002 Biomedical Science for Osteopathy 2

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit, Biomedical Sciences for Osteopathy 2, introduces students to anatomical and biomechanical principles relevant to osteopathy. Students will apply theoretical concepts of biomedical sciences to the upper limb and review common musculoskeletal conditions presenting in osteopathic practice.

Credit Points: 12

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

1. Identify and discuss the detailed anatomy of the upper limb;
2. Illustrate basic biomechanics principles and their application to the upper extremity;
3. Discuss common musculoskeletal conditions of the upper limb, relate them to osteopathic principles and list appropriate management strategies.

Class Contact:Lab3.0 hrsWorkshop3.0 hrsContact time 42 hours: Weeks 1-3: 3 x 3hr workshops followed by 1 x 3hr lab Week 4: 2 x 3hr workshops

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Moore, K. L., & Dalley, A. F. & Agur, A.M.R., (2018) 8th ed. Clinically oriented anatomy Philadelphia: Wolters Kluwer Neumann, D.A (2013) Kinesiology of the musculoskeletal system e-book: foundations for rehabilitation. Elsevier Health Sciences. McMinn, R. H., & Hutchings, R. T. (1977) A colour atlas of human anatomy London: Wolfe Medical, 1977 Rohen, J.W. Yokochi, C., & Lutfien-Drecoll, E. (2016) Anatomy: a photographic atlas Philadelphia: Wolters Kluwer Stuttgart: Schattauer, [2016]

Assessment:Workshop, CBL Worksheet - Upper extremity common musculoskeletal complaint, 15%. Practicum, Anatomy Practical Demonstration: viva, 25%. Test, Theory Paper: Week 1 (computer based), 20%. Test, Theory Paper Final (computer based), 40%. Students are required to participate in practical and tutorial sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement), as this is essential knowledge and skills for clinical practice. Students must pass the practical anatomy demonstration: viva (hurdle requirement) as it has essential knowledge and oral communication skills necessary for clinical practice. Assessment policy section 29. .

HBO1003 Biomedical Science for Osteopathy 3

Locations:City Flinders.

Prerequisites:HBO1001 - Biomedical Science for Osteopathy 1

Description:This unit, Biomedical Sciences for Osteopathy 3, extends students' knowledge of biomedical sciences. Students explore previously learnt concepts of anatomy and physiology, in conjunction with introducing pathology, pharmacology and embryology. This will enable students to develop a more in depth understanding of how these principles relate to osteopathic practice. The complex phenomenon of

pain is introduced in this unit, forming a crucial underlying concept for subsequent osteopathy units.

Credit Points: 12

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

1. Relate basic principles of physiology, pathology and pharmacology to inflammation, pain and tissue injury and repair;
2. Map the embryological development of the upper and lower limbs;
3. Review the composition of skeletal muscle including levels of organisation and physiological processes involved in muscle contraction.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Moore, K. L., & Dalley, A. F. (2010) 6th ed. Clinically oriented anatomy. Philadelphia, US: Lippincott Williams & Wilkins. Marieb, E.N. & Hoehn, K. N (2016) 10th ed. Human Anatomy and Physiology Pearson Publishing

Assessment: Case Study, Case Study: Key Topics, 25%. Test, Theory Paper: Week 1 Content (computer based), 25%. Test, Theory Paper: Final (computer based), 50%. Students are expected to participate in practical and tutorial sessions with at least 90% attendance as part of accreditation requirements.

HBO1004 Biomedical Science for Osteopathy 4

Locations: City Flinders.

Prerequisites: HBO1002 - Biomedical Science for Osteopathy 2

Description: This unit, Biomedical Sciences for Osteopathy 4, expands students' knowledge of anatomical and biomechanical principles relevant to osteopathy. Students will apply theoretical concepts of biomedical sciences to the lower limb and review common musculoskeletal conditions presenting in osteopathic practice.

Credit Points: 12

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

1. Review and discuss the detailed anatomy of the lower limb;
2. Illustrate basic biomechanics principles and their application to the lower extremity;
3. Elaborate common musculoskeletal conditions of the upper limb, relate them to osteopathic principles and list appropriate management strategies.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x 3hr workshops followed by 1 x 3hr lab Week 4: 2 x 3hr workshops

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Moore, K. L., & Dalley, A. F. (2010) 6th ed. Clinically oriented anatomy. Philadelphia, US: Lippincott Williams & Wilkins. Neumann, D.A (2013) Kinesiology of the musculoskeletal system-e-book: foundations for rehabilitation. Elsevier Health Sciences. McMinn, R. H., & Hutchings, R. T. (1977) A colour atlas of human anatomy London: Wolfe Medical, 1977 Rohen, J.W. Yokochi, C., & Lutjen-Drecoll, E (2016) Anatomy: a photographic atlas. Philadelphia: Wolters Kluwer Stuttgart: Schattauer, [2016]

Assessment: Workshop, CBL Worksheet - lower extremity common musculoskeletal complaint., 15%. Practicum, Anatomy Practical Demonstration: viva, 25%. Test, Theory Paper: Week 1 Content (computer based), 20%. Test, Theory Paper: Final (computer based), 40%. Students are required to participate in practical and tutorial sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement), as this is essential knowledge and skills for clinical practice. Students must pass the practical anatomy demonstration: viva (hurdle requirement) as it has essential knowledge and oral communication skills necessary for clinical practice.

HBS1101 Patient, Practitioner and Health System 1

Locations: City Flinders.

Prerequisites: Nil.

Description: HBS1101 Patient, Practitioner and the Health System 1, introduces students' to the Australian healthcare system with an emphasis on the health professional services available to patients. Students consider determinants of health and start to explore the value of reflective practice in being a health professional.

Credit Points: 12

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

1. Define health, illness and disease;
2. Investigate the determinants of health in the Australian Health Care system;
3. Discuss health enhancing and health risk behaviours;
4. Work collaboratively to review the professions contributing to the Australian Health Care system;
5. Discuss the value of reflection and constructive feedback.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assignment, Video presentation, 10%. Assignment, Group discussion reflection, 10%. Presentation, Group Presentation, 25%. Case Study, Healthy and risky behaviours, 30%. ICT (Wiki, Web sites), Reflection, 25%. Students are required to participate in Workshop sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement).

HBS1102 Evidence for Practice 1

Locations: City Flinders.

Prerequisites: Nil.

Description: HBS1102 Evidence for Practice 1 introduces students' to the role of evidence and academic resources within healthcare practice. Students are supported in their transition to university through developing their skills in academic writing and computer programs. These fundamental skills are crucial for their subsequent units of study in the Bachelor of sciences or other bachelor degree within the University.

Credit Points: 12

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

1. Articulate the role of evidence in healthcare practice;
2. Relate relevant academic sources of evidence to osteopathic practices;
3. Appropriately organise and cite relevant academic sources of evidence;
4. Summarise key features of a piece of evidence using academic writing;
5. Demonstrate ability to reflect on learning practice through a wiki page, blog or e-portfolio.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assignment, Role of Evidence, 15%. Assignment, Worksheet - Paper Search and Summary, 25%. Workshop, Glossary, Quiz and Fact vs. Fiction, 10%. Presentation, Group Presentation, 25%. Portfolio, e-Portfolio Reflection, 25%.

HBS1103 Scientific Basis for Osteopathy 1

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit, Scientific Basis for Osteopathy 1, introduces students to fundamental principles of biomedical sciences relevant to osteopathy. Students will apply theoretical concepts of biomedical sciences to the upper limb and review common musculoskeletal conditions presenting in osteopathic practice.

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

1. Discuss the anatomy, histology and embryology of the upper limb and shoulder girdle;
2. Relate basic principles of physiology, pathophysiology, pathology and aetiology to inflammation and pain;
3. Illustrate basic biomechanics principles and their application to the upper extremity;
4. Relate osteopathic principles to the upper extremity;
5. Discuss acute musculoskeletal conditions of the upper limb and identify and list appropriate management strategies.

Class Contact: Class 3.0 hrs Lab 3.0 hrs Workshop 3.0 hrs Contact time 66 hours: Weeks 1-3: 3x3hr workshops and 2x3hr CBL classes and 1x3hr lab. Week 4: 2x3hr workshops and 2x3hr CBL classes.**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system. Moore, K. L., & Dalley, A. F. & Agur, A.M.R., (2018) 8th ed. Clinically oriented anatomy Philadelphia: Wolters Kluwer Marieb, E.N. & Hoehn, K. N. (2016) 10th ed. Human Anatomy and Physiology Pearson Publishing**Assessment:** Case Study, CBL Worksheet - Upper extremity common musculoskeletal complaint, 15%. Practicum, Practical Anatomy Test - oral demonstration, 25%. Test, Theory Paper (computer based), 20%. Test, Theory Paper (computer based), 40%. Students are required to participate in practical and tutorial sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement), as this is essential knowledge and skills for clinical practice. Students must pass the practical anatomy test (hurdle requirement) as it has essential knowledge and oral communication skills necessary for clinical practice.**HBS1104 Clinical Skills 1****Locations:** City Flinders.**Prerequisites:** HBS1103 - Scientific Basis for Osteopathy 10r equivalent**Description:** HBS1104 Clinical Skills 1 introduces students to clinical communication and examination within the context of osteopathic practice. Students commence their development of patient communication through history taking relating to a musculoskeletal complaint. Osteopathic manual techniques for the upper extremity are explored in this unit with students being able to commence their manual therapy skills.**Credit Points:** 12**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the history taking process and accurately identify key components of the presenting complaint;
2. Competently perform and interpret a musculoskeletal physical examination of the upper extremity;
3. Review common medical tests that may be used in diagnosis & management of conditions of the upper extremity;
4. Articulate basic clinical reasoning for conditions of the upper extremity; and
5. Apply and explain osteopathic manual techniques for the upper extremity.

Class Contact: Class 3.0 hrs Workshop 3.0 hrs Contact time 66 hours: Weeks 1-3: 5x3hr workshops and 1x3hr CBL class Week 4: 2x3hr workshops**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system. Magee, D. (2014) 6th ed. Orthopaedic physical assessment. St Louis, US: Elsevier Saunders. Destefano, L (2011) 4th ed. Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams Wilkins. Bickley, L. S. (2012) 11th ed. Bates' guide to physical examination and history taking. Philadelphia, US: Lippincott Williams & Wilkins.**Assessment:** Report, History Taking, 15%. Workshop, CBL Participation workshops, 15%. Examination, Practice Observed Performance in a Simulated Setting, 10%. Examination, 30 minute Final Observed Performance in a Simulated Setting (Hurdle Requirement), 60%. Students are required to participate in practical sessions with at

least 90% attendance except under extenuating circumstances (hurdle requirement). A minimum pass grade (50%) for the semester assessments and for the final observed performance in a simulated setting examination (30 minute practical examination) is required to satisfactorily complete the unit overall. The hurdle requirements are in place to satisfy the unit learning outcomes, and ensure safe practice and implementation of the skills learnt in this unit.

HBS1201 Patient, Practitioner and Health System 2**Locations:** City Flinders.**Prerequisites:** HBS1101 - Patient, Practitioner and Health System 1 HBS1102 - Evidence for Practice 1**Description:** This unit, Patient, Practitioner and the Health System 2, builds on students developing knowledge of health, illness and disease and reviews diseases affecting a significant proportion of the Australian public. Students will consider the relevance of patient-centred care and the Australian Health Care system. Health enhancing and risk behaviours are related to common diseases. Students will reflect on the role of various health professions (and the role of inter-professional practice) in delivering healthcare to patients with these diseases.**Credit Points:** 12**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate inter-professional education and practice;
2. Relate the health enhancing and health risk behaviours to common diseases in Australia;
3. Evaluate benefits and challenges of patient-centred care;
4. Discuss the value of reflective practice in health care.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops**Required Reading:** No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.**Assessment:** The formative assessment task for this unit will be: - Online quiz (weeks 5) Assignment, Worksheets - IPE/IPP, 15%. Assignment, Worksheets - common conditions/selected demographics, 10%. Presentation, Group Presentation, 30%. Test, Quiz - Pre-class reading, 10%. ICT (Wiki, Web sites), Reflective portfolio, 35%. Students are required to participate in Workshop sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement).**HBS1202 Evidence for Practice 2****Locations:** City Flinders.**Prerequisites:** HBS1102 - Evidence for Practice 1**Description:** This unit, Evidence for Practice 2, builds on students developing knowledge of evidence within healthcare practice. The emphasis in this unit is on locating, retrieving and reviewing peer reviewed journal articles. Students extend their skills in computer programs by engaging with referencing software to store and manage peer-reviewed articles. Qualitative and quantitative research paradigms are introduced.**Credit Points:** 12**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate competence in retrieving and analysing peer-reviewed journal articles from search engines;
2. Cite references and format reference lists using referencing software;
3. Compare quantitative and qualitative research approaches;
4. Evaluate the features of a peer reviewed journal article.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops**Required Reading:** No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assignment, Annotated Bibliography (paper summary with in text citations, 200 words), 10%. Report, Part A - Report on Selection criteria of appropriate articles to use in Essay (500 words equivalent), 5%. Report, Part B - Comparison Essay of features of Qualitative/Quantitative Research methods (750 words), 40%. Report, Part C - Peer Review of Comparative Essay, 10%. ICT (Wiki, Web sites), E-Portfolio Reflection (1500 words equivalent), 35%.

HBS1203 Scientific Basis for Osteopathy 2

Locations: City Flinders.

Prerequisites: HBS1103 - Scientific Basis for Osteopathy 1

Description: This unit, Scientific Basis for Osteopathy 2, extends students knowledge of biomedical sciences through application of principles to the lower limb. Students explore previously learnt concepts of anatomy, physiology and other theoretical material in a new region of the body, enabling them to develop a more in depth understanding of how these principles relate to lower extremity conditions relevant to osteopathic practice. The complex phenomenon of pain is introduced in this unit, forming a crucial underlying concept for subsequent scientific basis of osteopathy units.

Credit Points: 12

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

1. Discuss the anatomy, histology and embryology of the lower limb;
2. Review the physiology of the peripheral nerves, and relate this to the effects of damage to these structures and their mechanisms of repair;
3. Illustrate biomechanical principles of the lower extremity;
4. Assess the applicability of osteopathic principles to the lower extremity;
5. Discuss common musculoskeletal conditions of the lower limb and list appropriate management strategies.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 66 hours: Weeks 1-3: 5x3hr workshops and 1x3hr lab Week 4: 2x3hr workshops

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Moore, K. L., & Dalley, A. F. (2010) 6th ed. Clinically oriented anatomy. Philadelphia, US: Lippincott Williams & Wilkins. Destefano, L (2011) 4th ed. Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams Wilkins. Guyton, A. C., & Hall, J. E. (2011) 12th ed. Textbook of medical physiology Philadelphia, PA: Elsevier.

Assessment: Examination, Lab Oral Exam, 25%. Exercise, CBL Participation Worksheets, 15%. Test, In Class Test, 20%. Test, In Class Tests, 40%. Students are required to participate in practical and workshop sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement). A minimum pass grade (50%) for the semester assessments and each end-of-semester examination is required to satisfactorily complete the unit overall.

HBS1204 Clinical Skills 2

Locations: City Flinders.

Prerequisites: HBS1104 - Clinical Skills 1 HBS1203 - Scientific Basis for Osteopathy 2

Description: Clinical Skills 2 introduces students to the osteopathic manual techniques, clinical examination and medical tests relevant to the lower limb. Students are able to further develop their patient communication and history taking skills by taking a systems history in addition to the presenting complaint for the lower limb. Clinical reasoning is a focus of this unit and students are encouraged to start to articulate their clinical thinking in relation to lower limb conditions.

Credit Points: 12

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

1. Relate the principles of basic & systems history taking to record details of the presenting complaint;
2. Perform and interpret a musculoskeletal physical

3. Review common medical tests that may be used in the diagnosis & management of conditions of the lower extremity;
4. Articulate basic clinical reasoning for conditions of the lower extremity; and
5. Exhibit and explain the principles of osteopathic manual techniques of the lower extremity.

Class Contact: Class 3.0 hrs Workshop 3.0 hrs Contact time 60 hours: Weeks 1-3: 5x3hr workshops and 1x3hr CBL class Week 4: 2x3hr workshops

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. DeStefano, L. (2017) 5th ed. Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams & Wilkins. Magee, D. J. (2014) 6th ed. Orthopaedic physical assessment. St Louis, US: Elsevier. Bickley, L. S. (2017) 12th ed. Bates' guide to physical examination and history taking. Philadelphia, US: Lippincott Williams & Wilkins.

Assessment: The formative assessments for this unit are: - Online quizzes and interactives in post-class activities; - Practical examination (includes self and peer-review/per session); Report, History taking (300 words), 15%. Other, CBL Worksheets (300 words), 15%. Practicum, Peer Marked Observed Performance in a Simulated Setting (500 words equivalent), 10%. Practicum, 30 minute Final Observed Performance in a Simulated Setting (1500 words equivalent) (Hurdle Requirement), 60%. Students are required to participate in practical and tutorial sessions with at least 90% attendance, except under extenuating circumstances (hurdle requirement). A minimum pass grade (50%) for the semester assessments and for the final observed performance in a simulated setting examination (30 minute practical examination) is required to satisfactorily complete the unit overall. The hurdle requirements are in place to satisfy the unit learning outcomes, and ensure safe practice and implementation of the skills learnt in this unit.

HCM1000 Professional Communication

Locations: Footscray Park, City Flinders, St Albans.

Prerequisites: Nil.

Description: This unit aims to build in students a readiness to communicate evidence and opinions clearly in professional settings. The unit serves to clarify the expectations held regarding communication in academia and the professional world, with a focus on the specific standards applied in the disciplines and professions associated with distinct courses. It builds in students the foundational knowledge and skills needed to begin to meet those expectations. Two axes of communication are explored: unilateral communication (e.g. speech, presentation, memo, executive summary) and interactive communication (e.g. interview, committee meeting, correspondence chain, social media thread). In all cases, a primary focus is on the meeting of expectations held by the receivers of the communication. As well as offering practical support for later academic assessment, the unit also develops skills needed in senior-years practical and industry project units, as well as in other forms of community and professional engagement.

