

COLLEGE OF ARTS AND EDUCATION HANDBOOK 2021

DISCLAIMER

The information contained in Victoria University's 2021 College of Arts and Education was current at 01 December 2020

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

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

IMPORTANT INFORMATION

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

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

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HOW TO USE THIS HANDBOOK

Victoria University's 2021 College of Arts and Education 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 2021.

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

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

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University's College of Arts and Education in 2021.

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

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

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

OTHER INFORMATION

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

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UNITS

College of Arts and Education

Below are details of courses offered by the College of Arts and Education in 2021.

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

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

Bachelor of Arts

Course Code: ABAB

Campus: Footscray Park.

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

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

1. Critically review theory, research and practice in the humanities, social sciences and creative arts;
2. Critically reflect on the patterns of social, cultural, historical and political experience of society;
3. Plan, execute and communicate research and critical inquiry into the lives of communities of diverse places, experiences, discourses and time;
4. Exhibit a high degree of proficiency in active reading of complex texts, including collection and analysis of resource materials including the

5. Demonstrate independence, self-reflection and creativity to meet goals and challenges in professional and academic pursuits
6. Employ advanced interpersonal and collaborative skills, consistent with professional and ethical practice, when working with people of diverse cultural backgrounds.

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

Course Duration: 3 years

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

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Humanities, Social Sciences, Creative Arts or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

To attain the Bachelor of Arts students will be required to complete 288 credit points consisting of:

- 96 credit points of Core studies
- 96 credit points of Major 1

And select either:

- 96 credit points of Major 2
- 2 x 48 credit points Minor studies

Note: Students intending to select 'Psychology' as their Major undertake APP1012 Psychology 1A, APP1013 Psychology 1B, in their first year of study instead of ABA1004 Text and Representation and ABA1005 The Era of Controversy.

First Year Core units

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

First Year Core units for students undertaking Psychology Major:

ABA1000	Academic Discourse and Experience	12
ABA1001	Reason and Revolution	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1003	Introduction to Sociology	12
ACU1002	Creativity, Communication and the Digital Age	12
AEK1204	Aboriginal History and Political Movements	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

Majors

AMAGEN	Gender Studies
AMALIT	Literary Studies
AMAPOL	Political Science
AMASLY	Sociology
AMAHIS	History
AMAVSU	Visual Art
AMACOM	Communication Studies
AMARIT	Writing
AMAPSY	Psychology

AMADIG Digital Media

Minors

AMIWRI Writing

AMIGEN Gender Studies

AMIDIG Digital Media

AMILIT Literary Studies

AMIPSY Psychology

AMIHIS History

AMIINT International Development

AMIPOP Popular Music Studies

AMIPOL Political Science

AMIPCO Professional Communication

AMISLY Sociology

AMIVSU Visual Art

AMICOM Communication Studies

EMIAGL Aboriginal Yulendj (Knowledge) and Community

AMITEM The Entrepreneurial Mindset

Bachelor of Animation and Visual Effects

Course Code:ABAV

Campus:Footscray Park.

About this course:The Bachelor of Animation and Visual Effects will prepare students to be critically informed media professionals in the production and delivery of innovative animation and visual effects media content. The course will consist of practically-oriented subjects. Students will reflect upon and develop skills in the production of 2D animation, 3D animation, stop motion and visual effects media content for the purposes of multiscreen delivery. Students will work both individually and in teams to produce creative outcomes which include animation, short film, narrative film, motion graphics and visual effects. The course will equip students to enter into and succeed within a range of professional roles that include animator, visual effects specialist, compositor, producer, production manager, content creator. Underpinning the practical focus will be an emphasis on the theoretical knowledge and critical thinking skills that are essential for a successful career in the contemporary media industry. Students will explore emerging and transitioning industries with reference to multiple established traditions in theory and professional practice.

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

1. Demonstrate critical awareness and understanding of theoretical and research practices in the field of animation and visual effects,
2. Exhibit a broad

understanding of cognitive and technical skills within the areas of animation and visual effects

3. Develop capacity to research and implement media production techniques,
4. Apply coherent and independent knowledge to implement animation and visual effects productions for the purposes of various screen formats,
5. Exhibit interpersonal skills and the ability to participate effectively within production processes and teams; consistent with professional practice.

Careers:The Bachelor of Animation and Visual Effects is recommended for students with interests in industries that include film, television, screen culture, online and mobile media production. The course is designed to equip students to enter into and succeed within a range of professional roles that include; animator, producers, directors, visual effects artist, production managers, motion graphics artist and cross-platform content creators.

Course Duration:3 years

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

Admission Requirements Mature Age:Five years (minimum) work/life experience in Humanities, Social Sciences, Creative Arts or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET:Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

To attain the Bachelor of Animation and Visual Effects students will be required to complete 288 credit points in total consisting of:

- 96 credit points First Year Core units;
- 144 credit points Professional Core studies including 24 credit points of Capstone studies;
- 48 credit points of Minor studies

First Year Core Units

ABA1000	Academic Discourse and Experience	12
ACU1002	Creativity, Communication and the Digital Age	12
ANI1001	Introduction to Animation and Visual Effects	12
ANI1003	2D Animation Principles	12
ANI1004	3D Modelling and Animation	12
ASN1003	Motion Graphics	12
ASN1004	Writing for Screen	12
ASN1005	Media Careers	12

Year 2

Professional Core Units

ANI2001	Stop Motion Animation	12
ANI2002	Animation and Visual Effects Studio 1	12
ANI2003	Animation and Visual Effects Studio 2	12
ASN2001	Cross Media Practice	12
ASN2002	Visual Effects	12
ASN2004	Post-Production	12
ASN2005	From Concept to Production	12
ASN2007	Media Placement	12

Year 3

Professional Core Units

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12
ASN3001	Screen Media Enterprise	12
ASN3002	Screen Media Practice	12

AND

Minor unit 1

Minor unit 2

Minor unit 3

Minor unit 4

Minors

AMIDCR	Digital Creativity
AMVCR	Visual Art (Creative Media)
AMIWCR	Writing (Creative Media)

Bachelor of Community Development

Course Code:ABCD

Campus:Footscray Park.

About this course:The Bachelor of Community Development is designed to produce graduates with the knowledge and skills to help build participatory and inclusive communities, both in Australia and internationally. The course is made up of core units in community development and a specialisation in either International, or community development for an Australian context. In the core units students learn the theory of community development and the practical skills needed to equip them as community development workers. They also undertake an extensive placement

program. The course, given its multidisciplinary nature, would appeal to those who would like to work in diverse careers. It would be attractive to people who wish to make sense of the current social, political, economic and international workings, and their influence on concerns such as social justice, human rights, the environment and livelihoods. This course prepares students for lifelong learning and to work effectively in the face of the many challenges that the world faces today. Students who have completed relevant Diplomas such as the Diploma of Community Development, the Diploma of Community Services Work and the Diploma of Youth work will receive credit for prior study.