Credit Points: 12

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

1. Communicate clearly and professionally, using both spoken and written media;
2. Articulate the processes involved in spoken and written communication, particularly in professional contexts; and
3. Meet professional norms for accuracy and ethics in spoken and written communications, including standards of grammar and presentation.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Presentation, Series of micro-presentations, 30%. Exercise, Mind-map representation of communication context, 20%. Assignment, Interactive communication product (meeting minutes, interview transcript, etc.)- Group assignment, 20%. Assignment, Unilateral communication product (speech, executive summary, etc.), 30%.

HFB1110 Foundations of Professional Paramedic Practice

Locations: St Albans.

Prerequisites: Nil.

Description: This unit will introduce students to broad frameworks related to health, wellbeing, illness and death. The unit covers the professional foundations of health care from the paramedic context. These foundational concepts include professional practice (professional behaviours and self-care, communication and the historical perspective of paramedicine), health, wellness, illness and death from a social perspective, and development of academic and professional literacy and numeracy skills. In this unit, students learn to identify social aspects of health issues by exploring the health and wellbeing of the self and of diverse communities and examine how health disadvantages experienced by particular groups are rooted in wider historical and current inequalities, including those based on ethnicity, gender and class. Additionally, students will learn the fundamentals of communication and behaviour with patients, which they will continue to develop as they progress through both their student and professional careers. This unit will explore concepts such as prehospital health service delivery and professionalism and the nature of emotional work, verbal and non-verbal communication and effective interpersonal communication.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review the history and development of paramedicine and prehospital health service delivery as a discipline; 2. Demonstrate knowledge and skills in literacy and numeracy in professional and academic contexts; 3. Work collaboratively to analyse the social aspects of health issues, health inequities and explore models of health and illness relevant to paramedic practice; 4. Discuss the skills and attributes necessary for the provision of prehospital health care to culturally diverse communities; 5. Examine and discuss factors that contribute to, and effective strategies that support, wellbeing, health and effective care of the self as a professional; 6. Articulate professional approaches to the emotional and death related work associated with prehospital health service delivery.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Gemov, J. (2014) *Second Opinion: An introduction to health sociology* Oxford University press.

Assessment: Exercise, Three (3) discussions (equivalent to 500 words), 20%. Test, Online Workbook Quizzes (equivalent to 500 words), 20%. Case Study, Case study based assessment (90 minutes duration), 60%.

HFB1112 Paramedic Clinical Practice 1

Locations: St Albans.

Prerequisites: HBM1001 - Anatomy and Physiology 1

Description: This unit will introduce students to the fundamental skills and concepts that will form the basis of their paramedic clinical practice. Specific areas of focus will include basic life support, resuscitation of the cardiac arrest patient, vital signs, secondary survey, patient time criticality, principles of splinting and wound management, patient documentation, with specific reference to the Victorian Ambulance Clinical Information System (VACIS), Occupational Health and Safety,

manual handling and infection control. Students will be required to demonstrate physical fitness capability to meet the professional industry requirements of clinical placement.

Credit Points: 12

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

1. Exhibit the process of history taking, including documentation; 2. Describe and demonstrate the principles of safe management of a patient, including splinting and wound management; 3. Describe and demonstrate methods of patient and scene assessment; 4. Satisfactorily perform resuscitation of a real or simulated cardiac arrest; 5. Describe and demonstrate the principles of safe manual handling of patients and equipment.

Class Contact: Workshop 3.0 hrs Contact time minimum 77 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops Plus 12 hours total of online activities and 12 hours total of self-directed learning Plus Placement- Twenty (20) hours minimum: May include simulation, clinical placement or equivalent.

Required Reading: Further readings and references will be provided in the unit outline and VU Collaborate.

Assessment: Knowledge, skills and values developed in this unit will be assessed through skills assessment, simulated patient scenario assessment, placements (clinical or equivalent), workbook and SDL (minimum of 12 hrs). Students are required to satisfactorily complete a clinical logbook whilst on clinical placement. To obtain a pass in this ungraded unit, all components of assessment must be attempted and passed. Practicum, Skills Assessment, Pass/Fail. Other, Simulated patient scenario assessment, Pass/Fail. Practicum, Placements and completed logbook, Pass/Fail. Other, Workbook, Pass/Fail. Practicum, Self-directed learning (laboratory-based/SDL), Pass/Fail. Other, Pre-placement medical and physical, Pass/Fail. Practical sessions have a hurdle requirement of at least 80% attendance and placements have a hurdle requirement of 100% attendance. The practical sessions enables students to acquire the essentials skills and knowledge expected in paramedic practice.

HFB1113 Pre-Hospital Ethical and Legal Issues

Locations: St Albans.

Prerequisites: Nil.

Description: This unit will introduce students to the ethical and legal principles and values which underpin good paramedic practice. Students will develop knowledge and understanding about ethical issues in the prehospital setting and the legal processes and obligations of paramedics sufficient to enable them to provide effective care with minimal risk. Themes of client autonomy and self-determination, client rights, vulnerable patients and professional responsibility are explored in the context of prehospital paramedic practice.

Credit Points: 12

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

1. Explain and demonstrate understanding of ethical and legal terminology and abbreviations relevant to paramedic practice; 2. Locate relevant and important legislation, legal concepts and case law and discuss them with application to paramedic practice; 3. Examine ethical governance and the core bioethical principles relevant to contemporary health care provision and apply a framework for ethical decision making; 4. Analyse fundamental patient rights including autonomy, consent, refusal of treatment, privacy and confidentiality and their application in paramedic practice; 5. Discuss and analyse the legal and ethical obligations surrounding paramedic work from an industrial and professional perspective including occupational health and safety, complaints and the role of the Health Services Commissioner, negligence and liability, ambulance service

governance and emergency management, use of drugs and driving emergency vehicles; 6. Discuss and examine the legal and ethical obligations surrounding vulnerable patients including end-of-life care, child protection and mandatory reporting, victims of sexual assault and mental health patients.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Burn, M. (2013) 4th ed. Emergency law : Rights, liabilities and duties of emergency workers and volunteers Annandale, N.S.W.: The Federation Press Townsend, R., & Luck, M. (2014) Applied paramedic law and ethics : Australia and New Zealand Chatswood, NSW Elsevier Australia

Assessment:Test, Quizzes (30 minutes), 20%. Case Study, Case Study (1000 words), 40%. Examination, Case Based Theory Assessment (60 minutes), 40%.

HFB1207 Principles of Drug Actions for Health Professionals

Locations:St Albans.

Prerequisites:HBM1001 - Anatomy and Physiology 1

Description:This unit provides an introduction to the study of pharmacology. Four important areas of pharmacology are covered: (1) an introduction to drugs and medicines; pharmacotherapy and the legal and ethical foundations of pharmacotherapy; (2) the principles of pharmacology-pharmacodynamics: the molecular aspects of drug action and fundamental concepts of drug-target interactions, receptor families and signalling pathways; (3) the principles of pharmacology-pharmacokinetics and routes of administration and (4) Drugs affecting the peripheral nervous system - an overview of the sympathetic and parasympathetic nervous systems.

Credit Points: 12

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

1. Explain how drugs are sourced, named and classified and discuss the quality use of medicines and authoritative sources for drug information;
2. Articulate the basic principles of pharmacological concepts: pharmacokinetics & pharmacodynamics and associated medicinal chemistry;
3. Apply knowledge from other scientific disciplines to explain the potential therapeutic and adverse effects of drugs;
4. Interpret and explain the clinical indications for and adverse effects of autonomic nervous system agonists and antagonists and somatic agents.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Bryant, B. and Knights, K. (2014) 4th Pharmacology for health professionals. Sydney: Mosby Elsevier

Assessment:Test, Test 1 MCQ Test (60 minutes), 25%. Test, Test 2 MCQ Test (60 minutes), 25%. Test, Test 3 MCQ Test (60 minutes), 25%. Presentation, Case Study Presentation (1000 words), 25%. To obtain a passing grade or higher in this graded unit, students must achieve an overall accumulative mark of at least 50%.

HFB1213 Paramedic Clinical Practice 2

Locations:St Albans.

Prerequisites:HFB1112 - Paramedic Clinical Practice 1HBM1202 - Anatomy and Physiology 2HFB1207 - Principles of Drug Actions for Health Professionals

Description:This unit will introduce students to pain assessment and management, fundamental pharmacology, basic ECG interpretation and analysis and an introduction to the Ambulance Victoria Clinical Practice Guidelines as a model of practice.

Credit Points: 12

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

1. Demonstrate and articulate the safe administration of community-based

emergency medication administration. 2. Describe and demonstrate competency in managing patients with medical and trauma emergencies. 3. Demonstrate and justify the criteria for shockable or non-shockable ECG rhythms. 4. Differentiate between adult and paediatric assessments. 5. Reflect and discuss the concepts underpinning decision making, critical thinking and evidence based practice.

Class Contact:PlacementSim (Simulation)4.0 hrsWorkshop3.0 hrsContact time 129 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops Plus 12 hours total of online activities and 12 hours total of self-directed learning Plus Placement-Sixty (60) hours minimum: May include simulation, clinical placement or equivalent

Required Reading:Refer to the Required Web Sites for the required text.

Assessment:Knowledge, skills and values developed in this unit will be assessed through skills assessment, simulated patient scenario assessment, placements (clinical or equivalent), clinical placement logbook and workbook and SDL (minimum of 12 hrs). To obtain a pass in this ungraded unit, all components of assessment must be attempted and passed. Other, Workbook, Pass/Fail. Other, Skills Assessment, Pass/Fail. Other, Simulated Patient Scenario Assessment, Pass/Fail. Practicum, Placements and completed Logbook, Pass/Fail. Other, Self-directed Learning (minimum of 12 hrs), Pass/Fail. Practical sessions have a hurdle requirement of at least 80% attendance and placement sessions have a hurdle requirement of 100% attendance. The practical sessions enables students to acquire the essentials skills and knowledge expected in paramedic practice.

HHB1104 Introduction to Public Health and Wellness

Locations:Footscray Park, City Flinders.

Prerequisites:Nil.

Description:This unit will assist students to develop skills in describing the origins and concepts of public health and its relationship to contemporary public health initiatives, challenges and practices. Students will gain knowledge on health and its determinants and how these impact on public health interventions. The role of public health at each stage of the disease continuum will be used to introduce definitions and interventions that address identified health priorities.

Credit Points: 12

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

1. Review the development of public health in Australia and beyond;
2. Explain the basic principles and concepts that underpin public health and wellness;
3. Discuss the potential role and the interface of political, cultural, social, behavioural and environmental determinants of health in the design and delivery of public health programs;
4. Discuss health issues affecting Australia's diverse population.

Class Contact:Workshop3.0 hrsContact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Fleming, M.L. and Parker, E. (2015) 3rd ed. Introduction to Public Health Churchill Livingstone, Elsevier, Sydney

Assessment:Test, Two (2) Online Tests, 20%. Portfolio, Review on a contemporary public health issue currently in the news (600 words), 40%. Presentation, Individual Presentation (5 minutes) on a local or national public health intervention (7 slides with notes approx. 1500 words), 40%.

HHB1105 Evidence and Health 1

Locations:St Albans.

Prerequisites:Nil.

Description:This unit introduces students to the different sources of public health information and develops their skills in identifying, locating, retrieving and evaluating health literature based on evidence. While the emphasis of the unit is on scientific literature students will also be exposed to other sources of health information around

evaluating health care claims. The unit introduces students to different research methodologies used in health care literature and further assists them to develop basic writing skills.

Credit Points: 12

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

1. Discuss the origins and development of evidence based practice in health;
2. Evaluate literature on population health using bibliographic data bases;
3. Examine the validity of health care claims in the population;
4. Explore the various methodologies available in evidence-based practice in health.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: The below texts are recommended only: Liamputtong, P. (2016) Research methods in health: Foundations for evidence-based practice. 3rd ed. Melbourne, Vic: Oxford university Press Fleming, M., Parker, E. (2015) Introduction to Public Health 3rd ed. Churchill Livingstone: Elsevier Australia.

Assessment: Test, Two (2) In-Class Quizzes (600 words equivalent), 20%. Essay, Essay on a health claim (600 words), 20%. Annotated Bibliography, Annotated Bibliography of a health claim (400 words), 20%. Presentation, Group Presentation (1200 words equivalent), 40%.

HHB1106 Professional Pathways in Health Sciences

Locations: St Albans.

Prerequisites: Nil.

Description: It is widely acknowledged that the health workforce in Australia is under tremendous pressure because of an ageing population, growth in chronic disease and increased community expectations. It is essential to build capacity by delivering more professionals more quickly and efficiently and boosting productivity with new workforce models that maximise the skills and flexibility of all health professionals across the entire workforce. Who are our existing health professionals? What is their training and where do they work? How do they interact with each other? This unit examines these questions as a basis for assisting students locate their study of health sciences and plan their career within the contemporary health workforce.

Credit Points: 12

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

1. Discuss contemporary trends which influence the practice of health professionals;
2. Explain the nature of various health professions and identify likely work settings;
3. Articulate and demonstrate knowledge and skills implicit in the notion of inter-professional practice;
4. Locate and explore career options for their disciplinary studies in health science.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Recommended readings will be referred to on VU Collaborate.

Assessment: Journal, e-Portfolio Reflection (500 words), 30%. Journal, e-Portfolio Strategies for future learning (500 words), 30%. Presentation, e-Portfolio Career Options (1000 words equivalent), 40%.

HHB1204 Australian Health and Social Care Systems and Policy

Locations: St Albans.

Prerequisites: Nil.

Description: This unit introduces students to the Australian healthcare system and policies. It explores the public versus private health sectors and the role of the different levels of government in healthcare delivery. It demonstrates how Australian healthcare systems compare with other regional and global health systems. It provides a comprehensive introduction to the diversity of the health workforce, health

management and health decision making in Australia. Students are introduced to some key international health policies that inform local health policies. It introduces health policy development process and role of stakeholders in policy.

Credit Points: 12

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

1. Explain the policy development processes in relation to the Australian health policy;
2. Examine how the Australian healthcare system functions;
3. Investigate the Australian health workforce and the roles and responsibilities of the different stakeholders;
4. Discuss how Australia's health policies align with regional and other global health policies.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Duckett, S., & Willcox, S. (2015) 4th ed. The Australian health care system South Melbourne, Vic: Oxford University Press

Assessment: Test, Three Quizzes (15 minutes each), 30%. Assignment, Assignment (equivalent 1,500 words submitted in two stages), 40%. Presentation, Group poster pitch (20 minutes per group), 30%.

HHH1000 Interpersonal Skills and Communication

Locations: Footscray Nicholson, Footscray Park.

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, 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. 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. 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 actively listening skills to an interpersonal problem solving task; and
5. Integrate interpersonal communication theory with the critical appraisal of students' own and others demonstration of active listening skills.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Additional resources are listed in the Unit Guide and available for students on VU Collaborate. Geldard D., Geldard K. & Yin Foo, R. (2017) 8th ed. Basic personal counselling: A training manual for counsellors South Melbourne: Cengage

Assessment: Journal, Reflective Journal (800 words), 25%. Assignment, Reflection on performance of micro-skills, 35%. Other, In-class Practical demonstration of skills, 40%.

HHH1001 Mathematics and Statistics for Biomedicine

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study introduces students to the quantitative skills and techniques required to critically analyse scientific reports, scientific data and

understand research methods employed in biomedical science. The unit will explore the role of mathematics and statistics in developing scientific knowledge and how statistics is used for interpreting information, testing hypotheses and analysing the inferences people make about the real-world. Students will be required to use statistical software, online modules and calculators to analyse data and interpret results for experimental and sampling designs, tests on population means and proportions, correlation and linear regression, and one-way ANOVA.

Credit Points: 12

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

1. Clarify the functional importance of mathematical skills in biomedical science;
2. Demonstrate a range of standard statistical methods which can be applied to common study designs in biomedical and health sciences
3. Explain and apply basic knowledge in using statistics to summarise, describe and interpret scientific data and perform statistical inferences;
4. Apply basic principles of experimental design when collecting data and perform hypotheses testing;
5. Analyse biomedical and health data using common statistical software and interpret results to solve science related problems.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Triola, M., Triola, M. & Roy, J., (2017) 2nd ed. Biostatistics for the Biological and Health Sciences Pearson Education, USA

Assessment: Exercise, Online modules (10 exercises - total 250 words), 15%. Test, Maths skills test (400 words), 20%. Other, Computer based exercises (500 words), 25%. Test, Statistics Test (MCQ & short answer questions; 750 words), 40%.

HNB1102 Foundations in Nursing 1

Locations: St Abans.

Prerequisites: RBM1103 - Bioscience 1: Body Structure & Function

Description: This unit will introduce students to concepts related to health, illness and the health care experience. Students will develop knowledge and skills on how to assist individuals to meet their basic human needs such as activities of daily living. The principles and practices of occupational health and safety, risk assessment and infection control will be explored. Strategies for developing therapeutic relationships, managing grief and loss and professional communication practices will be introduced and discussed. Students will begin to develop the knowledge and skills required to perform a holistic nursing health assessment. Cultural and spiritual assessment, and physical assessment techniques will be introduced and practised. In preparation for medication administration, students will review foundational maths skills.

Credit Points: 12

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

1. Discuss the concepts related to health, illness and the health care experience;
2. Apply knowledge and skills in assisting persons experiencing difficulty meeting activities of daily living;
3. Demonstrate knowledge and skills in patient risk assessment and the relevant occupational health and safety policies;
4. Recognise the importance of maintaining confidentiality, patient privacy and consent associated with the provision of foundational nursing care;
5. Define and adhere to principles of infection control and standard precautions when performing nursing interventions;
6. Apply knowledge and skills in history taking health assessment, physical assessment techniques and accurately document these;
7. Apply numeracy skills required for basic drug calculations;
8. Identify population approaches to injury prevention and control (e.g. policies and legislations).

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 45 hours: Weeks 1-3: 3 x 3hr workshops followed by 2 x 2hr labs Week 4: 2 x 3hr workshops

Required Reading: DeLaune, S. C., Ladner, P. K., McTier, L., Tollefson, J. & Lawrence,

J. (2016). (ANZ 1st ed.) Australian and New Zealand Fundamentals of Nursing Cenage Learning Australia Pty. Ltd. Estes, M. E., Calleja, P., Theobald, K. & Harvey, T. (2013). (ANZ 2nd ed.) Health assessment and physical examination Cenage Learning Australia Pty. Ltd. Tollefson, J. & Hillman, E. (2015). (6th ed.) Clinical Psychomotor Skills Cenage Learning Australia Pty. Ltd.

Assessment: Assignment, Written Assessment (1000 words), 40%. Examination, Written Examination (2 hours), 60%. Mathematic skills competency test, a mark of 90% is needed to pass this component. To gain an overall pass in this unit, students must achieve an aggregate score of 50%.

HNB1103 Professional Studies 1

Locations: St Abans.

Prerequisites: Nil.

Description: This unit enables students to explore the development of their health discipline/s. Portrayals of their health profession/s in the media will be discussed and students are to consider these critically in relation to their personal perceptions. Students will be introduced to broad frameworks which shape the scope and dimensions of their practice, including interprofessional practice. These include professional practice (ethics, law and regulatory frameworks); reflective practice, critical thinking and analysis (use of evidence in practice); competencies and scope of practice. There is a particular emphasis on assisting students to develop academic and professional literacy skills in order to practice as a professional. Knowledge and skills related to creating and maintaining a professional practice portfolio will be introduced.

Credit Points: 12

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

1. Describe the development of their healthcare profession;
2. Evaluate portrayals of their profession in the media;
3. Discuss the ethical and legal requirements for professional practice;
4. Examine the scope of practice of their profession in terms of regulatory frameworks and interprofessional practice;
5. Discuss the use of evidence in healthcare practice;
6. Apply the knowledge and skills required for reflective practice;
7. Demonstrate knowledge and skills in information literacy and academic writing;
8. Initiate a personal professional practice portfolio.

Class Contact: Class 2.0 hrs Lab 2.0 hrs Workshop 3.0 hrs Contact time 47 hours: Weeks 1-3: 3 x 3hr workshops followed by 1 x 2hr class and 1 x 2hr PC lab Week 4: 2 x 3hr workshops followed by 1 x 2hr class

Required Reading: Required textbooks will be prescribed by the Lecturer.

Assessment: Assignment, Written assessment, 15%. Assignment, Written assessment (1000 words), 30%. Assignment, Written assessment (1500 words), 40%. Presentation, Group presentation, 15%. To gain an overall pass in this unit, students must achieve an aggregate score of 50%.

HNB1104 Foundations of Nursing and Midwifery 1

Locations: St Abans.

Prerequisites: HBM1001 - Anatomy and Physiology 1

Description: This unit introduces concepts related to health, illness and the health care experience. Students will develop knowledge and skills to assist individuals to meet their activities of daily living. The principles and practices of occupational health and safety, risk assessment and infection control will be explored. Students will develop skills in therapeutic communication, holistic health assessment and the provision of quality care. Assessment and care of the woman during pregnancy will also be introduced with a focus on assessment of the woman and her baby. Students will commence the Continuity of Care program, and recruit two (2) women. In support of medication administration, students will be introduced to foundational maths skills.

Credit Points: 24

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

1. Discuss the concepts related to health, illness and the health care experience.
2. Apply knowledge and skills in assisting persons experiencing difficulty meeting activities of daily living.
3. Utilise professional communication skills required for health assessment and therapeutic relationships in the midwifery and nursing context.
4. Demonstrate principles and practices of midwifery care utilising a woman-centred approach during pregnancy including assessment of maternal and foetal well-being.
5. Incorporate the principles of occupational health and safety, and infection control in midwifery and nursing practice.
6. Demonstrate foundational health assessment knowledge and skills.
7. Utilise effective and accurate documentation in the care of clients in the midwifery and nursing context.
8. Demonstrate numeracy skills required for the safe practice of medication administration.
9. Provide evidence of recruitment of two (2) women to participate in the Continuity of Care program.

Class Contact: Lab 2.0 hrs Placement Workshop 3.0 hrs Contact time 116 hours: Total of 36 hours of workshops, 12 hours of laboratory sessions and 12 hours of self-directed learning. In addition, the professional practice (clinical practice) component comprises 16 hours of maternity care in an observation capacity; and 40 hours of nursing in an aged care or sub-acute setting.

Required Reading: To be advised.

Assessment: Test, Online test (30 mins), 15%. Assignment, Written assessment (1000 words), 25%. Examination, Written examination (2 hours), 50%. Test, Practical skills test (20 mins), 10%. Other, Evidence of recruitment of two (2) women, 0%. To pass this unit, students are required to achieve an aggregate score of at least 50%, and pass the written examination (hurdle). The written examination assesses foundational knowledge which informs practice and underpins subsequent units. Students must complete fifty-six (56) professional practice hours: Nursing - 40 hours, Midwifery - 16 hours. Evidence must be provided that two (2) women have been recruited for the Continuity of Care program.

HNB1204 Foundations of Nursing and Midwifery 2

Locations: St Albans.

Prerequisites: HBM1202 - Anatomy and Physiology 2 HNB1104 - Foundations of Nursing and Midwifery 1

Description: This unit expands on health assessment, infection control and occupational health and safety. The principles of asepsis are introduced. Principles of safe medication use are applied to the routes of oral, topical, and intramuscular injection administration. The unit also focuses on foundational knowledge in labour, birth and post-birth care for the woman and her baby, utilising a woman-centred approach. The student will explore the role of the midwife in supporting the woman experiencing pain during labour, birth and in the postnatal period. Students will develop foundational knowledge to effectively care for the woman and baby post birth. Nutrition for the baby, with a focus on lactation, will also be examined. Students will continue to follow the two (2) recruited women from the Continuity of Care program in 'HNB1104 Foundation of Nursing and Midwifery 1', until the post-birth period.

Credit Points: 24

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

1. Describe the importance of professional practice including confidentiality and patient privacy associated with the provision of foundational nursing and midwifery care.
2. Utilise the nursing process to develop nursing care plans.
3. Demonstrate knowledge and skills in foundational clinical skills (e.g., basic life support, simple sterile dressing and vital signs).
4. Exhibit safe midwifery practice

during pregnancy, labour and birth including assessment of the woman and her newborn.

5. Examine the holistic factors influencing the pain experience, assessment of pain during labour, and use of pharmacological and non-pharmacological methods to support the woman during labour and birthing.
6. Exhibit safe midwifery practice when caring for the woman and her baby in the postpartum period, including breastfeeding.
7. Demonstrate accurate and safe administration of medications administration.

Class Contact: Lab 2.0 hrs Placement Workshop 3.0 hrs Contact time 220 hours: Total of 36 hours of workshops, 12 hours of laboratory sessions and 12 hours of self-directed learning. In addition, the professional practice (clinical practice) component comprises 80 hours of maternity care; and 80 hours of nursing in an aged care or sub-acute setting

Required Reading: To be confirmed.

Assessment: Assignment, Written assessment (1000 words), 30%. Examination, Written assessment (2 hours), 50%. Test, Practical skills testing (30 minutes), 20%. Practicum, Final Professional Practice Performance Appraisal (Nursing), 0%. Practicum, Final Professional Practice Performance Appraisal (Midwifery), 0%. Report, Continuity of Care Report (1000 words), 0%. Test, Drug Calculations, 0%. To pass this unit, students are required to achieve an aggregate score of 50%, and achieve 100% for the drug calculations test (hurdle). Accuracy in medication administration is an absolute requirement for safe midwifery and nursing practice. Students must complete 160 professional practice hours: Nursing - 80 hours, Midwifery - 80 hours; and achieve the grade 'competent' in the Final Professional Practice Performance Appraisal for Midwifery and Nursing. Supplementary assessment is not available for the Professional Practice Performance Appraisals. The Continuity of Care Report must also be submitted.

HNB1205 Foundations in Nursing 2

Locations: St Albans.

Prerequisites: HNB1102 - Foundations in Nursing TRBM1103 - Bioscience 1: Body Structure & Function RBM1202 - Bioscience 2: Body Structure & Function

Description: This unit builds on previous knowledge and skills and enables students to further assist individuals to meet their activities of daily living. The principles and practices of occupational health and safety, risk assessment and infection control will be expanded upon. Assessment of the person within a holistic framework will be further explored using a problem solving approach. Cardiac, respiratory, urinary and abdominal assessments will be introduced and practised. Students will be able to identify normal and abnormal findings and document these. Principles of asepsis will be introduced. Students will also be introduced to the principles of medication administration.

Credit Points: 12

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

1. Demonstrate beginning skills in professional communication and documentation skills;
2. Describe the importance of professional practice including confidentiality and patient privacy associated with the provision of foundational nursing care;
3. Demonstrate knowledge and skills in patient risk assessment;
4. Apply skills in history taking and applying the nursing process to develop nursing care plans and patient pathways
5. Demonstrate knowledge and skills in related clinical skills (e.g. basic life support, simple sterile dressing);
6. Demonstrate knowledge and skills in performing physical assessment (cardiac, respiratory, urinary and abdominal) in the laboratory;
7. Accurately document physical assessment findings;
8. Demonstrate skills in the practice of oral, topical and rectal medication administration and management in the laboratory setting;
9. Demonstrate mastery of drug calculations.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 55 hours: Weeks 1-3: 3 x 3hr workshop and 3 x 2hr lab Week 4: 2 x 3hr workshop and 2 x 2hr lab

Required Reading: Required textbooks will be prescribed by the Unit Coordinator.

Assessment: Assignment, Written assessment (1000 words), 30%. Examination, Practical skills assessment (1 hour), 30%. Examination, Written examination (1.5 hours), 40%. Test, Mastery Drug Calculation Test, 0%. Hurdle: Mastery of drug calculations (100%). To gain an overall pass in this unit, students must achieve an aggregate score of 50%, a minimum score of 80% in the practical skills assessment and pass the drug calculations test with 100%. Non Weighted Hurdle: Medication Calculation Assessment. Students must achieve 100% to pass this unit. Students will be eligible for a maximum of 2 attempts for the medication calculation assessment.

HNB1206 Professional Practice 1

Locations: St Albans.

Prerequisites: HNB 1102 - Foundations in Nursing 1 HNB 1103 - Professional Studies 1 HNB 1205 - Foundations in Nursing 2 RBM 1103 - Bioscience 1: Body Structure & Function RBM 1202 - Bioscience 2: Body Structure & Function

Description: This unit provides students with the opportunity to apply the knowledge taught in HNB 1103 Professional Studies 1, HNB 1102 Foundations in Nursing 1 & HNB 1205 Foundations in Nursing 2 in beginning professional practice. Students will undertake comprehensive health assessments, identifying normal and abnormal findings and developing documentation skills. Using assessment skills and information students will begin to utilise care plans that direct care provided to patients. During clinical placement students will build upon knowledge of injury prevention and safety issues. Students will also observe the roles of other members of the health care team and consider how the values of the family and culture are met within the health care facility.

Credit Points: 12

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

1. Identify and practise within their current scope of practice;
2. Complete a health assessment interview to obtain a health history and accurately record this using appropriate terminology;
3. Demonstrate skills in conducting holistic physical assessment and taking a comprehensive health history;
4. Demonstrate respect for individuals taking into consideration the socio-cultural and family values within the clinical environment;
5. Assess the health status for an allocated patient then plan, implement, care for and evaluate the care of this patient in consultation with the nursing team;
6. Apply the expected legal and ethical standards in providing health care;
7. Examine occupational health and safety regulations in relation to injury prevention, risk assessment and nursing practice and apply this in the clinical setting;
8. Discuss infection control principles and demonstrate these in the clinical setting;
9. Examine the role of the Registered Nurse, interdisciplinary and interprofessional team members and patient support staff in a health care setting; and
10. Demonstrate competent practice in the delivery of oral, topical and/or rectal medications.

Class Contact: Placement Sim (Simulation) 7.0 hrs Contact time 127 hours: 1 x 7hrs simulation lab and 120hrs clinical placement

Required Reading: Required textbooks will be prescribed by the UoS coordinator.

Assessment: Clinical unit of study enrolment, placement allocation and academic progress will be managed according to the College of Health and Biomedicine Clinical Rules. Practicum, Interim Clinical Appraisal, Pass/Fail. Practicum, Final Clinical Appraisal, Pass/Fail. Students must achieve the grade 'Pass' on their final clinical appraisal and complete the required number of "Employer competencies" to pass this unit.

HPC1000 Introduction to Human Nutrition and Food

Locations: Footscray Park, City Flinders.

Prerequisites: RBM 1820 - Nutrition, Society and Communication HPC 1001 - Food Components RBM 1820 and HPC 1001 applicable for HBNT students ONLY.

Description: Students will be introduced to foods and food groups, the nutrients they provide, and the Australian dietary recommendations for adult human health. This will include gaining an understanding of the sources, role and function of the macronutrients (protein, fat and carbohydrate), key micronutrients, fibre and fluid, as well as the digestion, absorption and metabolism of the macronutrients. Students will be introduced to the concepts of energy balance and the role of diet in maintaining this balance.

Credit Points: 12

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

1. Demonstrate an awareness of the evidence based Australian dietary and nutritional recommendations for adults;
2. Describe the sources, role and function of the macronutrients (protein, fat and carbohydrate), key micronutrients, fibre and fluid, as well as the digestion, absorption and metabolism of the macronutrients;
3. Describe the concept of energy balance and the role of diet in maintaining this balance;
4. Apply appropriate academic communication skills relevant to human nutrition and food.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Whitney, E.N., Rady Rolfes, S., Crowe, T., Cameron-Smith, D., & Walsh, A. (2017) 3rd ed. (Australian and New Zealand edition) Understanding Nutrition Cengage Learning, South Melbourne, Victoria

Assessment: Test, Two (2) Quizzes (30 minutes each), 30%. Case Study, Case Study (500 words), 30%. Presentation, Group Presentation (15 minutes), 40%.

HPC1001 Food Components

Locations: Footscray Nicholson.

Prerequisites: RBM 1820 - Nutrition, Society and Communication RCS 1601 - Chemistry 1A

Description: This unit will provide students with an introduction to the main food constituents: proteins, carbohydrates and lipids. This will include exploring the structure and functions of these in relation to the functional and nutritional properties of food. The structure role and function of water in food will also be discussed including the relationship between water activity and moisture in food systems. We will also be learning about vitamins and minerals, their importance in foods and their relationships to food properties. Food systems, with a particular focus on food processing will also be investigated in relation to macronutrients, vitamins, minerals and water.

Credit Points: 12

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

1. Articulate the importance of the main food components in food systems;
2. Describe and assess the structural and functional features of food macromolecules;
3. Advise of the food components responsible for functional and nutritional properties of food systems; and
4. Recognise and evaluate the effects of processing on key chemical features of food macromolecules and their sensitivity towards environmental variables.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Links to relevant documents and resources will be available for students via VU Collaborate.

Assessment: Test, Three Quizzes (30 minutes each), 30%. Presentation, Group Presentation (15 minutes), 35%. Case Study, Case Study (1000 words), 35%.

HRE1000 Evidence and Research

Locations: Footscray Park, City Flinders, St Albans.

Prerequisites: Nil.

Description: This unit aims to demystify research and to build in students the confidence needed to use evidence with purpose. The unit will help students to understand what research is, to find relevant research products, and to consume and evaluate those products. Students will build foundational knowledge regarding discipline-based and professional contexts (as they relate to distinct course cohorts) in which research is produced and used (e.g. the evidence based practice paradigm as it applies to the health professions). Students will also build skills related to the sourcing, summary, and citing of literature. Students will be supported as they start to apply their knowledge and skills in order to communicate evidence to their peers. In doing so, the unit will enhance students' capacity and confidence to successfully use evidence in their academic and professional work.

Credit Points: 12

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

1. Illustrate a developing understanding of research contexts, purposes and processes;
2. Source a range of research literature relevant to a topic;
3. Interpret, summarise, cite, and critically evaluate evidence drawn from relevant literature; and,
4. Communicate evidence in a variety of formats.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Exercise, Mind-map representation of research context., 10%. Test, Series of 3 quizzes evaluating key research concepts and referencing format., 30%. Report, Literature review consisting of two parts: i) collation and synthesis, and; ii) evaluation and presentation., 60%.

LCR1001 Introduction to Criminology

Locations: City Queen.

Prerequisites: Nil

Description: The unit introduces students to an array of explanations for crime that form the basis of criminological theory, placing these in their historical and political context. The unit explores: the changing nature of what we understand as crime; traditional and mainstream explanations for why people commit crime; the emergence of academic challenges to mainstream explanations of criminality; victims and victimology; inequality and social difference; and crime and the media. In addition, the unit explores the way in which information and statistics on crime are collected. Students will be encouraged to understand the connection between criminological approaches and practical responses to crime.

Credit Points: 12

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

1. Describe key criminological approaches and their historical and political roots;
2. Differentiate between conservative, mainstream and radical theories in criminology and relate them to the way in which changing social, political and economic contexts affects the way certain crimes are defined;
3. Collaborate in small groups to communicate and interpret criminological knowledge in written and oral formats;
4. Demonstrate effective library-based research skills to develop a sound understanding of the criminological literature;
5. Apply effective academic writing skills in critical analysis of a key criminological issue.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Rob White and Santina Perrone (2016) 2nd Crime, Criminality and Criminal Justice, OUP Aust This textbook is shared with LCR1002 Policing and Offending. Further required and recommended readings will be made available online via the unit's VU Collaborate site.

Assessment: Test, MC Quiz (2), 20%. Essay, An individual written 1,500 word essay., 40%. Presentation, A group presentation on a selected topic, 40%.