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

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

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

Course Duration: 3 years

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

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Human Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

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

- 96 credit points First Year Core units;
- 144 credit points Professional Core studies including 24 credit points of Capstone studies;
- 1 x 48 credit points of Minor studies.

First Year Core Units

AEB1804	Young People in a Global Community	12
AEK1204	Aboriginal History and Political Movements	12
ASA1023	Community Development from the Local to the Global	12
ASA1024	Applied Human Rights	12
ASW1000	Working in Human Services Organisations	12
AYW1002	Youth and Community Contexts	12
AYW1003	Youth and Community Programs	12
RBF1150	Global Environmental Issues	12

Year 2

Professional Core Units

AEB2803	Holistic Practice With Young People	12
AEB3803	Professional Practice 1	12
ASA2033	Management in Non-Government Organisations	12
ASA2034	Project Design and Implementation	12
ASC2005	Change and Community Justice	12
ASL2002	Criminal Justice Systems 2	12

Plus

24 credit points from one Minor studies

Year 3

Professional Core Units

AEB3802	Professional Culture and Collaboration	12
ASC3007	Research in the Community	12
ASC3095	Conflict Resolution in Groups and Communities	12
EDI3001	Rights, Advocacy and Discrimination	12

Plus

Capstone Unit

ECY3003	Youth and Community Industry Preparation	12
ECY3004	Youth and Community Industry Placement	12

Plus

24 credit points from one Minor studies

Minors

AMIGEN	Gender Studies
AMIINT	International Development
AMPOL	Political Science
EMISWF	Student Welfare
EMIAGL	Aboriginal Yulendj (Knowledge) and Community

Bachelor of Criminal Justice

Course Code: ABCJ

Campus: Footscray Park.

About this course: Criminal justice has becoming increasingly complex, with systemic interactions with social welfare organisations, law and judicial administration, penal and correctional institutions, family and community, and policing. Key parts of the industry and profession, including Victoria Police, have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice and the role of various agencies within it. This course responds to recent needs of the profession including in the growth area of crime diversion programs, the use of Correction orders, specialised courts that are targeting young adults who are currently destined to enter the penal system.

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

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

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

Course Duration: 3 years

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

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Justice or Police Administration, Corrections, Legal support or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

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

- 96 credit points First Year Core units;
- 192 credit points Professional Core studies including 24 credit points Capstone studies;

First Year Core

AEB1804	Young People in a Global Community	12
AEK1105	Aboriginal Traditions and Policy	12
ASA1024	Applied Human Rights	12
ASL1003	Criminal Justice Systems	12
ASW1000	Working in Human Services Organisations	12
AYW1002	Youth and Community Contexts	12
BLB1101	Australian Legal System in Context	12
LCR1002	Policing and Offending	12
Year 2		
ACW2024	Gender in Public Life	12
AEB2803	Holistic Practice With Young People	12
ASA2034	Project Design and Implementation	12
ASC2005	Change and Community Justice	12
ASL2002	Criminal Justice Systems 2	12
ASL2003	Ethics	12
AYW2001	Young People with All Abilities	12
ECY2001	Young People and Substance Use	12
Year 3		
ASC3007	Research in the Community	12
ASL3001	Criminal Justice 3	12

ASS3009	Sociology of Law	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
ECY3003	Youth and Community Industry Preparation	12
ECY3004	Youth and Community Industry Placement	12
EDI3001	Rights, Advocacy and Discrimination	12

Bachelor of Criminal Justice and Psychological Studies

Course Code: ABCY

Campus: Footscray Park.

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

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

1. Articulate and apply the principles of responsible, accountable and ethical practice required to work in a range of criminal justice and psychological professions;
2. Demonstrate a critical analysis and application of key theoretical areas in psychology and criminal justice;
3. Generate, organise and undertake research into relevant aspects of criminal justice and psychology;
4. Apply skills in independent research, theoretical analysis and critical evaluation in criminal justice and psychology;
5. Advocate, dispute and negotiate with professional competence using a range of well developed communication and interpersonal skills; and
6. Communicate clearly and effectively and in a socially and culturally responsible manner.

Careers: Expected career outcomes include careers in the justice sector (for example, victim support officer, investigator), health and community services (for example, child protection worker), policy development and related service provision using multi-disciplinary approaches to client services. Students successfully completing this course are eligible to apply for further study in psychology for example, Honours in Psychology. Subsequent to successful completion of an Honours degree in psychology, students may pursue postgraduate studies in such fields as Forensic and Clinical Psychology. Students may also pursue postgraduate studies in Criminal Justice/ Criminology or further professional training in preparation for more senior roles in the justice and welfare sectors.

Course Duration: 3 years

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

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Justice or Police Administration, Corrections, Legal support, Human Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

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

- 264 credit points of Core studies units including 24 credit points of Capstone Studies.
- 24 credit points of Psychology Elective studies as required by APAC accreditation.

First Year Core

AEB1804	Young People in a Global Community	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP1016	Foundations of Psychological Research	12
ASA1024	Applied Human Rights	12
ASL1003	Criminal Justice Systems	12
ASW1000	Working in Human Services Organisations	12
ASX1003	Foundations of Social Science Research	12

Year 2

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12
ASA2034	Project Design and Implementation	12
ASL2002	Criminal Justice Systems 2	12

ASL2003	Ethics	12
ECY3001	Working with Young People with Complex Issues	12
HPP2001	Developmental Psychology	12
Plus		
12 credit points of Psychology Electives from the list below		
Year 3		
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods in Psychology	12
APP3037	Clinical Aspects of Psychology	12
ASL3001	Criminal Justice 3	12
ASS3009	Sociology of Law	12
ECY3003	Youth and Community Industry Preparation	12
ECY3004	Youth and Community Industry Placement	12
OR		
APP3023	Psychological Issues in the Workplace	12
APP3028	Fieldwork	12
Plus		
12 credit points of Psychology Electives from the list below		
Psychology Electives		
APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3027	Relationship and Family Wellbeing	12

Bachelor of Music

Course Code: ABMC

Campus: Footscray Park.