LCR1002 Policing and Offending

Locations: City Queen.

Prerequisites: Nil.

Description: This unit introduces students to the history, sociology, and politics of policing and corrections. The unit examines the administration of justice from the reporting and detection of crime through to the correctional regimes of offenders. It highlights important debates around issues of accountability, and traces the historical shape of policing and corrections that have led to the features and characteristics of contemporary institutions and practices. In addition to exploring the domain of policy, we focus on a number of key challenges and issues that confront police and corrections officers in their day to day working lives. The unit is underpinned by an interest in questions around balancing the power of the state, identifying the rights and protections afforded citizens through the 'rule of law' and democratic safeguards, and exploring the powers that are exercised in the processes of investigating crime and sanctioning individuals.

Credit Points: 12

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

1. Identify and describe the evolution of policing and corrections and explain the sometimes complex demands on policing in the field and at a policy level
2. Demonstrate knowledge of the aims and purposes of sentencing and correctional practices
3. Explain the concept of accountability and explain how it plays out in the organisational and operational domain of policing
4. Analyse and discuss the effect of politics on policing offenders and society
5. Present ideas clearly and logically, in verbal and written forms, to peers and non-expert audiences
6. Work collaboratively with peers to write and present on key issues.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Rob White and Santina Perrone (2016) 2nd Crime, Criminality and Criminal Justice OUP Aust. This textbook is shared with LCR1001 Introduction to Criminology. Recommended readings will be made available via the unit's VU Collaborate site.

Assessment: Essay, Students to prepare an essay plan (400 words), 20%. Essay, An individual 1,500 word based on the essay plan, 40%. Presentation, A group presentation in week 4 on a selected topic, 40%. A textbook and weekly recommended reading will underpin the unit.

LLW1001 Criminal Law

Locations: City Queen.

Prerequisites: BLB 1101 - Australian Legal System in Context BLB 1114 - Legal Research Methods

Description: This unit together with Criminal Investigation Procedure and Sentencing satisfies the prescribed area of knowledge for Criminal Law and Procedure as set out in Schedule 1 Legal Profession Uniform Admission Rules 2015. Criminal Law is a core law subject for the LLB degree. It covers substantive criminal law. Substantive criminal law refers to the law that creates criminal offences. Offences can generally

be categorised into offences against the person (homicide offences, assault, sexual offences), property offences (burglary, theft, obtaining financial advantage or property by deception), inchoate offences (conspiracy, incitement or attempt in relation to an existing offence) and complicity (the extent to which a person can be held liable for the actions of another person). Of course, an understanding of criminal liability also requires an understanding of defences.

Credit Points: 12

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

1. Critically review the general principles of criminal liability derived both from common law and statute, in particular, the Crimes Act 1958 (Vic), in problem solving and decision making; 2. Critically review the central elements of traditional crimes, the case law affecting their operation and how they apply to hypothetical problems. 3. Adapt and apply the doctrine of precedent and the rules of statutory interpretation to contemporary hypothetical criminal law problems using inductive and deductive thought processes; 4. Justify the solutions to problems using case and statute law as authority with creativity and intellectual independence.

Class Contact: Class 1.0 hr Workshop 3.0 hrs Contact time 3.6 hours: Weeks 1-3: 3 x 3hr workshops and 1 x 1hr workshop Week 4: 2 x 3hr workshops

Required Reading: Required Texts/ Legislation Anderson John, 2016 2nd edition Criminal Law Guidebook Oxford Press Nash G 2016-17 Annotated Criminal Legislation Victoria LexisNexis

Assessment: Test, Quiz 1, 10%. Test, Quiz 2, 10%. Assignment, Group Assignment, 30%. Examination, Final Examination, 50%.

LLW1002 Criminal Investigation, Procedure and Sentencing

Locations: Online, City Queen.

Prerequisites: BLB 1101 - Australian Legal System in Context BLB 1114 - Legal Research Methods LLW1001 - Criminal Law

Description: This unit together with Criminal Law satisfies the prescribed area of knowledge for Criminal Law and Procedure as set out in Schedule 1 Legal Profession Uniform Admission Rules 2015. Criminal procedure refers to the law and practices of investigating and enforcing criminal law. Sentencing covers the sanctions imposed on offenders in enforcement. It covers: courts exercising criminal jurisdiction; classification of offences; search, seizure and forensic processes; police questioning; arrest; commencing criminal proceedings; bail; committal hearings; pleadings and plea negotiations; and, the criminal trial including the functions of judges and juries, prosecutors and defence lawyers. It also covers the legal framework for sentencing including: the sources of law; the principles of parsimony, proportionality, parity and totality; sentencing hearings; public and victim input; and, control of sentencing discretions. They are considered in the context of philosophical concepts and public policies balancing the community's interest in the prevention of crime and protecting the liberties of the individual and in competing concepts of justice and the role of the legislative, executive, judicial branches of government.

Credit Points: 12

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

1. Critically review the general principles relating to criminal procedure and sentencing in problem solving and decision making; 2. Adapt and apply doctrines of precedent and rules of statutory interpretation to contemporary problems in criminal investigation and sentencing using inductive and deductive thought processes; 3. Justify the resolution of problems using case and statute law as authorities with creativity and intellectual independence. 4. Critically evaluate theories and policies relating to criminal procedure and sentencing in the context of liberal concepts of the state and the individual and varying concepts of justice.

Class Contact: Class 1.0 hr Workshop 3.0 hrs Contact time 3.6 hours: Weeks 1-3: 3 x

3hr workshops and 1 x 1hr workshop Week 4: 2 x 3hr workshops

Required Reading: Coms, Christopher, 2014 eBook Criminal Investigation and Procedure in Victoria (<http://library.vu.edu.au/record=b4123072>)

Sydney: Thomson Reuters (Professional) Australia Pty Ltd 1958 Crimes Act (Vic) 1991 Sentencing Act (Vic) 2009 Criminal Procedure Act (Vic)

Assessment: Test, Online test, 10%. Assignment, Presentation (20%) and Supporting Document (10%), 30%. Examination, Final examination, 60%.

LLW1003 Legal Writing and Drafting

Locations: Footscray Park, City Queen, City Flinders.

Prerequisites: BLB 1114 - Legal Research Methods Plus 2 Level 1 Law units.

Description: This unit of study focuses on developing skills in good legal writing and drafting. It includes principles of plain English, effective written communication and drafting legal documents, including court documents and how to apply them in practice. The unit will cover the function and operation of a document, stages in preparing a document and structuring a document. Students will also learn about style, appearance, content and presentation of documents. The unit will further address legal rules of construction that apply to documents such as agreements, the use of precedents and rules of evidence and procedure that apply to court documents.

Credit Points: 12

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

1. Scrutinise complex legal problems; conduct research and draft legal documents in plain English language; 2. Interpret and apply different types of legal writing and drafting techniques and conventions; 3. Locate, analyse, adapt and use relevant legal precedents for effective legal drafting; 4. Employ analytical, cognitive, and written communication skills in producing context-specific legal documents, in contemporary Australian legal contexts; and 5. Utilise a variety of approaches to interpreting legal documents ("statutory interpretation") and understand how such approaches may inform the process of drafting legal documents in appropriate contexts.

Class Contact: Class 1.0 hr Workshop 3.0 hrs Contact time 3.6 hours: Weeks 1-3: 3 x 3hr workshops and 1 x 1hr workshop Week 4: 2 x 3hr workshops

Required Reading: 2018 Legal, Writing & Drafting Guide: A custom publication for Victoria University Sydney: LexisNexis Butterworths

Assessment: Assignment, Drafting a letter of advice to a client, 30%. Assignment, Drafting a settlement agreement or affidavit, 40%. Assignment, Drafting an affidavit or pleading, 30%.

LLW1004 Legal Interpretation

Locations: City Queen.

Prerequisites: BLB 1114 - Legal Research Methods

Description: The ability to interpret legislation is an essential skill in understanding law. This course will provide an advanced study of the rules and principles governing statutory interpretation and will consider how statutes have been read and are being read by the Australian courts as well as courts abroad. This inquiry will be grounded in a deeper examination of the jurisprudence that underpins various approaches to statutory interpretation, and will consider theories such as: natural law theory; legal positivism; Dworkin's law as integrity, legal realism; theories of justice as well as critical legal approaches. This unit will enable students to interpret statutes and to engage critically with the main arguments and legal theories that characterise modern interpretive practice.

Credit Points: 12

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

1. Explain and distinguish the principles of statutory interpretation. 2. Apply interpretative criteria and the techniques of the common law. 3. Critically review the theoretical concepts underlying the approaches to statutory interpretation. 4. Deconstruct and present the basic concepts that underpin the interpretation of the law

Class Contact:Class 1.0 hrWorkshop 3.0 hrsContact time 3.6 hours: Weeks 1-3: 3 x 3hr workshops and 1 x 1hr workshop Week 4: 2 x 3hr workshops

Required Reading:Raymond Wacks 4th ed, 2014 Understanding Jurisprudence Oxford University Press Michelle Sanson 2nd ed, 2016 Statutory Interpretation Oxford University Press Dennis Pearce and Robert Geddes 8th ed, 2014 Statutory Interpretation in Australia LexisNexis Butterworths All students will need to have access to: Acts Interpretation Act 1901 (Cth). Interpretation of Legislation Act 1984 (Vic).

Assessment:Test, Online Quiz x 2, 20%. Case Study, Case Study (small group), 50%. Presentation, In class presentation, 30%.

NBC1101 Maths for Builders

Locations:Footscray Park.

Prerequisites:Nil.

Description:Quantitative knowledge and skills are fundamental to many disciplines and many professions. This unit aims to provide building students with opportunities to acquire essential knowledge and skills in fundamental quantitative areas including basic algebra, functions and trigonometry. The unit introduces those aspects of algebra, functions and trigonometry that are considered fundamental in building profession and that are required in subsequent technical units. Students who attain a solid understanding of these fundamentals will be able to make a confident transition to the study of other technical areas in the building discipline.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Evaluate and adapt a variety of trigonometric, geometric and financial equations, rules and ratio to building, construction, surveying and design problems and applications;
2. Apply and compute graphical and algebraic techniques in determining the rates of change associated with loads, moments, kinematics and other building and construction related areas;
3. Formulate mathematical description of a problem arising in building, construction, surveying and design;
4. Contextualise mathematics in a variety of building, construction, surveying and design problems and applications.

Class Contact:Workshop 3.0 hrsContact time 3.3 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:Students will be provided with class notes and additional resources online, in line with the topics.

Assessment:Test, Four (4) Post-Class Quizzes, 15%. Test, Three (3) In-Class Quizzes/Tests, 35%. Assignment, Three (3) PBL Activities, 30%. Project, Project (Plan, Report and Presentation), 20%.

NBC1103 Basic Structural Mechanics

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit introduces students to the fundamental concepts and principles applied by building professionals in the construction of buildings of all sorts of sizes and purposes. Newtonian Mechanics is adopted to understand what happens to a body when force(s) is/are applied to it. In this unit students will be supported in developing the fundamental skills and understandings needed for core units in the program, such as Building and Construction Structures, Structural Principles in

Construction, Building and Construction Studies, and associated with their role as future Building professionals.

Credit Points: 12

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

1. Formulate area and volume calculations to produce a bill of quantities;
2. Examine what happens to a body when forces are applied to it;
3. Interpret the effect of live, dead and distributed loads on buildings;
4. Articulate the properties of common building materials such as timber, steel and concrete; and
5. Elaborate the physics behind simple structural members such as columns, beams and truss ties and rods.

Class Contact:Workshop 3.0 hrs

Required Reading:Students will be provided with class notes and additional resources online, in line with the topics. The textbooks listed below are recommended texts only. Whatt and Hough (2013) 5th ed Principles of Structure CRC Press Gupta (2010) 2nd ed Principles of Structural Design CRC Press

Assessment:Test, In-semester Tests, 30%. Assignment, In-semester Assignments, 40%. Presentation, Oral Presentation, 30%.

NBC1104 Structural Principles in Construction

Locations:Footscray Park.

Prerequisites:NBC1101 - Maths for BuildersNBC1103 - Basic Structural Mechanics

Description:This unit explores and applies structural principles relevant to the erection or demolition of low and medium rise residential structures using conventional methods. The design and construction of medium rise buildings require the input of a range of skilled professionals, including architects and engineers. The building and construction professional plays a significant role within this project team and advocates effective communication with building design professionals, and develops sound and safe practices in relation to structural procedures on site.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Apply structural principles when planning the erection or demolition of a structure;
2. Analyse and plan for the structural integrity of Class 1 and Class 10 buildings;
3. Develop the planning, coordination and management procedures for the laying of footings and floor system, building of structural and non-structural wall systems, the building of roof system and the external wall cladding of structure;
4. Exemplify effective communication with a range of skilled professionals, including architects and engineers; and
5. Develop sound and safe practices in relation to structural procedures on site.

Class Contact:Workshop 3.0 hrsContact time 3.3 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:The textbooks listed below are recommended texts only. Barry., R. (2014) 3rd ed. Barry's advanced construction of buildings Wiley-Sons Wyatt., K. (2013) Principles of Structures Taylor & Francis Ltd Gupta (2014) 2nd ed. Principles of Structural Design CRC Press

Assessment:Test, In-Class Test 1 (30 minutes), 10%. Test, In-Class Test 2 (45 minutes), 15%. Assignment, One (1) Team Case Study report submitted in two parts. Part 1 30% (1000 words) Part 2 35% (1550 words), 65%. Presentation, Oral Presentation, 10%.

NBC1111 Fundamentals of Building Construction

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit introduces students to common construction systems, construction materials, construction methodologies applied to simple building.

Materials topics include selection of suitable materials for differing situations encountered in construction and OH and S and sustainability issues in regards to materials. Construction topics include: site operations, sub-structure, super-structure and enclosure methodologies for simple residential buildings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Synthesise and communicate resolutions to construction problems by means of sketches and drawings; 2. Propose and evaluate alternative construction systems and materials in a range of situations; 3. Assess OH and S and sustainability related issues for various construction materials; 4. Collaborate with others with responsibility and accountability for own learning in planning, problem solving and decision making in professional practice.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Students will be provided with class notes and additional resources online, in line with the topics. The textbooks listed below are recommended texts only. Barry R., (2014) Barry's advanced construction of buildings Wiley & Sons Inc Wyatt K., (2013) Principles of Structures Taylor & Francis Ltd. Wilkie. G., (2003) Building Your Own Home New Holland

Assessment: Assignment, Video, 10%. Test, Class tests, 30%. Assignment, One Team Project report and oral presentation (500 words), 20%. Assignment, Project review and presentation, 40%.

NBC1112 Building Science

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the procedures, principles and methods of construction with particular focus on typical residential buildings. The unit forms the foundation for NBC2004 Building and Construction Studies unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the types and functions of domestic buildings, and regulations that apply to them; 2. Develop the procurement of minor works and dwellings, the roles and the activities of building clients, designers and contractors, with descriptions of the design and construction processes; 3. Distinguish between the functions, materials, configuration(s) and details of the major components in domestic buildings; 4. Explain the protocols and the aims, objectives and points to be observed when undertaking inspections of domestic buildings; and 5. Discuss the importance of temporary works, particularly scaffolding, formwork and falsework, the regulations governing their use, their design principles and the operational requirements that govern their use.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: The textbooks listed below are recommended texts only. Barry, R. (2014) 3rd ed. Barry's advanced construction of buildings Wiley-Sons Wyatt, K. & Hough, R. (2013) 5th ed. Principles of Structures Taylor & Francis Mehta, Scarborough, Armpriest (2017) 3rd ed. Building Construction: Principles, Materials and Systems Prentice Hall

Assessment: Test, Two (2) Class Tests (Test 1 10% 1 hour) Test 2 15% 1.5 hours), 25%. Report, Team Report in response to Client Brief. Part 1 (Teams of 3 - 4 with individual contributions approx. 500 words), 30%. Report, Team Report in response to Client Brief. Part 2 (Teams of 3 - 4 with individual contributions approx. 600 words), 35%. Presentation, Mock Professional Presentation on inspection processes., 10%.

NBC1113 Measurement and Estimating

Locations: Footscray Park.

Prerequisites: NBC1101 - Maths for Builders

Description: In this unit students are introduced to the techniques required to measure, quantify and cost construction work. Students will read and interpret plans and specifications applicable to medium rise residential and commercial projects in order to inform estimation, planning and supervisory activities. The estimated costs associated with the acquisition of materials and labour on building and construction sites will be established, together with the application of relevant overhead costs and margins. Monitoring techniques for building or construction costing systems will be introduced. The unit forms the foundation for NBC2006 Professional Estimating unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate the roles of quantity surveyors/cost engineers in the construction industry; 2. Interpret and apply the principles and logic of the Australian Standard Method of Measurement (ASMM) to inform estimation; 3. Apply cost planning principles to a wide range of medium rise residential and commercial projects; 4. Prepare a simple Bill of Quantities (BoQ); 5. Develop builder's estimates for projects in various contexts; and 6. Apply bidding and tendering principles to medium rise residential and commercial projects.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: There are no required texts for this unit.

Assessment: Test, Two (2) in-class tests - (1/2 hour for 10% each), 20%.

Assignment, Individual Projects (approximately 500 words), 30%. Report, Report (Groups of 4, approximately 1,000 words per individual), 40%. Presentation, Group Professional Pitch (approximately 15 minutes per group), 10%.