About this course: The Bachelor of Music is a three-year degree course which equips students with the artistic knowledge, musicianship, technical fluency, creativity, critical listening and analytical skills for the music, creative arts and music education industries. The focus of the course is on popular and contemporary music with an international perspective. Students study 24 Professional Core music units across the areas of practical performance, music theory, listening skills, arranging, music technology and music history. In their final year undertake a year-long graduating

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

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

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

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

Course Duration: 3 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English. An interview and/or audition is required as part of the application process.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25

in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Creative Arts or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

To attain the Bachelor of Music students will be required to complete 288 credit points in total consisting of:

- 240 credit points Professional Core studies including 24 credit points of Capstone studies;
- 48 credit points of Minor studies from the list below.

First Year Core Units

ACO1008	Music Techniques 1	12
ACO1011	Practical Music 1A	12
ACO1012	Practical Music 1B	12
ACO1014	Music Theory 1	12
ACO1016	Academic Discourse in Music	12
ACO1017	Music and Text	12
ACO1018	Music Inquiry	12
ACO1019	Creativity and Communication in Music	12
Year 2		
ACO2005	Music Techniques 2	12
ACO2009	Music Theory 2	12
ACO2011	Practical Music 2A	12
ACO2012	Practical Music 2B	12
ACO2014	Popular Music History	12
ACO2015	Technology of Music and Audio	12

Plus

24 credit points (equivalent to 2 units) from Minor studies listed

Year 3

12

ACO3010	Arranging for Popular Music	12
ACO3011	Practical Music 3A	12
ACO3012	Practical Music 3B	12
ACO3014	Music Theory 3	12

Plus

Capstone Units

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Plus

24 credit points (equivalent to 2 units) from Minor studies listed

Minors

AMIWRI	Writing
AMIDIG	Digital Media
AMIPOP	Popular Music Studies
AMIMIN	The Musical Mind
AMIVSU	Visual Art

Bachelor of Screen Media

Course Code: ABSN

Campus: Footscray Park.

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

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

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

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

Course Duration: 3 years

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

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Humanities, Social Sciences, Creative Arts or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

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

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

First Year Core units

ABA1000	Academic Discourse and Experience	12
ACM1006	Digital Sound and Video	12

ACU1002	Creativity, Communication and the Digital Age	12
ASN1001	Online Screen Media	12
ASN1002	Introduction to Screen Media	12
ASN1003	Motion Graphics	12
ASN1004	Writing for Screen	12
ASN1005	Media Careers	12

Year 2

ACC2010	Television Production	12
ACC2011	Radio Production	12
ASN2001	Cross Media Practice	12
ASN2002	Visual Effects	12
ASN2004	Post-Production	12
ASN2005	From Concept to Production	12
ASN2006	Cinematography	12
ASN2007	Media Placement	12

Year 3

ASN3001	Screen Media Enterprise	12
ASN3002	Screen Media Practice	12

Plus

24 credit point (equivalent to 2 units) of Capstone studies

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Plus

48 credit points (equivalent to 4 units) of Minor studies

Minors

AMIWRI	Writing
AMIDIG	Digital Media
AMVSU	Visual Art

Bachelor of Youth Work and Criminal Justice

Course Code: ABYC

Campus: Werribee.

About this course: The Bachelor of Youth Work and Criminal Justice is a new course looking to respond to the demand for graduates with skills in both areas.

Increasingly in work with more vulnerable communities of young people that work crosses over into the justice system. Increasingly youth workers with some knowledge of the justice system can work with a rehabilitative approach that focuses on redirecting young people back into their community and away from the justice system. The new Juvenile Justice Centre which has a strong focus on reducing recidivism in particularly vulnerable young people is to be built in Werribee. The course location was chosen to support that workforce as well as provide a new offering into the Youth Work and Criminal Justice industries with graduates that possess other skill sets.

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

1. Critically review their knowledge and practice of youth work and its role in empowering vulnerable young people that may be at risk of connecting to the juvenile justice system; 2. Analyse, implement and evaluate the role and significance of youth work in diverse social, political and economic contexts; 3. Articulate their knowledge and skills in diverse contexts regarding youth work and criminal justice policy, practice and management; 4. Contextualise generic knowledge and skills that enable professional effectiveness in youth work and broader community settings including criminal justice settings; 5. Demonstrate broad and in-depth knowledge and skills for working with young people in community settings; 6. Clearly articulate the social and political dimensions of disadvantage, in particular how it relates to young people; 7. Develop, implement and evaluate a range of leadership functions and skills in a variety of youth and criminal justice settings.

Careers: The Bachelor of Youth Work and Criminal Justice is recommended for students with interests in industries that include Juvenile Justice, Local Government, Police community liaison, Residential youth work, Drug and Alcohol work, Corrections Victoria and Family Violence work.

Course Duration: 3 years

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

Admission Requirements Mature Age: Five years (minimum) work/life experience in Human Services, Justice or Police Administration, Corrections, Legal support or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

Admission Requirements Other: Students will require a Working with Children Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information:
<http://www.workingwithchildren.vic.gov.au/>

COURSE STRUCTURE

To attain the Bachelor of Youth Work students will be required to complete:

- 288 credit points of Core studies including 24 credit points of Capstone studies.

Year 1		
AEB1800	Youth Work Practice	12
AEB1801	Youth Work Practice 2	12
AEB1804	Young People in a Global Community	12
AEK1204	Aboriginal History and Political Movements	12
ASA1024	Applied Human Rights	12
AYW1001	Principles of Youth Participation	12
AYW1002	Youth and Community Contexts	12
ASL1003	Criminal Justice Systems	12
Year 2		
AEB2802	Ethics and Youth Work Practice	12
AEB2803	Holistic Practice With Young People	12
AEB3803	Professional Practice 1	12
AEB3805	Youth Policy, Civics and Culture	12
ASC2005	Change and Community Justice	12
AYW2001	Young People with All Abilities	12
ASL2002	Criminal Justice Systems 2	12
EDI3001	Rights, Advocacy and Discrimination	12
Year 3		
AEB3801	Youth Policy and Civics	12
ASC3007	Research in the Community	12
ASL3001	Criminal Justice 3	12
ASS3009	Sociology of Law	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
ECY3003	Youth and Community Industry Preparation	12
ECY3004	Youth and Community Industry Placement	12

Bachelor of Youth Work

Course Code: ABYW

Campus: Footscray Park, Online.

About this course: This course aims to provide youth workers with practical management and leadership skills to help young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth Workers seek to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. The course is well placed to train professionals who wish to work with young people to assist them to fulfil their potential. Students will increase their understanding of working with young people in community settings as well as acquire a sound knowledge of the structure and practices of the Youth Work industry. The course seeks to graduate students who have a critical awareness of the benefits of specialists in working with disadvantaged communities, in particular young people.