NBD1100 Built Environment Communication and Skills

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to fundamental communication concepts applied by professionals in the built environment. The unit explores writing and presentation, academic referencing and library skills, oral and written communication, negotiation, teamwork, conflict resolution, effective plan and specification reading and analysis, cultural diversity and indigenous and ethical issues. Students will develop a critical understanding of the agency of drawing and modelling, which will enable alternate ways of conceiving, communicating and evaluating design ideas. The topics are discussed in a context relevant to built environment professionals through practical exercises. The course introduces awareness of cultural diversity and its management in a multicultural work force. In this unit students will be supported in developing the fundamental skills and understandings needed for core and professional units in the program, such as Building Design Communication, Built Environment 1 and 2, Environmentally Sustainable Design 1 and 2, Building Contract Documentation and Administration, Urban Design and Development and Building Design Project 1 and 2, and associated with their role as future Building Design professionals.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Communicate effectively with others orally and in writing on a range of built environment-related topics using appropriate language; 2. Work individually and with others, as both a team member and leader in both formal and informal teams, to complete tasks; 3. Produce high quality physical models to communicate effectively with other built environment professionals 4. Communicate effectively

with other built environment professionals through professional hand drawings and sketches 5. Recognise the professional responsibilities of built environment professionals as well as ethical and sustainability issues in built environment practice.

Class Contact:Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:VU, College of Arts, (2013) 10th ed. Handbook of Communication Skills for First Year Students in the College of Engineering and Science. Victoria University. VU, School of Engineering and Science, (2009) 2nd ed. PBL in Engineering Melbourne: Victoria University In addition, a very comprehensive set of course notes will be available for most topics. These course notes will contain further references and reading material.

Assessment:Essay, One (1) Reflection Essay (500 words), 30%. Portfolio, Poster, Sketch and Physical model, 20%. Presentation, One (1) Team Oral Presentation (fifteen (15) minutes), 10%. Project, One (1) Team Project Report (1500 words), Sketch and Physical model, 40%.

NBD1101 Building Design Documentation

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit is based on a series of problems designed to introduce students to the architectural design process and detailing. The problems will therefore emphasise OHS regulations, organisational policies and procedures (including quality assurance requirements), interpretation of the project brief, interpretation commonly used in industry documentation, effective plan and specification reading and analysis and generating and evaluating alternatives against a range of technical criteria. The unit introduces students to professional drawing practice and using computer-aided design software as relevant to built environment professionals (AutoCAD and Revit). The unit also explores fundamental mathematics as applicable in the built environment and interpretation commonly used in industry documentation.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Comply with occupational health and safety (OHS) regulations applicable to workplace operations; 2. Apply organisational policies and procedures, including quality assurance requirements where applicable; 3. Select and apply appropriate techniques for the documentation and communication of finalised design; 4. Produce two and three-dimensional drawings for residential and commercial building projects; 5. Interpret and report on commonly used built environment project documentation; and 6. Complete working drawings to industry best practice and as determined by the project brief.

Class Contact:Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading:VU, School of Engineering and Science, (2009) 2nd edn PBL in Engineering Manual Melbourne: Victoria University In addition, a very comprehensive set of course notes will be available for most topics. These course notes will contain further references and reading material.

Assessment:Test, One (1) Individual test (1000 words equivalent), 30%. Portfolio, One (1) Individual portfolio (500 words equivalent), 20%. Project, Teamwork including technical reports (1500 words equivalent), 40%. Presentation, Team Oral Presentation (5 minutes per student), 10%.

NEF1102 Engineering Physics 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study aims to provide a basic understanding of numbers and

measurements, motion, vectors, Newton's laws, energy, power and wave behaviour. The unit begins with a general introduction to measurements and their uncertainties. The equations for one-dimensional motion are then developed and extended to two-dimensional motion. The concept of a force is introduced leading to Newton's laws including frictional forces. Energy and momentum are then introduced leading to the laws of conservation of energy and momentum. The study of motion extends to simple harmonic motion and waves a study of the wave properties of sound and light. Students work in groups where they can apply their knowledge of the basic principles to the solution of physics and basic engineering problems. The unit is run in PBL mode using the VU blended learning model. Principles underlying each of the nine main topics are presented via pre-class instructional videos that include on-line questions to determine students' understanding. This is followed by a face-to-face session where areas that students have found difficult are addressed by the instructor. The students are then presented with a group-based problem to solve based on the topic of the day. The students access library and laboratory facilities, as well as access to the instructor for further guidance if necessary in order to solve the problem. The students then present their solution to the problem to the class and instructor which is assessed.

Credit Points: 12

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

1. Apply a structured approach to solving problems in: (i) the use of kinematics to calculate motion; and (ii) the use Newton's laws to calculate forces and acceleration;
2. Apply the rules of conservation of energy and momentum to engineering-related problems;
3. Apply the principles of SHM and waves to engineering-related problems;
4. Apply the wave nature of sound and light in engineering-related problems;
5. Effectively collaborate in teams/groups where students demonstrate responsibility for their own contributions and accountability in achieving the group's outcomes.

Class Contact:Tutorial 4.0 hrs This unit has 4 face-to-face hours consisting of 1x2 hours in the morning and 2x1 hours in the afternoon. As the teaching mode is blended, some of the afternoon hours may be spent in the physics laboratory.

Required Reading:All reading resources will be provided by the Lecturer.

Assessment:Portfolio, PBL Work, 20%. Presentation, Oral Presentation, 30%. Test, Online Tests, 50%.

NEF1103 Engineering and the Community

Locations:Footscray Park.

Prerequisites:Nil.

Description:In this unit, students will explore the role and importance of engineering in society, at both the national and international level. This will include identifying issues facing engineers such as sustainability; existing trends and practices; and innovations to meet future challenges. Students will examine the development of Engineering as a profession and look at the varying disciplines within the profession. This will enable students to establish their own learning and career goals and develop strategies to achieve those goals. Students will also examine the activities that constitute the engineering method, a problem-solving process, and apply the method to an identified problem. Case studies will be presented to students introducing them to descriptions of real situations that provide a context for engineers to explore decision-making in the face of socio-technical issues, such as environmental, political, and ethical issues. Students will work on a number of deliverables that will require them to work both individually and collaboratively, and communicate their work and findings in oral and written forms.

Credit Points: 12

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

1. Articulate using appropriate language a range of key roles and features of engineering in the local and global communities as applied in practice; 2. Develop their own learning and career goals, and use self-management skills to plan and manage their work; 3. Work collaboratively to investigate/review the professional responsibilities of engineers in the community; 4. Work individually and as a team member to apply the engineering problem-solving method and its associated steps to an identified problem; 5. Discuss strategies for sustainable and ethical practices in developing solutions to engineering problems.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Dowling, D, Carew, A, Hadgraft, R., (2013) 2nd ed. Engineering Your Future: an Australasian Guide John Wiley and Sons Australia, Milton, Queensland

Assessment: Assignment, Individual video responding to 3 posed questions, 2-3 min (400-500 words equivalence), 15%. Report, Team EWB PROJECT: Part A Draft technical team report on proposed solution (400-500 words), 25%. Report, Team EWB PROJECT: Part B Final technical Report (500-1000 words total), 30%. Presentation, Presentation - each group proposes 2 solutions and defends their solutions of defined criteria, audience judge better solution (800-1000 words), 30%. For any team assessment, a percentage of student's mark is based on their contribution to the overall task.

NEF1104 Problem Solving for Engineers

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is based on a series of problems designed to both introduce students to systematic problem solving methods and to build on and apply knowledge introduced in other first year semester 1 units. The problems will focus on a range of issues related to engineering practice and sustainability. Students will be required to undertake data analysis and manipulation using various computing tools, including spreadsheet software and fundamental programming techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply fundamental knowledge of mathematics and science to solving engineering problems; 2. Plan and adapt systematic approaches to solving engineering problems; 3. Undertake data analysis and manipulation using various computing tools, including spreadsheet software and fundamental programming techniques in solving problems; 4. Identify, propose and initiate solutions to broad sustainability issues related to engineering problems; 5. Work individually and collaboratively, as both a team member and leader, to complete tasks and evaluate own and others' performance; and 6. Exemplify safe laboratory practices and an ability to identify potential safety hazards.

Class Contact: Class 2.0 hrs Workshop 2.0 hrs Contact time 55 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr classes Week 4: 2 x 3hr workshops followed by 2 x 2hr classes

Required Reading: No recommended texts for this unit

Assessment: Presentation, Team Oral Presentation (15 Minutes/team), 10%. Report, Two (2) Team Project Reports (1500 words each), 40%. Test, One (1) Class Test on computer programming, 30%. Test, Two (2) class tests on problem solving, 20%. For any team assessment, a percentage of student's mark is based on observations of their contribution to the overall task, as such; attendance is mandatory in the workshops.

NEF1201 Engineering Mathematics 2

Locations: Footscray Park.

Prerequisites: NEM1001 - Algebra and Calculus

Description: This unit of study aims to provide a basic understanding of matrix methods, first order differential equations, complex numbers and infinite series and their application to engineering problems. Students are encouraged to work in groups in tutorial classes where they can apply their lecture material to the solution of mathematical exercises and basic engineering problems. Calculus topics include partial derivatives, first order linear differential equations (DE's), separable DE's, integrating factor, first and second order linear DE's in engineering applications. Simple, double and complex roots of auxiliary equations will also be covered.

Credit Points: 12

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

1. Perform further differentiation and integration; 2. Apply first and second order differential equations and partial differentiation to engineering related problems; 3. Use matrices to solve simultaneous equations; 4. Test series for convergence and use MacLaurin method to generate power series; 5. Apply statistical techniques to engineering related problems.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 49 hours: Weeks 1-3: 3 x 3hr workshops followed by 2 x 2hr pc labs Week 4: 2 x 3hr workshops followed by 2 x 2hr pc labs

Required Reading: Learning material will be provided by Lecturers and Tutors.

Assessment: Test, Seven Post-Class Quizzes, 22.5%. Test, Three In-Class Quizzes/Tests, 27.5%. Assignment, PBL Activity, 20%. Examination, End-of-Block Examination (90-120 minutes), 30%.

NEF1202 Engineering Physics 2

Locations: Werribee, Footscray Park.

Prerequisites: NEF1102 - Engineering Physics 1

Description: This unit continues with the concept of forces studied in Engineering Physics 1, beginning with a consolidation of the student's knowledge of the gravitational force and the idea of 'action at a distance'. These principles are then applied to Electrostatic Forces and the Magnetic Force produced by moving charges as well as electromagnetic induction. The unit extends the topic of energy from Engineering Physics 1 with the topic of thermodynamics including temperature, thermal expansion, heat capacity, specific and latent heat, ideal gases, work and heat in the thermal process, first law of thermodynamics and an introduction to heat engines.

Credit Points: 12

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

1. Apply principles of electric and magnetic fields to engineering-related problems; 2. Calculate the forces acting on charged particles in electric and magnetic fields; 3. Apply principles of heat and temperature to engineering-related problems; 4. Effectively collaborate in teams/groups where students demonstrate responsibility for their own contributions and accountability in achieving the group's outcomes.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 55 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr physics labs Week 4: 2 x 3hr workshops followed by 2 x 2hr physics labs

Required Reading: All learning resources will be provided by the Lecturer.

Assessment: Portfolio, PBL Work, 15%. Laboratory Work, Laboratory Reports, 15%. Presentation, Oral Presentation, 25%. Test, Online Tests, 45%.

NEF1204 Introduction to Engineering Design

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is based on a series of problems designed to both introduce students to the design process and to apply knowledge introduced in other Year 1 units of study. The problems will therefore emphasise creative thinking in design, generating and evaluating alternatives against a range of technical, environmental, social and economic criteria, and making the final design decisions. The unit also incorporates a module on professional drawing practice including projections and views, dimensioning, different drawing types and using computer-aided design (CAD) software.

Credit Points: 12

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

1. Apply a systematic approach to engineering design;
2. Find, organise and evaluate information on a range of topics related to problems in engineering design;
3. Identify and evaluate technical, environmental, social and economic factors impacting on the solution of engineering design problems;
4. Use computer-aided design (CAD) software to develop and present design solutions;
5. Communicate effectively with others orally, in writing and by means of engineering drawings;
6. Communicate effectively in a socially and culturally responsible manner in a Team Project demonstrating responsibility for individual contributions and the Team's outcomes.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 5.5 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr pc labs Week 4: 2 x 3hr workshops followed by 2 x 2hr pc labs

Required Reading: There is no required text for this unit. Students will be referred to a number of sources in VU Collaborate.

Assessment: Test, Two (2) Short individual tests on design, 20%. Report, Teamwork including two (2) Technical Reports (3 students per team), 40%. Portfolio, Individual portfolio (additional 1000 words which excludes the copies of the reports which are part of the portfolio), 10%. Test, Two (2) CAD Skills Tests, 20%. Presentation, Group presentation related to one technical report (3 students per team, 10 minutes per presentation), 10%.

NEF1205 Engineering Fundamentals

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide a basic understanding in the two broad areas of electrical fundamentals and statics. The following topics are covered in two parts: Part A - Electrical Fundamentals: Part A begins with an introduction on Ohm's and Kirchhoff's laws. Series and parallel resistor circuits are analysed and their equivalent resistive circuits are developed. DC sources are studied. Part B examines the analysis of single and multiple loop circuits as well as voltage dividers. The Nodal Voltage method, the Principle of Superposition, Thevenin's Theorem, and equivalent circuits will be emphasised. Part A concludes with a discussion on AC circuits, household applications, diodes and voltage amplification in electrical networks. Part B - Statics: Part B introduces the concept of force, resultants and components, levers and moments. Free body diagrams, 2D and 3D statical equilibrium concepts are covered. Part B further explores the analysis of pin jointed trusses, statically determinate beams/shafts including loads, reactions and internal forces.

Credit Points: 12

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

1. Identify electrical components of DC and AC circuits;
2. Analyse DC circuits using appropriate principles and theorems;
3. Investigate applications of electrical components and circuits;
4. Evaluate force vectors, two and three-dimensional statical equilibrium, and concepts of force resultants and moments;
5. Analyse pin

jointed trusses for reaction and internal forces;

6. Work individually and in collaboration with team members to solve problems and undertake basic Engineering analysis.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 4.7 hours: Weeks 1-3: 3 x 3hr workshops followed by 2 x 1hr workshop on days 1 and 2, and a 2hr physics lab on day 3 Week 4: 2 x 3hr workshops followed by 2 x 1hr workshop on days 1 and 2

Required Reading: Recommended Text: For Part B refer to R.C. Hibbeler (2014), Statics Mechanics of Materials, 4th ed. in SI units Pearson/Prentice Hall, Singapore.

Assessment: Laboratory Work, Laboratory Reports, 20%. Assignment, Peer Feedback, 5%. Assignment, In-Class Problem Solving Activities, 30%. Test, Two (2) Final Tests, 45%.

NEM1001 Algebra and Calculus

Locations: Footscray Park.

Prerequisites: Nil.

Description: Introduction to the use of modern computer algebra system calculators to solve mathematical problems. Manipulate and solve various algebraic expressions. Sketch various polynomials and other functions. Extension of the number system to include complex numbers: their definition and basic operations using rectangular and polar. The binomial theorem will be used in the expansion of algebraic forms. Introduction to calculus: using rules for differentiation, and the solution of equations. Concepts of integration: the relationship between integration and differentiation, area between curves. Integration methods: integration by substitution, integration by parts. Numerical integration: trapezoidal and Simpson's rule. First order differential equations: separation of variables method and application to growth/decay problems and Newton's law of cooling. This subject continues the stream that will allow students to satisfy mathematics teacher registration.

Credit Points: 12

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

1. Solve and graph a variety of mathematical functions;
2. Perform simple complex number calculations;
3. Perform basic differentiation and integration;
4. Apply basic calculus to engineering and science related problems.

Class Contact: Class 2.0 hrs Workshop 3.0 hrs Contact time 4.9 hours: Weeks 1-3: 3 x 3hr workshops and 2 x 2hr pc lab Week 4: 2 x 3hr workshops and 2 x 2hr pc lab

Required Reading: Learning material will be provided by Lecturers and Tutors.

Assessment: Test, Five Post-Class Quizzes, 17.5%. Test, Three In-Class Quizzes, 42.5%. Assignment, PBL Activity, 20%. Project, Project (Plan, Report and Presentation), 20%.

NEM1002 Statistics for Decision Making

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will introduce students to data analysis and statistical techniques used in the workplace and community to help make sense of the vast amounts of data collected in all fields. It will include displaying and describing data, sampling and population distributions, probability and combinatorics and inferential statistics and their use to make decisions. This is an introductory unit in a mathematics major or minor unit set. It has been designed to be particularly useful for pre-service teachers, and students studying science.

Credit Points: 12

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

1. Articulate data collection methods, types of variables, types of data;
2. Present data using graphical and numerical methods;
3. Conduct elementary-level

exploratory data analysis, to gain in particular, basic knowledge from real life data using basic statistical tools; 4. Explain the concepts of probability and combinatorics and calculate probability for various continuous and discrete variables; 5. Make various statistical inferences using Estimation and Hypothesis Testing.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Learning material will be provided by Lecturers and Tutors.

Assessment: Test, Six Post-Class Quizzes, 15%. Test, Five In-Class Quizzes, 25%. Assignment, PBL Activity, 20%. Project, Project (Plan, Report and Presentation), 40%.

NIT1101 Web Development and CMS

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: This unit provides an introduction to coding web sites and the use of Content Management Systems (CMS) in the provision of web sites. Coding of sites involves Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS). CMS involves design, creation and management of web sites using specialist CMS tools. The unit is delivered using guided problem-solving. Lectures, workshops and laboratories will support the problem-based approach with the use of scaffolding. Contents include: HTML and CSS for coding web sites; use of a CMS to design, set up, deploy and maintain web sites.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop web sites using HTML coding; 2. Apply CSS to web sites for formatting and presentation of content; 3. Apply a CMS in the design, development and deployment of a web site; and 4. Apply Web design principles in the effective design of Web sites.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x 3hr workshops in a pc lab and 1 x 3hr pc lab on day 3 Week 4: 2 x 3hr workshops in a pc lab

Required Reading: Minnick, J. (2016) 8th Ed. Web Design with HTML & CSS3: Complete Cengage Learning

Assessment: Test, Test 1 (30 minutes), 10%. Laboratory Work, Assessable Lab 1 (1.5 hours), 30%. Laboratory Work, Assessable Lab 2 (1.5 hours), 30%. Test, Test 2 (1.5 hours), 30%.