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

1. Critically review their knowledge and practice of youth work and its role in empowering young people;
2. Analyse, implement and evaluate the role and significance of youth work in diverse social, political and economic contexts;
3. Articulate their knowledge and skills in diverse contexts regarding youth work and community development policy, practice and management;
4. Contextualise generic knowledge and skills that enable professional effectiveness in youth work and broader community settings;
5. Demonstrate broad and in-depth knowledge and skills for working with young people in community settings;
6. Clearly articulate the social and political dimensions of disadvantage, in particular how it relates to young people;
7. Develop, implement and evaluate a range of leadership functions and skills in a variety of youth and community settings.

Careers: This course provides students with the knowledge and skills to work with young people in a range of community settings. It also has multiple employment exit points into schools, as graduates will be eligible to apply for entry to the Master of Teaching (Secondary Education), subject to meeting all entry requirements, or pursue a career in local government.

Course Duration: 3 years

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

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Three years (minimum) work/life experience in Human Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent). For 'Online' Entry Completion of an Australian Diploma of Youth Work or Diploma of Community Services

Admission Requirements Other: Students will require a Working with Children Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information:
<http://www.workingwithchildren.vic.gov.au/>

COURSE STRUCTURE

To attain the Bachelor of Youth Work students will be required to complete:

- 288 credit points of Core studies including 24 credit points of Capstone studies.

First Year Core units

AEB1800	Youth Work Practice	12
AEB1801	Youth Work Practice 2	12
AEB1804	Young People in a Global Community	12
AEK1204	Aboriginal History and Political Movements	12
ASA1024	Applied Human Rights	12
AYW1001	Principles of Youth Participation	12
AYW1002	Youth and Community Contexts	12
AYW1003	Youth and Community Programs	12
Year Two		
AEB2802	Ethics and Youth Work Practice	12
AEB2803	Holistic Practice With Young People	12
AEB3803	Professional Practice 1	12
AEB3805	Youth Policy, Civics and Culture	12
ASC2005	Change and Community Justice	12
AYW2001	Young People with All Abilities	12
ECY2001	Young People and Substance Use	12
EDI3001	Rights, Advocacy and Discrimination	12
Year Three		
AEB3801	Youth Policy and Civics	12
AEB3802	Professional Culture and Collaboration	12
ASC3007	Research in the Community	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
ECY3003	Youth and Community Industry Preparation	12

ECY3004	Youth and Community Industry Placement	12
EEE3011	Digital Life & Learning	12

Graduate Diploma in Digital Media

Course Code:AGDM

Campus:City Flinders.

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

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

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

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

Course Duration: 1 year

Admission Requirements:Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline OR Applicants with a minimum three (3) years approved work experience will be considered for admission to this course.

Admission Requirements International:Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

COURSE STRUCTURE

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

- 96 credit points of Core studies

AAA5002	Research Methods	12
ADM5001	Visuals, Digital Media and a Global World	12
ADM5002	Video Production	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12
ADM6002	Digital Media for Sport and Health	12
ADM6003	Cross-Platform Media Production	12
ADM6005	Design Management	12

Graduate Diploma in International Community Development

Course Code:AGID

Campus:Footscray Park.

About this course:This unique, practical and popular postgraduate program offers you a personalised education for a career in community development in the local and international arena. The program is open to graduates with a bachelor degree interested in a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; peace and conflict resolution; building capacity and mobilising communities; advocacy of gender rights and human rights, leadership in community development; and governance of international organisations. Further related studies can be selected from a range of elective units. The course has recently been strengthened with the addition of electives focused upon planetary health particularly as we seek to make transformational change within an environment of persistently rising global temperatures and the impacts and the consequences of the global coronavirus pandemic. The units take a place-based approach to building sustainable communities; responding to the complexity of climate change and improving disaster resilience and responses. Key study areas include: community development theories and practices; international project design, planning and management; understanding globalisation and its impacts on communities; building capacity; environmental sustainability, international human rights and leadership in community development. This Graduate Diploma is nested in the Master of International Community Development. Applicants can apply directly for the Masters course. Alternatively, you can enrol directly into the Graduate Diploma, or start with the Graduate Certificate and then proceed to the Graduate Diploma then to the Masters, with credit for all units.

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

1. Interpret community development theoretical concepts and related knowledge to think critically on appropriate approaches to address sociocultural problems in contemporary societies;
2. Utilise critical analytical skills to interrogate and interpret different schools of thought on globalisation and development and their impacts on communities;
3. Deconstruct the role of civil society and grassroots social movements in relation to international community development;
4. Critique

global and regional political structures, and their impact on development in the developing world as well as industrialised regions; 5. Creatively employ advanced skills in research and project management in international community development contexts;

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

Course Duration: 1 year

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline OR Applicants with a minimum three (3) years approved work experience will be considered for admission to this course.

Admission Requirements International: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

COURSE STRUCTURE

To complete the Graduate Diploma in International Community Development students will be required to complete 96 credit points consisting of the following:

- 72 credit points of Core Studies.
- 24 credit points of Elective Studies.

AAA5002	Research Methods	12
ASA5001	Community Development: Theory and Practice	12
ASA5002	Community Development: Project Planning and Management	12
ASA5010	Transnational Gender Issues and Human Rights	12
ASA5023	Building Capacity and Mobilising Civil Society	12
ASA5050	Conflict Resolution in Groups and Communities	12
Plus 24 credit points from the list below:		
AAA5011	Interpreting 'Asia' and the 'Pacific'	12
ASA5004	Engaging Communities for Sustainability	12
ASA5012	Migration, Culture and Identity	12
ASA5024	Management in Non-Government Organisations	12

ASA5055	Regional and International Organisations and Policy	12
ASX5000	Study Tour	12
VPH6001	Planetary Health: A Place-Based Approach	12
VPH6002	Responding to Climate Change Through a Planetary Health Lens	12
VPH6003	Disaster Resilience and Response Through a Planetary Health Lens	12
VPH6004	Making a Healthy Planet: A Transdisciplinary Transformation	12

Master of International Community Development

Course Code: AMCD

Campus: Footscray Park.

About this course: This unique, practical and popular postgraduate course offers you personalised learning, including in workplace settings, important for a career in community development in the local and international arena. The course is open to graduates considering a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; peace and conflict resolution; building capacity and mobilising communities; advocacy of gender rights and human rights, leadership in community development; and governance of international organisations. The course has recently been strengthened with the addition of units focused upon planetary health particularly as we seek to make transformational change within an environment of persistently rising global temperatures and the impacts and the consequences of the global coronavirus pandemic. The units take a place-based approach to building sustainable communities; responding to the complexity of climate change and improving disaster resilience and responses. Applicants with a four year undergraduate degree can apply directly for the Masters course. Alternatively, if you have a three year undergraduate degree or equivalent you can apply for the Graduate Certificate or Diploma course and then proceed to the Masters. Victoria University values and respects cultural diversity and supports lifelong learning.

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

1. Interpret community development theoretical concepts and related knowledge to think critically on appropriate approaches to address sociocultural problems in contemporary societies;
2. Utilise critical analytical skills to interrogate and interpret different schools of thought on globalisation and development and their impacts on communities;
3. Deconstruct the role of civil society and grassroots social movements in relation to international community development;
4. Critique global and regional political structures, and their impact on development in the developing world as well as industrialised regions;
5. Creatively employ advanced skills in research and project management in international community development contexts;
6. Devise and execute a substantial research based project or evidence-based capstone experience;
7. Resolve complex or emerging problems in professional practice and in contemporary international community development settings by applying knowledge and skills in a real world context.

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

Course Duration: 2 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline OR Applicants without an undergraduate qualification may be admitted to the Graduate Diploma based on approved work experience. Upon completion of the Graduate Diploma, graduates will be eligible for admission to this course with credit granted for completed units.

Admission Requirements International: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

COURSE STRUCTURE

To complete the Master of International Community Development students will be required to complete 192 credit points consisting of the following:

- 72 credit points of Core studies
- 72 credit points of Elective studies.
- 48 credit points of either Community-Based Research or Research Thesis.

Year 1

AAA5002	Research Methods	12
ASA5001	Community Development: Theory and Practice	12
ASA5002	Community Development: Project Planning and Management	12
ASA5010	Transnational Gender Issues and Human Rights	12
ASA5023	Building Capacity and Mobilising Civil Society	12
ASA5050	Conflict Resolution in Groups and Communities	12

Plus 24 credit points of Elective studies

Year 2

OPTION A - Community-based Research

ASA6005	Community-Based Research (Part 1)	24
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ASA6006	Community-Based Research (Part 2)	24
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Plus 48 credit points of Elective studies

OR

OPTION B - Research Thesis

ASA6003	Research Thesis (Part 1)	24
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ASA6004	Research Thesis (Part 2)	24
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Plus 48 credit points of Elective studies

ELECTIVES

AAA5011	Interpreting 'Asia' and the 'Pacific'	12
ASA5004	Engaging Communities for Sustainability	12
ASA5012	Migration, Culture and Identity	12
ASA5024	Management in Non-Government Organisations	12
ASA5055	Regional and International Organisations and Policy	12
ASX5000	Study Tour	12
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24
HMG7100	Foundations of Public Health	12
HMG7230	Global Food Systems and Food Security	12
HMG7410	Concepts in Humanitarian Assistance	12
VPH6001	Planetary Health: A Place-Based Approach	12
VPH6002	Responding to Climate Change Through a Planetary Health Lens	12
VPH6003	Disaster Resilience and Response Through a Planetary Health Lens	12
VPH6004	Making a Healthy Planet: A Transdisciplinary Transformation	12

Master of Digital Media

Course Code: AMDM

Campus: City Flinders.

About this course: Digital media is at the point where 'average' users can achieve amazing outcomes: films, sound recordings, and magazines. Software and other digital products can be co-opted by people without substantial training for their own purposes. In the near future, it is possible that 'average' users will be able to configure their digital environments in fashions not imaginable now. So who is the digital media professional in this exciting and continually changing landscape? Community, industry and academia require graduates who can be leaders of digital media production; assisting others (individuals, community or commercial enterprises) to reach their goals using digital media, understanding and critiquing the potential of current and future technology, and generating research to push the limits

of the field. This course is a postgraduate programme in the practice and theory of digital media innovation. To contribute to the culture of content creation (for instance, for mobiles, games and digital TV), the course focuses on the intersection of video and cross-media production for a range of different contexts including sport, entertainment and business. There are options for students who already have experience in digital media and also for students who have not yet had the opportunity to study in this area. To provide flexibility, the course structure has three exit points, Graduate Certificate, Graduate Diploma and Masters.

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

1. Plan and execute a research project that requires high level and independent judgement that may be developed into a larger research initiative;
2. Communicate complex knowledge to a variety of audiences, using known and yet to be developed tools in several contexts;
3. Analyse and critique different theoretical positions within the field;
4. Critically and creatively apply domain knowledge across a range of contexts;
5. Exhibit effective problem solving in the management and delivery of digital media projects;
6. Critically apply creative skills to scope complex problems, concepts and theories in a wide range of industry settings
7. Analyse and critique understandings of different cultures, values and dispositions by developing designs for niche audiences.

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

Course Duration: 2 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline OR Applicants without an undergraduate qualification may be admitted to the Graduate Diploma based on approved work experience. Upon completion of the Graduate Diploma, graduates will be eligible for admission to this course with credit granted for completed units.

Admission Requirements International: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

COURSE STRUCTURE

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

Year 1

AAA5002	Research Methods	12
ADM5001	Visuals, Digital Media and a Global World	12
ADM5002	Video Production	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12

ADM6002	Digital Media for Sport and Health	12
ADM6003	Cross-Platform Media Production	12
ADM6005	Design Management	12

Year 2

Option A

ACG6022	Research Project	12
ACG6023	Communicating Research	12

PLUS

72 credit points of Elective studies

OR

Option B

ASA6003	Research Thesis (Part 1)	24
ASA6004	Research Thesis (Part 2)	24

PLUS

48 credit points of Elective studies

ACG5215	Professional Internship	12
ASA5004	Engaging Communities for Sustainability	12
ASA5010	Transnational Gender Issues and Human Rights	12
ASA5012	Migration, Culture and Identity	12
ASA5024	Management in Non-Government Organisations	12
ASA5050	Conflict Resolution in Groups and Communities	12
BCO6007	Business Analytics	12
BHO5525	Marketing Strategy	12
BCO6604	Customer Relationship Management	12
BHO5574	Consumer Behaviour	12
BHO6001	Digital Marketing	12
BMO5501	Business Ethics and Sustainability	12
BMO6050	Art and Practice of Leadership	12
BMO6622	Managing Innovation and Entrepreneurship	12

Graduate Certificate in Digital Learning and Teaching

Course Code: ATDI

Campus: Online.