NIT1102 Introduction to Programming

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: This unit introduces students to modern computer programming language, problem solving and algorithm development. Students will be exposed to multiple design strategies, including top-down design and recursive design with functions, object-based programming, and object-oriented design. Content includes: Data Types and Expressions, Control Statements, Strings and Text Files, Design with Functions, Design with Classes, Graphical User Interfaces, Simple Graphics and Image Processing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate skills in using a programming language; 2. Apply suitable design strategies to develop a solution; 3. Develop algorithms using basic programming language; and 4. Apply basic object-oriented software principles in problem solving.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x

3hr workshops in a pc lab and 1 x 3hr pc lab on day 3 Week 4: 2 x 3hr workshops in a pc lab

Required Reading: Kenneth A. Lambert (2018) 2nd ed. Fundamentals of Python: First Programs Cengage Learning

Assessment: Laboratory Work, Weekly Practical tasks, 30%. Test, Two (2) Tests (20% each), 40%. Test, Final Practical Test (2 hours), 30%.

NIT1103 Communication and Information Management

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: This unit aims to develop a set of skills associated with oral, written, technical and online communication. Students locate and assembling reliable sources of information for collation and presentation. Information is stored and managed electronically for effective storage and communication. Content includes an overview of the Internet, characteristics and functions of browsers, resources on the Internet, using search engines effectively, and application of IT technology to information gathering, storage and reporting. The unit also addresses formal and academic written communication.

Credit Points: 12

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

1. Conduct basic research and locate relevant Web-based and other resources; 2. Assess and evaluate resources and make judgements and decisions on their reliability and validity; 3. Access, collate and synthesise information from a variety of sources; 4. Plan and apply a variety of approaches to design and present researched information to given problem; and 5. Collaborate with others using effective interpersonal skills to design and develop online material, with responsibility for own output.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x 3hr workshops in a pc lab and 1 x 3hr pc lab on day 3 Week 4: 2 x 3hr workshops in a pc lab

Required Reading: Material provided (referred to) in unit.

Assessment: Test, Test 1 (40 minutes in-class Knowledge Test), 15%. Test, Test 2 (40 minutes in-class Knowledge Test), 15%. Laboratory Work, Assessable Laboratory (2 hours): Apply information or communication concepts, 20%. Presentation, Group Report and Presentation, 50%.

NIT1104 Computer Networks

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: The unit delivery consists of pre-class and post-class activities that students should allocate time to, apart from in-class activities. This unit provides an introduction to data communication fundamentals, network transmission technologies and network protocols. It introduces students to basic design and communicational issues related to local area networks, wide area networks and the Internet. Content includes: History and fundamentals of data communications and networks; standards; communication media types; data communications principles and protocols; network architectures and protocols, standard interfaces and transmission techniques; data integrity and security; Local Area Networks (LAN); data link control; IP Addressing and Subnetworking; Routing protocols like RIP; Switching technologies and Virtual LANs; Design and implementation of enterprise networks using industry standard equipment like CISCO routers and switches.

Credit Points: 12

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

1. Review modern business and personal applications of data communication

systems to demonstrate specialist computer networking skills and knowledge; 2. Apply various technologies to solving data communication and networking problems; 3. Design IP networks and subnetworks; 4. Design switching networks for a range of contemporary applications; 5. Implement moderately complex networks consistent with industry standards.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x 3hr workshops in a pc lab and 1 x 3hr pc lab on day 3 Week 4: 2 x 3hr workshops in a pc lab

Required Reading: There are no required textbooks for this unit. Students will be directed to a variety of resources. The following text is recommended only. Odum, W. (2016) CCNA Routing and Switching 200-125 Official Cert Guide Library CISCO Press, Cisco Press Indianapolis, Indiana 46240 USA.

Assessment: Test, Three (3) In-Class Tests (15% per test), 45%. Project, Technical Design Report (Phase 1 15%, Phase 2 15%, Phase 3 15% and Phase 4 10%), 55%.

NIT1201 Introduction to Database Systems

Locations: Footscray Park, VU Sydney.

Prerequisites: BC01102 - Information Systems for Business BC01102 only applies to students for BMAISM and BMISM.

Description: This unit introduces fundamental concepts and principles of database and explains its role and purpose in information system design and analysis. Students gain mastery of standard techniques to identify system requirements and design a simple database system. Content includes: systems concepts; role of the analyst; Systems Development Life Cycle (SDLC), process modelling, Entity-Relationship (ER) modelling; relational database design using ER and Extended ER modelling, SQL (Structured Query Language), normalisation; and database management systems (DBMS).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the benefits and functions of databases and their applications; 2. Design a database using key relational database model concepts; 3. Develop and apply entity relationships (ER) and extended entity relationships (EER) diagrams; 4. Implement a relational database with multiple tables using a relational DBMS; 5. Apply query languages and manage a database using SQL; and 6. Normalise relations in a relational database system.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x 3hr workshops in a pc lab and 1 x 3hr pc lab on day 3 Week 4: 2 x 3hr workshops in a pc lab

Required Reading: Elmasri, R. and Navathe, S. (2016) 7th ed. Global Edition Fundamentals of Database Systems Pearson Education

Assessment: Presentation, Presentation - group of three (3) (15 minutes), 10%. Assignment, Assignment - group of three (3), 30%. Test, Test 1 (1 hour), 20%. Test, Test 2 (1 hour), 20%. Laboratory Work, Practical Lab Test (2 hours), 20%.

NIT1202 Operating Systems

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: This unit introduces students to modern computer operating systems, their major components and roles. Students will be exposed to at least two popular operating systems including a mobile OS. Content includes: Operating System (OS) concepts, OS architectures; threads and processes; concurrency, daemons and services; memory management, devices and device drivers; file systems, security; basic scripting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of the basic OS architectures, functions and roles; 2. Cite the history and identify social impacts of different operating systems, including mobile OS; 3. Describe OS components for processes, devices, files and memory management; 4. Research and report information on operating system types; and 5. Understand the basis of Unix shell scripting.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x 3hr workshops in a pc lab and 1 x 3hr pc lab on day 3 Week 4: 2 x 3hr workshops in a pc lab

Required Reading: McIver-McHoes A. & Flynn, I. (2017) 8th ed. Understanding Operating Systems Cengage Learning

Assessment: Test, Test 1, 25%. Test, Test 2, 25%. Assignment, Two (2) Assignments (25% each), 50%.

NIT1203 Introduction to Project Management

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: This unit investigates aspects of professional practice and specific tasks that need to be undertaken in order to initiate and implement an IT project. Content includes many aspects of project management, definition of a project; characteristics of IT projects; project life cycle; project team; project management aspects; scope, time, cost, quality, human resource; communications, risk, procurement, and integration management; project planning and scheduling; Critical Path Method (CPM); project execution and monitoring; project closure; project management software.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Define key concepts of project management, particularly for Information Technology (IT) projects; 2. Prepare an adequate project plan, including all project requirements, constraints and risks; 3. Perform basic calculations including simple financial analyses in project management 4. Discuss various project execution activities, monitor and control project scope changes, risks, issues and the delivery of project team work activities; and 5. Apply appropriate project management principles to specific areas of a project.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x 3hr workshops in a pc lab and 1 x 3hr pc lab on day 3 Week 4: 2 x 3hr workshops in a pc lab

Required Reading: Schwalbe, K. (2015) 8th Ed. Information Technology Project Management Cengage Learning

Assessment: Test, Two online tests (30 minutes 10% each), 20%. Exercise, Short answer and calculation lab-based exercise (1 hour), 20%. Report, Project management report - progression submission with three submission dates (Group of 4) (2000 words), 50%. Presentation, Group presentation (Group of 4) (15 minutes in total), 10%.

NIT1204 Web Application and Server Management

Locations: Footscray Park, VU Sydney.

Prerequisites: NIT1101 - Web Development and CMS

Description: This unit instructs students in rapid development of web-based, interactive applications using an Integrated Development Environment (IDE). It then continues with addressing the set up and management of web servers that host such applications. Students practice key concepts in the design development and coding of web-based applications project through the unit. Content includes: application of an

IDE in web application design and development; use of controls in web page development; server-side scripting using object-oriented programming; web server set up, deployment and management using relevant technologies/tools.

Credit Points: 12

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

1. Apply an IDE to design and develop web applications for real-world clients; 2. Use relevant markup/controls in developing web pages; 3. Apply object-oriented programming in the design and development of web applications; and 4. Apply concepts related to server management in managing a server in a real-world situation.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 42 hours: Weeks 1-3: 3 x 3hr workshops in a pc lab and 1 x 3hr pc lab on day 3 Week 4: 2 x 3hr workshops in a pc lab

Required Reading: Joel Murach and Ray Harris (2017) 3rd ed. Murach's PHP and MySQL USA/Mike Murach & Associates, Inc.

Assessment: Test, Web development task (1 hour), 20%. Test, Web development task (1.5 hours), 30%. Laboratory Work, Five (5) Laboratory Tasks (10% each), 50%.

NSC1210 Skills for the Scientist

Locations: Footscray Park.

Prerequisites: Nil.

Description: Skills for the Scientist will develop a set of fundamental skills that are required to navigate through all stages of the scientific process. The unit will explore the history and philosophy of science, leading to an understanding of the current approach to scientific thinking. Students will become familiar with accessing library resources, including popular science databases, and will learn the accepted referencing practices for the sciences. Methods will be taught for the management and interpretation of data, leading to the development of written and oral communication skills. Safe and ethical work practices in the laboratory and field will be discussed.

Credit Points: 12

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

1. Apply the principles of the scientific method to real world problems; 2. Locate, synthesise and cite/reference scientific literature; 3. Manage scientific data, perform data manipulations and produce scientifically acceptable written and graphic outputs; 4. Create scientific documents and work collaboratively to develop presentations; 5. Provide positive and constructive feedback in an appropriate professional manner to colleagues.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Lindsay, D.R. (2011) 1st Edition Scientific Writing = Thinking in Words Collingwood, Victoria, Australia, CSIRO Bower, G.S. (2012) 1st Edition Scientific Method: A Historical and Philosophical Introduction London, Routledge

Assessment: Exercise, Analysis of scientific paper, 10%. Assignment, Initial data submission, 15%. Assignment, Manage and present scientific data, 25%. Test, Test, 10%. Presentation, Group oral presentation and peer feedback, 40%.

RBF1150 Global Environmental Issues

Locations: Footscray Park.

Prerequisites: Nil.

Description: Global Environmental Issues introduces students to some of the fundamental aspects of both historical and contemporary global environmental issues. Students will be required to explore a range of areas relating to sustainable

growth and the connection between social justice and environmental issues within the context of ethical and moral frameworks. Seminars link the various topics and provide a platform for further discussion of the issues and strategies to assist students develop their written and oral communication skills.

Credit Points: 12

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

1. Contextualise the underlying fundamental principles and terminology of sustainability and the environment; 2. Explain the interconnectedness between actions and lifestyles and their impact upon a range of environmental factors in developed and less-developed countries and local and global perspectives; 3. Articulate and debate a variety of environmental issues with a sense of self-confidence and tolerance toward others with differing points of view and different cultural perspectives; and 4. Question their own lifestyle in relation to various environmental issues.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Miller, G. T. & Spoolman, S., (2018) 19th ed. Living in the environment Cengage

Assessment: Assignment, Persuasive Assignment (750 words), 20%. Test, 3 x Quizzes, 10% each during seminars, 30%. Project, Debate (20 minutes), 30%. ICT (Wiki, Web sites), Blog (minimum of 3 blog entries, minimum of 150 words each), 20%.

RBF1310 Biology 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit provides students with knowledge and understanding of key concepts in biology for students specialising in biotechnology, ecology or science education and will be built upon in the subsequent unit, Biology 2. The lecture content will be supplemented by laboratory practicum. Students will develop scientific literacy, practical and writing skills in a student centred learning environment with a focus on ecology, microbiology, plant structure and function, animal physiology, and evolution.

Credit Points: 12

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

1. Gather and interpret data in a laboratory setting, using microscopy and other techniques, in relation to given and/or unpredictable problems; 2. Analyse the scientific literature and report on a specific topic in biology, expressing ideas and perspectives as an individual and as a member of a group; 3. Identify the structure of the main plant tissues and describe how the structure relates to the function including the main metabolic pathways; 4. Examine the processes involved in the operations of major biological systems, including digestion, gas exchange, muscle contraction and neural control; 5. Apply knowledge of population and community ecology and environmental variation to predict the structure and functioning of ecosystems.

Class Contact: Lab 3.0 hrs Workshop 3.0 hrs Contact time 51 hours: Weeks 1-3: 3 x 3hr workshops followed by 2 x 3hrs in biology lab Week 4: 2 x 3hr workshops

Required Reading: Solomon, E., Martin, C, Martin D., & Berg, L, (2015) 10th ed. Biology Cengage Learning

Assessment: ICT (Wiki, Web sites), Group Wiki (3000 words) and a 12 minute oral presentation - groups of 4 students per topic., 30%. Laboratory Work, Complete six (6) Practical Worksheets, 40%. Test, Three (3) Online Quizzes, 30%.

RBF1320 Biology 2

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit provides students with knowledge and understanding of key concepts in biology for students specialising in biotechnology, ecology or science education. The lecture content will be supplemented by laboratory practicum. Students will develop scientific literacy, practical, teamwork;and writing skills in a student centred learning environment with a focus on macromolecules, cells and organelles, bioenergetics, and genetics.

Credit Points: 12

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

1. Communicate scientific results, information, or arguments using a range of modes (written, oral, visual) either as an individual or in a group;
2. Work effectively, ethically, and safely in an individual or team context in a laboratory setting;
3. Describe the key role of macromolecules and organelles in cell structure and function including growth, metabolism and energy production;
4. Describe the relationship between heredity, transmission of heredity and phenotypic variation;
5. Demonstrate practical skills and apply quantitative data to solve problems in biology.

Class Contact:Lab3.0 hrsWorkshop3.0 hrsContact time 51 hours: Weeks 1-3: 3 x 3hr workshops followed by 2 x 3hrs in biology lab Week 4: 2 x 3hr workshops

Required Reading:Solomon, E., Berg, L., & Martin, D. W., (2015) 10th ed. Biology Cengage Learning, Canada.

Assessment:ICT (Wiki, Web sites), Group Wiki (3000 words) and 12 minute presentation - groups of 4 students per topic., 30%. Laboratory Work, Completion of six (6) Practical Worksheets, 40%. Test, Three (3) Online Quizzes, 30%.

RBM1100 Functional Anatomy of the Trunk

Locations:St Abans.

Prerequisites:Nil.

Description:This unit of study introduces students to functional anatomy. After a brief introduction to anatomical principles, embryological origins, terminology, bones, joints, muscles, vessels and nerves; students learn gross, histological and some surface anatomy of the thorax, abdomen and pelvis. The following regions are studied in detail: thoracic cage, pleura and lungs, heart, mediastinal structures, abdominal wall, pelvic girdle, gastrointestinal organs, urinary organs and reproductive organs. The relevance of anatomy to medicine is highlighted via common clinical scenarios. Practical classes involve exposure to bones, models and human cadaver dissected/prosected specimens.

Credit Points: 12

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

1. Demonstrate anatomical literacy and relate structures to basic anatomical principles;
2. Identify the bones and bony markings of the thorax, abdomen, pelvis and perineum;
3. Explain movements of the joints and muscles of the thorax, abdomen, pelvis and perineum;
4. Appraise the role of the arteries, veins and lymphatics of the thorax, abdomen, pelvis and perineum;
5. Examine and integrate the visceral and somatic nerve supply of the thorax, abdomen, pelvis and perineum;
6. Outline the gross and histological structure of the viscera of the thorax, abdomen, pelvis and perineum;
7. Demonstrate observational and descriptive skills in relation to histological slides, anatomical models, and human cadaver specimens.

Class Contact:Lab2.0 hrsWorkshop3.0 hrsContact time 51 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr labs Week 4: 2 x 3hr workshops

Required Reading:Richard L Drake, A. Wayne Vogl, Adam W.M. Mitchell (2015) 3rd ed. Gray's Anatomy for Students Churchill Livingstone Elsevier, USA

Assessment:Exercise, Online Pre-class Quizzes, 10%. Workshop, Anatomical Oral Presentations (5 minutes each), 20%. Test, Two (2) Multiple Choice Tests (20% each, 30 minutes each), 40%. Laboratory Work, Practical Test (1.5 hours), 30%.

RBM1103 Bioscience 1: Body Structure & Function

Locations:St Abans.

Prerequisites:Nil.

Description:In this unit, human anatomy and physiology will be introduced and placed in context with nursing in an integrated fashion. The unit provides an overview of the organisation of the human body. Basic concepts in chemistry and biochemistry are presented as essential background for understanding pharmacology and the structure and function of cells and tissues. Students are introduced to microbiology and the importance of infection control. Students will study the structure and function of the musculoskeletal, nervous and endocrine systems.

Credit Points: 12

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

1. Use appropriate anatomical terminology;
2. Describe basic principles of chemistry and biochemistry;
3. Describe the structure of the cell and state cell function;
4. Describe the location, structure and function of epithelial and connective tissues;
5. Describe the structure, function and importance of the integumentary system;
6. Describe the fundamentals of microbiology and the importance of infection control;
7. Describe the basic anatomy of the central and peripheral nervous systems;
8. Explain the basic principles of neurophysiology;
9. Describe the structure and function of various bones, joints, and muscles;
10. Describe how physiological homeostasis is maintained; and
11. Describe the structure and function of the neuro-endocrine system.

Class Contact:Lab2.0 hrsWorkshop3.0 hrsContact time 53 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr labs Week 4: 2 x 3hr workshops followed by 1 x 2hr labs

Required Reading:Marieb, E.N., & Hoehn, K. (2010) 8th Human anatomy and physiology Pearson Benjamin Cummings: California, USA.

Assessment:Test, Two (2) tests (30 minutes each), 20%. Examination, Practical examination (1 hour), 30%. Examination, Written examination (2 hours), 50%.

RBM1174 Human Physiology

Locations:Footscray Park.

Prerequisites:Nil.

Description:The general aim of the unit is to give students an understanding of basic concepts in human physiology. The unit will comprise a description of basic cell structures and functions for generalised and specialised cells; outline co-ordinated body functions with specific applications to the cardiovascular, respiratory, musculo-skeletal, neural, alimentary and renal systems. In addition, basic concepts in organic metabolism and energy balance will be considered.

Credit Points: 12

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

1. Describe and relate the structure and function of the cardiovascular system, urinary system, respiratory system, gastrointestinal system, musculoskeletal and neuroendocrine system to normal physiological processes;
2. Apply the occupational health and safety, environmental, social and cultural responsibilities and regulations while working in a laboratory environment;
3. Develop skills in common experimental techniques, observation, recording of data and critical analysis that enables them to solve scientific problems; and
4. Communicate effectively while collaborating with peers and staff and work independently in a laboratory environment.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 45 hours: Weeks 1-3: 3 x 3hr workshops followed by 2 x 2hr labs Week 4: 2 x 3hr workshops

Required Reading: Marieb, E.N., & Hoehn, K.N., (2015) 10th ed. Human Anatomy & Physiology Pearson.

Assessment: Exercise, Guided-inquiry worksheets x 3 (250 words), 10%. Laboratory Work, Laboratory Reports x 2 (750 words each), 30%. Test, Three (3) Topic Tests, 60%. Students are required to obtain a cumulative mark of 50% for this unit. 80% attendance is required for the practicum component (hurdle requirement).

RBM1200 Functional Anatomy of the Limbs

Locations: St Albans.

Prerequisites: Nil.

Description: Students study gross anatomy of the upper and lower limbs. The following regions are studied in detail: pelvic girdle, gluteal region, hip, thigh, knee, leg, ankle and foot; pectoral girdle, shoulder, arm, elbow, forearm, wrist and hand. The relevance of functional anatomy to health, healing and injury will be highlighted.

Credit Points: 12

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

1. Locate and illustrate the gross structure of the upper and lower limb;
2. Articulate the anatomical make-up and movement of major joints in the lower limb such as the hip, knee and ankle and upper limb such as the shoulder, elbow and wrist;
3. Examine and explain the structure and composition of bones that make up the pelvic and shoulder girdles;
4. Compare and contrast the muscles, blood supply, venous drainage and innervation of the gluteal region, thigh, leg, foot, shoulder region, arm, forearm and hand;
5. Synthesise and apply theoretical anatomical concepts from a range of sources (and/or in a range of situations).

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Total of 55 hours, consisting of 2 hour Lab (Anatomy) and 3 hour Workshops for 3 days per week, over 4 weeks.

Required Reading: Richard L Drake, A. Wayne Vogl, Adam W.M. Mitchell (2015) 3rd ed. Gray's Anatomy for Students Churchill Livingstone Elsevier, USA

Assessment: Exercise, Online Pre-class Quizzes, 10%. Workshop, Anatomical Oral Presentations (5 minutes each), 20%. Test, Two (2) Multiple Choice Tests (20% each, 30 minutes each), 40%. Laboratory Work, Practical Test (1.5 hours), 30%.

RBM1202 Bioscience 2: Body Structure & Function

Locations: St Albans.

Prerequisites: RBM1103 - Bioscience 1: Body Structure & Function

Description: The aim of this unit is to build upon the anatomy and physiology introduced in RBM1103 Bioscience 1: Body Structure and Function. The structure and function of the cardiovascular, respiratory, urinary, gastrointestinal, immune, and reproductive systems will be covered. The neuro-endocrine regulation of these systems will be presented to provide an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status, acid-base balance, and fluid and electrolyte balance. Students will be introduced to basic concepts of inheritance, nutrition, and metabolism.

Credit Points: 12

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

1. Describe the composition of blood and state the various functions of blood;
2. Describe the structure and function of the immune and lymphatic system;
3. Describe the structure and function of the cardiovascular system;
4. Explain how the cardiovascular system maintains homeostasis of blood pressure and blood flow;
5. Describe the structure and function of the respiratory system including the mechanics of breathing;
6. Explain how the respiratory system maintains homeostasis of blood gases and pH;
7. Describe the structure and function of the

renal system; 8. Describe the structure and function of the gastrointestinal system; 9. Describe the structure and the function of the male and female reproductive systems; and 10. Explain the basic principles of human genetics; describe basic metabolism and nutrition.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 55 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr labs Week 4: 2 x 3hr workshops followed by 2 x 2hr labs

Required Reading: Marieb, E.N. & Hoehn, K. (2010). 8th Human anatomy and physiology Pearson Benjamin Cummings: California, USA.

Assessment: Test, Two (2) Tests (30 minutes each), 20%. Examination, Practical Examination (1 hour), 30%. Examination, Written Examination (2 hours), 50%.

RBM1518 Human Physiology 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: The unit introduces students to the organisation and function of the human body. Characteristics of the major tissues and organs are covered, including the integumentary, musculoskeletal, nervous, endocrine and reproductive systems. Basic genetics is also covered. The importance of homeostasis and the role of the neuro-endocrine system in maintaining equilibrium within the body are emphasised as ongoing concepts.

Credit Points: 12

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

1. Describe the fundamental structure, functions and interactions of the musculoskeletal, nervous, endocrine, integumentary reproductive systems in the human body;
2. Explain how the body systems act and interact to maintain a constant internal environment (homeostasis);
3. Demonstrate requisite skills in experimental techniques, recording and critical analysis of data and report writing.

Class Contact: Class 2.0 hrs Lab 2.0 hrs Workshop 3.0 hrs Contact time 58 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr labs, and 1 x 1hr pc lab on day 3 Week 4: 2 x 3hr workshops followed by 2 x 2hr labs

Required Reading: Marieb, e.N., & Hoehn, K.N. (2015) 10th ed. Human Anatomy & Physiology Pearson

Assessment: Exercise, Guided-inquiry Worksheets x 3 (250 words), 10%. Laboratory Work, Lab Reports x 2 (750 words each), 30%. Test, Three (3) Topic Tests (60 minutes each), 60%.

RBM1528 Human Physiology 2

Locations: Footscray Park, St Albans.

Prerequisites: RBM1518 - Human Physiology 1

Description: This unit continues the study of the structure and functions of the body, using homeostatic regulation of the internal environment as the ongoing theme. The cardiovascular, respiratory, urinary, and gastrointestinal systems are placed in context with their overall regulation and co-ordination via the neuro-endocrine system. This provides an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status, acid-base balance, fluid and electrolyte balance and blood glucose. Genetic inheritance is also introduced. The completion of both RBM1518 Human Physiology 1 and 2 will provide a solid foundation for advanced study in physiology.

Credit Points: 12

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

1. Describe and relate the structure and function of the cardiovascular, urinary, respiratory and gastrointestinal systems and the role of genetics to normal physiological processes;
2. Describe how the cardiovascular, urinary, respiratory

and gastrointestinal systems act and interact to maintain homeostasis; 3. Develop and demonstrate basic skills in experimental techniques, recording and critical analysis of data and report writing.

Class Contact:Class 2.0 hrs Lab 2.0 hrs Workshop 3.0 hrs Contact time 58 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr labs, and 1 x 1hr pc lab on day 3 Week 4: 2 x 3hr workshops followed by 2 x 2hr labs

Required Reading: Marieb, E.N. & Hoehn, K.N. (2015) 10th ed. Human Anatomy & Physiology USA, Pearson.

Assessment: Exercise, Guided-inquiry Worksheets x 3 (250 words each), 10%. Laboratory Work, Lab reports x 2 (750 words each), 30%. Test, Tests x 3 (60 minutes each), 60%.

RBM1820 Nutrition, Society and Communication

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: Students will be introduced to food and nutrition, its relationship with society, and a variety of food and nutrition professions. Consideration will be given to various dietary practices, the effect of cultural, religious and socioeconomic influences on food choice and dietary habits and the food supply chain from paddock to plate. The role of media, communication and ethics relating to food and nutrition will be explored, along with nutrition health campaigns and the potential impact on food and nutrition in society. This unit will also introduce communication and academic skills relevant to food and nutrition professionals.

Credit Points: 12

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

1. Explain the key elements of the food supply chain from food source to plate;
2. Demonstrate an awareness of global food supply, sustainability and ethical considerations relating to food and nutrition in society;
3. Discuss various dietary practices and determinants of food choice and the role and potential impact of media and health campaigns on food and nutrition in society;
4. Apply appropriate academic written and presentation skills relevant to food and nutrition in society.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops Kitchen required on Session 2 and Session 7

Required Reading: Links to relevant documents and resources will be available on VU Collaborate.

Assessment: Test, Three (3) Quizzes (30 minutes each), 30%. Journal, Reflective Journal- three (3) entries (750 words total), 30%. Presentation, Individual Oral Presentation (5 minutes) and written topic summary (500 words), 40%.

RCS1601 Chemistry 1A

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: Chemistry 1A provides studies in fundamental chemical principles and alongside Chemistry 1B, serves as a foundation for further studies in chemistry and other sciences. Content is delivered via a blended learning model including online activities, instructor-led class discussions and theory put into practice with complementary laboratory exercises. Study topics comprise: units and measurements; classification and properties of matter; atomic structure; ionic and organic compounds; solutions; chemical equations; reactions and stoichiometry. For students interested in teaching chemistry taking the four unit sequence Chemistry 1A, Chemistry 1B, Analytical Methods 1 and Organic Synthesis adequately prepares students to deliver units 1, 2, 3 and 4 of the VCE chemistry curriculum.

Credit Points: 12

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

1. Contextualise the underlying fundamental principles on which the chemistry discipline is based so as to build a foundation of knowledge from which to pursue further studies in chemistry and related roles;
2. Apply the fundamental principles and skills of chemistry to their chosen discipline;
3. Solve structured predictable problems relating to the chemical nature of matter and its measurement;
4. Apply analytical methodology in collaborative settings including assessing the quality of the results and reporting and discussing the results so as to build professional capabilities in the experimental aspects of chemistry and chemistry communication;
5. Work effectively, ethically and safely in an individual or team context in a laboratory setting.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 55 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr labs Week 4: 1 x 3hr workshops followed by 1 x 2hr labs on day 1 and 5hrs of group presentation on day 2

Required Reading: Seager, S.L., Slabaugh, M.R. and Hansen, M.S., (2018) 9th ed. Chemistry for Today: General, Organic and Biochemistry Cengage Learning, Boston, MA, USA

Assessment: Presentation, Oral, poster or other, 15%. Laboratory Work, Reports and practical skills, 40%. Test, Three Tests (15%, 1 hour each), 45%. Laboratory skills are a critical part of the Learning Outcomes of this Unit and therefore students MUST pass the laboratory component in order to pass the Unit. The laboratory component of this Unit has a minimum attendance requirement of 80% (which equates to missing no more than 2 lab sessions out of 7 sessions) and students who fail to meet the minimum attendance requirements may wish to submit a Special Consideration application to the Unit Convenor.

RCS1602 Chemistry 1B

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: Chemistry 1B continues on from Chemistry 1A and provides further studies in fundamental chemical principles to give students a solid chemical foundation for further studies in chemistry and other sciences. Content is delivered via a blended learning model including online activities and content, instructor-led class discussions and theory put into practice with complementary laboratory exercises. Study topics comprise: matter including organic, biological, coordination, radioactive and acidic and basic compounds; reactions including energy, rates and equilibrium; including titrimetric, pH and light absorption. For students interested in teaching chemistry taking the four unit sequence Chemistry 1A, Chemistry 1B, Analytical Methods 1 and Organic Synthesis adequately prepares students to deliver units 1, 2, 3 and 4 of the VCE chemistry curriculum.

Credit Points: 12

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

1. Contextualise the underlying fundamental principles on which the chemistry discipline is based so as to build a foundation of knowledge from which to pursue further studies in chemistry and related sciences roles;
2. Apply the fundamental principles and skills of chemistry to their chosen discipline;
3. Solve structured predictable problems relating to the chemical nature of matter and its measurement;
4. Apply analytical methodology in collaborative settings to analyse various chemical samples including assessing the quality of the results and reporting and discussing the results so as to build professional capabilities in the experimental aspects of chemistry and chemistry communication;
5. Work effectively, ethically and safely in an individual or team context in a laboratory setting.

Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Contact time 55 hours: Weeks 1-3: 3 x 3hr workshops followed by 3 x 2hr labs Week 4: 1 x 3hr workshops followed by 1 x 2hr labs on day 1 and 5hrs of group presentation on day 2

Required Reading: Seager, S.L., Slabaugh, M.R. and Hansen, M.S., (2018) 9th ed. Chemistry for Today: General, Organic and Biochemistry Cengage Learning, Boston, MA, USA

Assessment: Laboratory Work, Reports and practical skills, 40%. Test, Three Tests (15%, 1 hour each), 45%. Presentation, Oral, poster or other, 15%. Laboratory skills are a critical part of the Learning Outcomes of this Unit and therefore students MUST pass the laboratory component in order to pass the Unit. The laboratory component of this Unit has a minimum attendance requirement of 80% (which equates to missing no more than 2 lab sessions out of 7 sessions) and students who fail to meet the minimum attendance requirements may wish to submit a Special Consideration application to the Unit Convenor.

SCL1002 Exercise Physiology

Locations: Footscray Park.

Prerequisites: RBM1174 - Human Physiology

Description: In this unit students apply their knowledge to demonstrate an understanding of the acute physiological responses to exercise, as well as the chronic physiological responses to exercise training. The unit examines: the calculation of work, power and energy expenditure; the metabolic supply of energy during exercise; the physiological responses of the cardiovascular, respiratory, neuromuscular, thermoregulatory and endocrine systems to exercise; and the physiological responses to training in extreme environments. Students are introduced to practical aspects of exercise physiology through experiments and procedures in the exercise physiology laboratory. This unit is taught from a theoretical, practical and applied perspective to enhance students' understanding of exercise physiology principles.

Credit Points: 12

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

1. Identify and interpret the acute physiological responses that occur during exercise and the chronic physiological responses to exercise training;
2. Explain the process of the interaction between different physiological systems during exercise;
3. Apply practical skills required in exercise physiology laboratory work and research;
4. Communicate a clear, coherent and original exposition of knowledge and ideas in exercise physiology; and
5. Design exercise based on results from physiological tests.

Class Contact: Workshop 4.0 hrs Contact time 33 hours: Weeks 1-3: 2 x 3hr workshops and 1 x 3hr workshop in physiology lab Week 4: 1 x 3hr workshops and 1 x 3hr workshop in physiology lab

Required Reading: Powers & Howley 2015, 9th edn, Exercise physiology: theory and application to fitness and performance, Boston: McGraw-Hill Additional Texts: Enoka 2015, Neuromechanics of human movement, 5th edn, Champaign, IL: Human Kinetics

Assessment: Other, Online quizzes, 20%. Test, Problem based tests - In class problem based group, 20%. Presentation, Laboratory group presentations, 30%. Practicum, Practical skills and application, 30%. Hurdle 1: To gain an overall pass in this unit students must attend and complete 100% of laboratory sessions. Hurdle 2: Successful completion of the practical assessment test. To demonstrate practical skills required for professional registration with Exercise and Sport Science Australia (ESSA), students must attend practical classes and demonstrate competence on the practical assessment.

SCL1003 Exercise and Sport Psychology

Locations: Footscray Park.

Prerequisites: Nil.

Description: Sport and exercise professionals are increasingly recognising the

importance of sport and exercise psychology in their work in an exercise/sport setting. This unit aims to help sport and exercise professionals understand the psychological factors that influence participation and performance in sport and exercise, and equip them with the fundamental skills needed to teach and apply interventions to promote and enhance the knowledge, participation, performance, growth and wellbeing of sport and exercise participants. Furthermore, this unit will encourage sport and exercise professionals to focus on their own self-awareness and professional growth.

Credit Points: 12

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

1. Examine the discipline of sport and exercise psychology and advocate its importance for sport and exercise participation and performance;
2. Apply sport and exercise psychology knowledge to the investigation and solution of problems;
3. Working collaboratively locate and apply appropriate psychological interventions to enhance participation, performance, growth and wellbeing; and,
4. Apply communication techniques that are appropriate to a range of contexts relevant to sport and exercise psychology and demonstrate written and oral communication skills;

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Project, Locate a topical problem, 15%. Project, Preparation of a summary statement (300 words), 25%. Presentation, Group presentation, 35%. Review, (a) Peer review of presentations - 15% (b) Peer review of group member contributions - 10%, 25%.

SOL1000 Introduction to Adventure Environments

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the core concepts and practices of adventure. Drawing on a long tradition of adventure based theory the unit explores how adventure is a component of all of our lives and that through it we experience a range of community, health, wellbeing and personal development outcomes. The unit integrates adventure-based experiential learning with theories, models and concepts of adventure. The content is specifically related to the application of adventure theory in sporting bodies, community sport, and recreation with a focus on public health and education. This unit complies with the Adventure Activity Standard requirements as established by Outdoors Victoria.

Credit Points: 12

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

1. Explain the core concepts and practices of adventure;
2. Reflect on the application and value of adventure in sport, recreation, and education;
3. Adapt knowledge and skills of adventure activities and organise self and others in the adventure environment; and
4. Interpret experiences of a range of adventure activities with responsibility and accountability for own learning.

Class Contact: Class 3.0 hrs Field Trip Workshop 3.0 hrs Contact time 81 hours: Weeks 1-4: 1 x 3hr class and 2 x 3hr workshop plus 48hrs off campus

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Exercise, Completion of multiple choice questions relating to online content (1 set of 5 questions), 10%. Exercise, Completion of multiple choice and short answer questions relating to online content (2 sets of 7 questions), 30%. Practicum, Field Practicum Portfolio (Hurdle), 60%. All unit field practicums are

Hurdle Tasks that must be completed in full to pass the unit. These practicums form part of the universities risk management process ensuring that students are appropriately skilled and prepared. They are also a component of registration with the Victorian Institute of Teaching. Any failure to complete practicums due to ill health, injury or crisis will require that the practicum be made up for the following year.