About this course: Graduate Certificate of Digital Learning and Teaching develops knowledge and skills for online delivery of education across a range of contexts. Students learn the production processes of online instruction design and development. There is a focus on contextual learning, this course is taught from Victoria University's award winning Connected Learning unit. Students work on industry and community projects where we take students through cycles of feedback and improvement in order to produce an interview ready-portfolio by the end of the course. We also explore the use of learning analytics as a means to improve our work. Other new and emerging areas within our field are critiqued. There is also an emphasis on future proofing our knowledge. The driving feature of this course is development of an 'interview ready' portfolio for learning designers and related positions. An evidence-based, inquiry-focussed approach to continuous improvement of products, approaches and resources informed by the integration of feedback are sought after by this industry and are activities that will underpin the course. A point of distinction for this course is embedding a learning design unit to enhance contemporary and emergent designs of portfolio artefacts. Students will be scaffolded to contribute to 'real' industry tasks and problems through a scenario brief to develop curriculum for other students. This will form the base of the work integrated learning program. The introductory unit 'Engaging Learners' introduces students to the research orientation of learning designers and issues important to the field such as co-creation. The main assessment task is the establishment of a digital portfolio and a custom plan for the portfolio to be completed during the course. In another unit, 'Digital Learning Platforms' students explore the more technical and interactive design elements of learning design. 'Design and Development across Learning Environments' focuses on the pedagogical practices of best practice curriculum development. In 'Analysing the Web and Social Networks' we examine the traces digital learners leave behind in order to find insights to improve our designs. We also review important topics in the relatively new field of learning analytics and ethical issues such as data privacy.

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

1. Create and critique online and digitally enabled educational instructional projects for a range of educational contexts through the systematic application of professional methodologies;
2. Formulate responsible, well-informed and ethical judgments in considering the role of education, design and digital media practitioners in a complex and highly dynamic industries;
3. Analyse and interpret data that informs the improvement of practice and critically apply cross-disciplinary theoretical and practical knowledge to recommend actions relevant to contemporary and emerging educational settings;
4. Investigate the role of different cultures, values and dispositions in the design of online educational products for niche audiences and report on findings, recommendations and implications for practice;
5. Collaborate to develop new knowledge about online learning;
6. Synthesise theoretical knowledge and apply to a practical outcome.

Careers: The graduates from the proposed course will be well placed to apply for the following roles: learning designer, instructional designer, e-learning developer and education officer. The course may appeal to teachers who wish to advance their knowledge in the area of digital teaching and learning and access new roles such as learning management system officer. The qualification will help some professionals gain new roles in the digital learning and teaching area. The work is available in a range of contexts; schools, public access government organisations. The qualification will help some professionals gain new roles, such as school teachers and tertiary educators.

Course Duration: 0.5 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

COURSE STRUCTURE

To attain the Graduate Certificate in Digital Learning and Teaching students will be required to complete:

- 48 credit points of Core studies

ADL6001	Engaging Learners in Digital Environments	12
ADM5004	Analysing the Web and Social Networks	12
AET6004	Design and Development across Learning Environments	12
AET6005	Digital Learning Platforms	12

Graduate Certificate in Digital Media

Course Code: ATDM

Campus: City Flinders.

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

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

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

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

Course Duration: 0.5 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

Admission Requirements International: Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

COURSE STRUCTURE

To attain the Graduate Certificate in Digital Media students will be required to complete 48 credit points of Core studies.

ADM5001	Visuals, Digital Media and a Global World	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12
ADM6005	Design Management	12

Graduate Certificate in Tertiary Education

Course Code: ATHE

Campus: Footscray Park.

About this course: The Graduate Certificate in Tertiary Education is a theory-informed but practice-oriented course designed for teachers in higher, further and vocational education. The course is delivered using a flexible blended approach, with a combination of optional face-to-face workshops and online activities in each unit. Core and elective units provide participants with opportunities to develop skills and knowledge across a range of approaches to learning, teaching and assessment including principles informing the successful VU Block Model in face-to-face and online settings. The course has a strong focus on scholarly and practical research-based approaches to tertiary education and is designed to develop skills in context, with strong inquiry-led approach to learning and options to undertake independent investigations of topics relevant to the individual teaching context. Successful completion of this course assists graduates to demonstrate teaching-related capabilities when applying for positions, and alignment with the Advance (HEA) Fellowship.

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

1. Demonstrate knowledge of educational theories and practices in tertiary education;
2. Plan and design a structured and aligned learning and teaching program to meet the needs of the different student cohorts;
3. Use a mix of theoretical knowledge, peer observation, student feedback, student work and self-reflection to critically evaluate a wide range of learning and teaching activities and outcomes;
4. Design assessment that identifies and strengthens student learning, provides feedback and informs future planning; and
5. Systematically investigate educational practice and/or contextual issue and report on findings, recommendations and implications for practice.

Careers: This course is designed to support the professional learning of educational practitioners.

Course Duration: 0.5 years

Admission Requirements: Applicants are expected to have recent or current teaching experience in a tertiary institution. Relevant work experience must be supported by documentary evidence and includes, but is not limited to: Tertiary Education; Adult Education; Educational/Learning Design and Development; Vocational Education and Training; and Workplace Training. Completion of an Australian Bachelor degree (or equivalent). OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

COURSE STRUCTURE

To complete the Graduate Certificate in Tertiary Education students will be required to complete 48 credit points of Core Studies.

AET6001	Teaching for Learning in Tertiary Education: Foundations and Beyond	12
AET6002	Curriculum Design and Assessment for Learning	12
AET6003	Evidence Based Effectiveness of Educational Innovation	12
AET6004	Design and Development across Learning Environments	12

Graduate Certificate in International Community Development

Course Code: ATID

Campus: Footscray Park.

About this course: This unique, practical and popular postgraduate program offers you a personalised education, for a career in community development in the local and international arena. The program is open to graduates of any discipline who are considering a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; leadership in community development; and governance of international organisations. Specialised areas of study include: social action and change; advocacy and human rights; peace and conflict resolution; and environmental sustainable communities. Further related studies can be selected from a long list of elective units. Applicants can apply directly for the Masters course. Alternatively, you can enrol in the Graduate Certificate and then proceed to the Graduate Diploma followed by the Masters with credit for all units. Victoria University values and respects cultural diversity and supports lifelong learning.

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

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

Careers: Graduates in International Community Development work in a diverse range of fields including international humanitarian and development, human rights, child protection, gender and culture, environmental sustainability, and community and lifelong education.

Course Duration: 0.5 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

Admission Requirements International: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

COURSE STRUCTURE

To complete the Graduate Certificate in International Community Development students will be required to complete 48 credit points consisting of:

- 48 credit points of Core units

ASA5001	Community Development: Theory and Practice	12
ASA5002	Community Development: Project Planning and Management	12
ASA5010	Transnational Gender Issues and Human Rights	12
ASA5050	Conflict Resolution in Groups and Communities	12

Graduate Certificate in TESOL

Course Code: ATTL

Campus: Footscray Park.