SOL1001 Natural Environments 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit considers the history, philosophy and theoretical applications of outdoor education. It explores the relationship between humans and nature, and the opportunities for personal growth through outdoor education programs. The concepts of leadership, safety, group management, program design and organisation are introduced. Students will be required to pay field lab fees within this unit.

Credit Points: 12

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

1. Debate the past and future direction of outdoor education; 2. Adapt knowledge and skills and design appropriate activities to develop human potential in given environmental settings; 3. Adapt knowledge and skills of lightweight camping and organise self and others in a camping activity; and 4. Interpret experiences of a range of outdoor education activities with responsibility and accountability for own learning.

Class Contact: Field Trip/Workshop 3.0 hrs On Campus Classroom Contact time 6 hours: Week 1: 2x3hr class; Weeks 2 - 3 Field Labs; Week 4: No class

Required Reading: Gilbertson, K. 2006. Outdoor education: methods and strategies, Human Kinetics Publishers. Priest, S. & GASS, M. A. 2005. 2nd edn, Effective leadership in adventure programming, Human Kinetics Publishers

Assessment: Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Laboratory Work, Field Lab 1 requirements, 20%. Laboratory Work, Field Lab 2 requirements, 20%. Literature Review, Review of contextually specific articles and readings, 40%. Laboratory Work, Field Lab 3 requirements, 20%.

SOL1002 Safety in Natural Environments

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines issues relating to the safe conduct of outdoor education experiences from a range of perspectives. Students develop their understanding of group management in dynamic environments, documentation, review procedures and the implementation of appropriate safety skills, as applied to a variety of environments and settings.

Credit Points: 12

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

1. Calculate and monitor potential risks for individuals and groups in a range of outdoor experiences; 2. Map, plan and assess potential risks in a range of different types of trips; 3. Assess personal risk and act on information from a range of sources; and 4. Adapt risk assessment procedures to a range of outdoor educational and recreational activities conducted in a range of situations.

Class Contact: Field Trip/Workshop 3.0 hrs On Campus Classroom Contact time 6 hours: Week 1: 2x3hr class; Weeks 2 - 3 Field Labs; Week 4: No class

Required Reading: Dickson, T. J., & Gray, T. L. (2011). River Rescue: A Manual for Whitewater Safety Cambridge University Press Drury, JK, Bonney, BF, Berman, D &

Wagstaff, MC 2005, 2nd edn, The back country classroom, Falcon Press, Montana
Assessment: Practicum, Professional Practice and application of Theory, 25%. Test, Legal quiz, 30%. Literature Review, Literature search and article reviews, 25%. Presentation, Debate Topic Presentation, 20%.

SOL1003 Adventure Based Learning for Outdoor Environments

Locations: Footscray Park.

Prerequisites: Nil.

Description: The unit will integrate adventure-based experiential learning theories, models and concepts with the skills of adventure programming and adventure based learning. The natural environment and place based knowledge will be considered. The unit will investigate how adventure programming can be provided to a diverse range of users in a diverse range of natural and built environments. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping.

Credit Points: 12

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

1. Report on the range of theories and concepts utilised in Adventure based learning and adventure programming; 2. Develop adventure based learning programs for a diverse range of user groups and natural environments; 3. Employ adventure based learning theoretical and technical skills to deliver adventure based learning programs; and, 4. Apply strategies to safely manage and lead groups in adventure based learning programs.

Class Contact: Field Trip/Workshop 3.0 hrs On Campus Classroom Contact time 6 hours: Week 1: 2x3hr class; Weeks 2 - 3 Field Labs; Week 4: No class

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Report, Adventure Based Learning Theories, 20%. Assignment, Develop an Adventure Based Program, 20%. Laboratory Work, Adventure Based Program Delivery, 40%. Assignment, Logbook (observations and experience of place), 20%.

SOL1004 Preparing to Lead in Natural Environments

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit increases students' knowledge of the natural environments whilst introducing logistical, leadership and technical skills through an experiential framework. Students are engaged in an extended field experience through which environmental, logistical, and leadership knowledge and skill can be practically observed, practiced, and developed. Students are encouraged to identify environments from which future professional specialisation may evolve. Briefing, facilitating, and debriefing groups to achieve specific natural environment and outdoor learning is introduced and practiced. Off campus practicums in this unit may require a levy for incidental fees for accommodation, transport and camping.

Credit Points: 12

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

1. Explore their personal relationship development with natural environments and relate it to theories of human/nature relationship development; 2. Observe the knowledge and practical skills required to brief, facilitate, and debrief a group to achieve specific natural environment and outdoor learning; 3. Role-play leadership in a natural environment with peers; 4. Demonstrate the non-environment specific

leadership skills required to lead groups safely in natural environments; and 5. Imagine environments from which future professional specialisation may evolve.

Class Contact: Field Trip/Workshop 3.0 hrs On Campus Classroom Contact time 6 hours: Week 1: 2x3hr class; Weeks 2 - 3 Field Labs; Week 4: No class

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Assignment, Logbook (Human/Nature Personal Reflection), 15%. Laboratory Work, Field Lab Assessment (Observations, Simulations, Demonstrations), 60%. Assignment, Written assignment (Place based environmental investigation), 25%.

SPE1002 Inclusion and Diversity in Physical Activity

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the concepts of diversity and inclusive practices within the field of physical education, physical activity and sport. It will require students to examine barriers and enablers for diverse populations related to inclusive practice and evaluate this in a practical setting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine issues relating to diversity and inclusion in physical education, sport and physical activity; 2. Review and design inclusive practices to Physical education, sport and physical activity; 3. Evaluate the benefits and challenges of promoting inclusion and diversity in a physical education, sport and physical activity settings; and 4. Demonstrate ability to collaborate with a diverse range of people in a variety of settings.

Class Contact: Class 1.5 hrs Workshop 1.5 hrs Contact time 33 hours: Weeks 1-3: 3 x 1.5hr workshops in tutorial room and 3 x 1.5hr classes in basketball court Week 4: 2 x 1.5hr workshops in tutorial room and 2 x 1.5hr classes in basketball court

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Case Study, Case study, 15%. Workshop, Preparation for practical session, 20%. Practicum, Group session delivery, 30%. Presentation, Group Presentation - Reflection of the practical experience, 35%.

SPE1105 Aquatic and Athletic Movement Activities

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with the skills and knowledge to plan prepare and reflect upon aquatic and athletic movement activities. Students develop an understanding of the safety requirements and issues when working with people of all ages in and around the water and in a sporting carnival situation. Students have the opportunity to complete all requirements of the ASCTA Teacher of Swimming qualification and CPR certificates. (Additional registration fees will apply). In addition to this, students participate in practice integrated learning activities that allow them to reflect upon their own skills as a practitioner in the field of physical education and community sport. Students actively engage in athletic movement skills and knowledge relating to the field of athletics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply knowledge and skills of aquatic and athletic movement activities to develop

basic aquatic and athletic skills with a range of clients; 2. Critically analyse knowledge of aquatic and athletic movement activities for participation in physical education as relevant to contemporary settings; 3. Plan, implement and evaluate practical aquatic and athletic movement activity sessions with the local community with responsibility and accountability; and 4. Adapt activities to develop aquatic and athletic movement skills and concepts in suit participant groups.

Class Contact: Class 2.0 hrs Workshop 1.0 hr Contact time 33 hours: Weeks 1-3: 3 x 1hr workshops in tutorial room and 3 x 2hr workshops in pool Week 4: 2 x 1hr workshops in tutorial room and 2 x 2hr workshops in pool

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Report, Industry observation, 15%. Test, Online quiz, 15%. Test, Practical skills test part 1 Swimming proficiency; part 2 Athletics proficiency, 40%. Presentation, Lesson plans and justification, 30%. Hurdle: To gain an overall pass in this unit students must pass the practical Skills Test.

SSM1101 Introduction to Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the breadth of sport and active recreation in Australia. It contributes to an understanding of definitions, theories and principles specific to the sport and active recreation industry through coursework, research and reflection. It creates a foundation of knowledge for future professionals and for success in further units of study. Students gain an understanding of the structure and role of government, community organisations and businesses in sport and recreation service delivery. Through debating contemporary issues this unit also assists students to develop a personal and professional philosophy about sport and active recreation service delivery.

Credit Points: 12

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

1. Explain definitions, theories and principles related to sport and active recreation; 2. Investigate sport and active recreation services in Australia and discuss how these services fit within the community context; 3. Articulate the roles of government, non-profit and commercial organisations in the delivery of local and national sport and active recreation services; 4. Reflect upon direct experiences of sport/recreation and relate these to the studied theories/contexts; and, 5. Collaborate to locate, analyse and present contemporary sport or active recreation issues.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Other, Group mind map of a contemporary sport and recreation issue, 10%. Essay, Reflective essay based on lifestyle journal, 30%. Annotated Bibliography, Group annotated bibliography of sport and recreation issue resources, 20%. Presentation, Group presentation and individual responses, 40%.

SSM1102 Foundations of Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the broad social, historical and cultural contexts in which sport and active recreation takes place. Research findings and theoretical concepts from history, sociology and cultural studies are used to help explain why some groups and individuals are excluded from, or marginalised through

sport and active recreation. Students will undertake a series of learning activities which will enable them to identify and critique sport and recreation participation data and to deconstruct some common myths about Australian society. This unit also provides foundational knowledge and skills required in other units in the Sport Management courses.

Credit Points: 12

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

1. Identify participation rates in sport and active recreation in Australia and explain how the popularity of particular sports and recreational activities is related to the broader historical, social and cultural context
2. Apply key concepts from history, sociology and cultural studies to explain why some groups and individuals are excluded from, or marginalised through sport and recreation
3. Compare and contrast the participation patterns of one sport or activity in Australia to another nation and describe the similarities and differences using social, historical and/or cultural explanations

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Exercise, Individual Report, 30%. Test, Key concepts quiz - 3 progressive assessments, 30%. Project, Tutorial group presentation, 40%.

SSM1103 Management Principles for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with a comprehensive introduction to the principles of management and their practical application to sport and recreation organisations operating at the community, state / provincial and international levels. The unit is divided into three major areas of sport and recreation management: the sport and recreation management environment; sport and recreation management principles; and future sport and recreation management challenges. It provides the foundational knowledge and skills to analyse and evaluate approaches to unpredictable problems and management issues.

Credit Points: 12

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

1. Define the meaning of management in a sport and active recreation setting, identify its core elements, and note examples of good and bad management;
2. Articulate a sound knowledge of planning and strategy and their application to sport and active recreation (S&AR) enterprises in the commercial, government and not for profit sectors;
3. Identify how sport and active recreation enterprises can be organised to deliver services in timely and efficient ways;
4. Develop a sound knowledge of leadership in sport and active recreation settings, and explain how effective leadership can positively influence motivation, morale, job satisfaction, productivity and service delivery; and
5. Explain how performance might be evaluated in sport and active recreation enterprises, taking care to cite how indicators of performance will differ between different types of enterprises.

Class Contact: Workshop 2.5 hrs

Required Reading: Hoyer, R., Smith, A., Nicholson, M. & Stewart, B. 2018, 5th edition, Sport Management: Principles and Applications, Routledge: London

Assessment: Report, Enterprise profile report - Review of the conduct of a sport, club, association or agency (Outline and Final Paper), 40%. Presentation, Group Presentation: fifteen minute presentation on a key management concept accompanied by Presentation Slides, 40%. Test, Two quizzes on the principles of

good management in sport and active recreation to be completed via VU Collaborate., 20%.

SSM1104 Community Building for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with an understanding of communities and the role of sport and recreation in developing inclusive communities in today's changing society. The main topics to be covered include but are not limited to: theoretical foundations of community, the diversity of facilities for sport and active recreation, and the role of sport and active recreation in enhancing the lives of individuals and their community.

Credit Points: 12

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

1. Articulate the role of community theory and the importance of local area in developing inclusive communities in changing societies;
2. Analyse and assess the importance of space, planning, and design in developing community space;
3. Explain the role of sport and active recreation facilities/spaces in enhancing the robustness or cohesion of a community;
4. Review and assess a planned local community; and
5. Apply needs analysis theory in providing community facilities.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: No texts are required for this unit.

Assessment: Assignment, Field trip to a planned local community and written report (approx 750 word equiv), 25%. Report, Analytical report of a community initiative (Groups of 2, approx 1500 word equiv), 35%. Presentation, Group presentation with written report (Groups of 4, 20 minutes presentation), 40%.

SSM1201 Marketing for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit draws on marketing theory and practice to provide a framework for a customer-focused approach to sport and active recreation service delivery. The unit draws on the content of Sport and Recreation Management as a basis for focused development of sport and active recreation service delivery. The unit provides students with skills and knowledge to deliver sport and active recreation services and also contributes to their Sport and Recreation Facility Management unit. The unit aims to provide students with an understanding of key marketing concepts and a capacity to apply these concepts in the sport and active recreation industry.

Credit Points: 12

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

1. Apply marketing system concepts in the management and delivery of sport and recreation services;
2. Analyse using marketing concepts and frameworks, marketing practices and strategies in sport and recreation organisations; and
3. Present a marketing strategy for sport and recreation settings.

Class Contact: Workshop 2.5 hrs Field work: 10 hours.

Required Reading: Shilbury, D, Westerbeek, H, Quick, S, Funk, D & Karg, A 2014, 4th edn. Strategic sport marketing, Allen & Unwin, Crows Nest NSW.

Assessment: Test, Quiz x 2, 10%. Journal, Weekly blog: 10 submissions, (approx. 100 words each), 40%. Project, Project consisting of three submissions (total 1200 words), 50%.

SSM1202 Financial Management for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the principles and practice of financial management and financial planning, and their application to the administration of Australian sport and active recreation organisations. The financial management section focuses on balance sheets, income and expenditure statements, and cash flow statements. Special attention is given to financial performance, and how financial ratios, impact statements and cost-benefit analysis can be used to diagnose the financial health of sport and active recreation organisations, events, tournaments and programs. The planning section focuses on the pricing and budget processes, and the use of feasibility studies. It introduces students to the budgeting process, and examines the ways in which pricing strategies can be used to sustain revenues. It also discusses the issue of financial forecasting, and how future revenues, expenses, and operating surpluses can be estimated and monitored. Class activities centre on case studies of sport and active recreation organisations, and experiential exercises.

Credit Points: 12

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

1. Assess the features and functions of financial statements in the management of sport and active recreation organisations;
2. Diagnose the financial health of government, community, non-profit, and commercial sport organisations through the interrogation of their financial statements;
3. Evaluate the roles and responsibilities of various financial managers/treasurers across government, community, non-profit, and commercial sport organisations;
4. Exhibit the ability to construct an operating budget for a sport organisation with special attention to break-even analysis and price modelling; and,
5. Analyse the principles underpinning economic impact statements, cost-benefit analyses, and feasibility studies.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Stewart, R 2016, 2nd edition Sport Funding and Finance, London: Routledge

Assessment: Report, Case report - outline, 10%. Report, Case report - final paper, 30%. Test, 2 quizzes at 10% each, 20%. Report, Briefing paper, 40%.

SSM1203 Human Resources for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to develop an understanding of people management as it relates to the delivery of sport and community development and outdoor adventure services. Topics covered include organisational purpose; role design; recruitment; orientation, training and development; staff performance; retention of varied personnel; and remuneration. The understandings and skills gained in this unit will assist students in their Career and Professional Development units, industry placements and workforce employment.

Credit Points: 12

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

1. Locate and interpret contemporary concepts and approaches to managing people in the delivery and management of sport and active recreation organisations and services;
2. Collaborate in groups to question and discuss how human resource planning and management processes and strategies can be applied for effective management of employees and volunteers;
3. Plan and design strategic management approaches that address the needs and skills of employees and volunteers to ensure they perform their roles effectively and efficiently;
4. Determine and evaluate the attributes associated with employee wellness and motivation; and
5. Locate and develop strategies to show an understanding of personal relation issues associated with sport and active recreation organisations and

services.

Class Contact: Workshop 3.0 hrs Contact time 33 hours: Weeks 1-3: 3 x 3hr workshops Week 4: 2 x 3hr workshops

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Review, Answer questions relating to weekly online lecture material, 30%. Assignment, Develop a human resource management plan, 50%. Presentation, Current human resource issues, 20%.

SSM1205 Introduction to Adventure in Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the core concepts and practices of adventure. Drawing on a long tradition of adventure based theory the unit explores how adventure is a component of all of our lives and that through it we experience a range of community, health, wellbeing and personal development outcomes. The unit integrates adventure-based experiential learning with theories, models and concepts of adventure. The content is specifically related to the application of adventure theory in sporting bodies, community sport, and recreation with a focus on public health and education. This unit complies with the Adventure Activity Standard requirements as established by Outdoors Victoria.

Credit Points: 12

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

1. Explain the core concepts and practices of adventure;
2. Reflect on the application and value of adventure in sport, recreation, and education;
3. Adapt knowledge and skills of adventure activities and organise self and others in the adventure environment; and
4. Interpret experiences of a range of adventure activities with responsibility and accountability for own learning.

Class Contact: Class 3.0 hrs Field Trip Workshop 3.0 hrs Contact time 57 hours: Weeks 1-4: 1 x 3hr class and 2 x 3hr workshop plus 48hrs off campus

Required Reading: Selected readings will be made available via the unit VU Collaborate site.

Assessment: Exercise, Completion of multiple choice questions relating to online content (1 set of 5 questions), 10%. Exercise, Completion of multiple choice and short answer questions relating to online content (2 sets of 7 questions), 30%. Practicum, Field Practicum Portfolio (Hurdle), 60%. All unit field practicums are Hurdle Tasks that must be completed in full to pass the unit. These practicums form part of the universities risk management process ensuring that students are appropriately skilled and prepared. They are also a component of registration with the Victorian Institute of Teaching. Any failure to complete practicums due to ill health, injury or crisis will require that the practicum be made up for the following year.