About this course: The Graduate Certificate in TESOL is a professionally-oriented course enabling language teachers to improve their practice by:

- Gaining insights informed by recent theory and pedagogical research
- Reflecting on their past and present practice as teaching practitioners and applying it to future contexts
- Considering how methodological issues impact on their work as language teaching professionals and practitioners.

The Graduate Certificate in TESOL attracts a range of students throughout Melbourne. In particular, it appeals to:

- Busy working qualified EAL teachers seeking a short but impactful and accredited PD program
- Qualified ESL/EAL teachers who need to meet changing employment requirements
- Registered VIT teacher seeking to expand their professional engagement into TESOL context
- CELTA graduates seeking to work locally and internationally in TESOL context.

The Graduate Certificate in TESOL is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program offers a part-time option of 6 months (Semester 1 and Winter School or Semester 2 and Summer School) or 2 semesters (Semester 1 and Semester 2). Please note, this course does NOT provide students with registration to teach.

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

1. Synthesise and critically review their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
2. Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
3. Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
4. Interrogate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility;
5. Analyse research findings applicable to TESOL practitioners, and communicate and transmit these ideas to peers;
6. Apply and critique the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
7. Implement their enhanced teaching skills and critically reflect on theory and professional practice in second language contexts.

Careers: There are many career opportunities available for graduates, including

- work with migrants or indigenous students at the primary and secondary level if they entered the course with teaching qualifications, or work with adults
- work with international students in ELICOS centres
- teachers looking for a change in career direction
- teaching English abroad

Course Duration: 0.5 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Applicants with a minimum two years of relevant work experience will be considered for admission to this course.

COURSE STRUCTURE

To complete the Graduate Certificate in TESOL students will be required to complete 48 credit points in total consisting of:

- 48 credit points of Core studies

Please note:

- AEG5123 is offered in semesters 1, 2
- AEG5124 is offered in semesters 1, 2, 3 and 4

- AEG5123 is a prerequisite for AEG5124

AEG5123	TESOL Methodology	24
AEG5124	Professional Practice - TESOL	24

Bachelor of Early Childhood Education and Leadership

Course Code: EBCL

Campus: Footscray Park.

About this course: The Bachelor of Early Childhood Education and Leadership prepares graduates to teach children from Birth-5 years and understand the transition to school through a mix of curriculum, learning and pedagogical theory, with particular focus on play, professional studies, practicum experiences, cultural studies and leadership. Specifically, units focus on psychology and child development, teaching pedagogies, education and curriculum studies, family, community and international contexts, history and philosophy of early childhood, sociological constructions of the child, leadership and policy in Early Childhood, and early childhood professional practice. This course also includes an emphasis on inquiry connected to an aspect of leadership in Early Childhood, and developing the research principles necessary to undertake inquiry. Placement includes 80 days supervised professional experience inclusive of 10 days supervised professional experience with children birth to under 3 years old (Birth-35 months) and a significant number of days in early childhood settings with children aged 3 until before they start formal schooling. Also included in the placement are 5 days in a primary school setting to reflect a connection between early childhood and formal school experiences as related to transition. This course offers a focus on leadership, ethics and advocacy, located primarily in the fourth year. The course has been designed to meet the requirements of the Australian Children's Education and Care Quality Authority (ACECQA) and will be reviewed for accreditation prior to the end of 2020 to allow graduates to register with the Victorian Institute for Teaching (VIT) as early childhood teachers.

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

1. Initiate teaching and learning practices that foster learner engagement in complex contexts and foreground Aboriginal standpoints in early childhood education.
2. Critically reflect on different ways of knowing, being, and doing, founded on the view of children and families as capable contributors to conceptual and pedagogical decision-making in learning and teaching; undertake an advanced study of play and the image of the child in different communities.
3. Design teaching practices that reflect an ability to contextualise, question, resist, rethink, and act towards equity and the public good and design learning opportunities that embrace a rich and varied curriculum, ensure that learning and teaching approaches are based on sound ethical principles and foster reciprocal relationships in early childhood settings.
4. Exhibit a broad and coherent body of knowledge of pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context; undertake deep inquiry into local and global contexts of Early Childhood Education.
5. Critically review and articulate a range of oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community,
6. Analyse models of leadership and advocacy and apply principles of ethical leadership in Early Childhood.

Careers: With an early childhood education degree from VU, you'll be job-ready before you graduate thanks to the extensive experience you'll gain in early childhood settings. You'll be ready to work as an early childhood teacher throughout Australia,

and progress professionally according to your ambitions and aptitude. Graduates can find employment in a public or private kindergarten, long day care centre, or early childhood centre in Australia. They may also find employment in policy development with government bodies.

Course Duration: 4 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Training & Development, Education, Child Care or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent) OR: 22451VIC Diploma of Teacher Education Preparation.

COURSE STRUCTURE

To attain the Bachelor of Early Childhood Education and Leadership students will be required to complete:

- 384 credit points of Core studies

Year 1

AEK1106	Reconciling Australian Humanities Education	12
EEC1101	Personal and Professional Learning	12
EEC1103	ICT in Education for the 21st Century	12
EEC1104	Healthy, Active Individuals and Communities	12
EEC1107	Educating for STEM	12
EEC1110	Literacy for Education	12
EEC1112	Human Development, Sustainability and Wellbeing	12
EEC1113	Creativity and the Arts in Education	12

Year 2

ECE2001	Practice in Partnership 1	12
ECE2002	Practice in Partnership 2	12
ECE2003	History, Philosophy and Early Childhood Education	12
ECE2004	Engaging with Place through Rethinking Childhoods and Development	12
ECE2005	Engaging with Place through Play	12

ECE2006	Materiality in Early Childhood: Visual and Creative Arts	12
ECE2007	Moving with Young Children	12
ECE2008	Music, Movement and Dramatic Arts	12
Year 3		
ECE3001	Thinking with Young Children: Language and Literacy	12
ECE3002	Advocacy in Leadership and Management in Early Childhood Education	12
ECE3003	Practice in Partnership 3	12
ECE3004	Critical and Contemporary Issues in Early Childhood Education	12
ECE3005	Equity, Social Justice and Diversity in Early Childhood Education	12
ECE3006	Thinking with Young Children: Science, Maths and Technology	12
ECE3007	Practice in Partnership 4	24
Year 4		
ECE4001	Understanding Play: Pedagogy and Possibilities	12
ECE4002	Early Childhood in a Global Context	12
ECE4003	The Image of the Child	12
ECE4004	Research Methods in Early Childhood	12
ECE4005	Ethical and Responsive Leadership	12
ECE4006	Politics, Policy and Impact	12
ECE4007	Inquiry Project 1	12
ECE4008	Inquiry Project 2	12

Bachelor of Early Childhood Education

Course Code: EBEC

Campus: Footscray Park, Werribee, First Year units of this course will be offered at Werribee campus for domestic students only..

About this course: The Bachelor of Early Childhood Education prepares graduates to teach children from Birth-5 years and understand the transition to school through a mix of curriculum, learning and pedagogical theory, professional studies, practicum experiences, and cultural studies. Specifically, units focus on psychology and child development, teaching pedagogies, education and curriculum studies, family and community contexts, history and philosophy of early childhood, and early childhood professional practice. Placement includes 80 days supervised professional experience inclusive of 10 days supervised professional experience with children birth to under 3 years old (Birth-35 months) and a significant number of days in early childhood settings with children aged 3 until before they start formal schooling. Also included in the placement are 5 days in a primary school setting to reflect a connection between early childhood and formal school experiences as related to transition. The course has been designed with the intention of addressing explicitly the requirements of the

Australian Children's Education and Care Quality Authority (ACECQA) and to register with the Victorian Institute for Teaching (VIT) as early childhood teachers.

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

1. Initiate teaching and learning practices that foster learner engagement in complex contexts and foreground Aboriginal standpoints in early childhood education.
2. Critically reflect on different ways of knowing, being, and doing founded on the view of children and families as capable contributors to conceptual and pedagogical decision-making in learning and teaching.
3. Design teaching practices that reflect an ability to contextualise, question, resist, rethink, and act towards equity and the public good.
4. Exhibit a broad and coherent body of knowledge of pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.
5. Critically review and articulate a range of oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community,
6. Design learning opportunities that embrace a rich and varied curriculum, ensure that learning and teaching approaches are based on sound ethical principles and foster reciprocal relationships in early childhood settings.

Careers: With an early childhood education degree from VU, you'll be job-ready before you graduate thanks to the extensive experience you'll gain teaching in a classroom. You'll be ready to work locally in Victoria as an Early childhood teacher. Graduates can find employment in a public or private kindergarten, long day care center, or early childhood centre in the state of Victoria, Australia.

Course Duration: 3 years

Admission Requirements: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Training & Development, Education, Child Care or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent) OR: 2245 1VIC Diploma of Teacher Education Preparation.

COURSE STRUCTURE

To attain the Bachelor of Early Childhood Education students will be required to complete:

- 288 credit points of Core studies

Students also undertake practical placements that include 80 days supervised professional experience.

Year 1

AEK1106	Reconciling Australian Humanities Education	12
EEC1101	Personal and Professional Learning	12
EEC1103	ICT in Education for the 21st Century	12
EEC1104	Healthy, Active Individuals and Communities	12
EEC1107	Educating for STEM	12
EEC1110	Literacy for Education	12
EEC1112	Human Development, Sustainability and Wellbeing	12
EEC1113	Creativity and the Arts in Education	12

Year 2

ECE2001	Practice in Partnership 1	12
ECE2002	Practice in Partnership 2	12
ECE2003	History, Philosophy and Early Childhood Education	12
ECE2004	Engaging with Place through Rethinking Childhoods and Development	12
ECE2005	Engaging with Place through Play	12
ECE2006	Materiality in Early Childhood: Visual and Creative Arts	12
ECE2007	Moving with Young Children	12
ECE2008	Music, Movement and Dramatic Arts	12

Year 3

ECE3001	Thinking with Young Children: Language and Literacy	12
ECE3002	Advocacy in Leadership and Management in Early Childhood Education	12
ECE3003	Practice in Partnership 3	12
ECE3004	Critical and Contemporary Issues in Early Childhood Education	12
ECE3005	Equity, Social Justice and Diversity in Early Childhood Education	12
ECE3006	Thinking with Young Children: Science, Maths and Technology	12
ECE3007	Practice in Partnership 4	24

Bachelor of Education (P-12)

Course Code:EBED

Campus:Footscray Park.

About this course:The Bachelor of Education (P-12) is a four-year, full-time teacher education course that examines the continuum of education and provides you with sufficient background, skills, and knowledge to teach from Preparatory year (Foundation) through to Year 12. It also provides a community and school-based approach to teacher education, with significant opportunities for students to pursue a range of teaching methods. Throughout the course, you will work in primary and secondary settings to complete at least 80 days of supervised teaching practice. This partnership between schools and the university provides the context through which you will engage in a praxis inquiry model that links practice and theory. In Year 4 of the course, you will participate in an extended placement in a primary setting. Graduates with a major in Disabilities Studies in Education will have a professional qualification to teach in special education settings. Students will have to satisfy the national requirements for teacher registration through meeting the benchmark of the Literacy and Numeracy Test for Initial Teacher Education prior to commencement of the second full-time year of the course. In accordance with Department of Education and Training Policy students are also required to complete a "Working with Children Check" prior to being placed in a school.

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

1. Exhibit a broad and coherent body of knowledge of pedagogy, curriculum and assessment based on learning theories and research into how students learn in relation to the changing nature of education in a rapidly-evolving global context,
2. Critically review the development of educational policies and knowledge of educational issues to improve classroom practice in primary and secondary classrooms and strengthen students' relations with their local community,
3. Plan learning programs that richly embrace a varied curriculum and that articulate and exhibit the ideologies of socially just education through awareness, inclusion, equity and access in ways that respond to students' diverse physical, social, cultural and intellectual characteristics,
4. Analyse the importance of fostering creative skills, thought processes, oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community so as to prepare them to confront and pro-actively solve 21st Century challenges,
5. Develop contextual understandings of contemporary life in a global community, and collaborate with students and colleagues to promote principles of peace, sustainability, ethical conduct, and political and economic freedom,
6. Demonstrate knowledge of relevant discipline-based content to plan, deliver and assess high quality educational programs to primary and secondary school students.

Careers:Graduates from the Bachelor of Education (P-12) are qualified to be accredited by the Victorian Institute of Teaching to teach in primary and secondary school settings. Graduates with a major in Disabilities Studies in Education will have a professional qualification to teach in Special Education settings.

Course Duration: 4 years

Admission Requirements:Completion of an Australian Senior Secondary Certificate (VCE or equivalent) with an ATAR of 70 or above (after adjustments) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English other than EAL. PLUS: Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics. Successful completion of a non-academic attributes assessment, for example, the CASPer test or equivalent. CASPer is an online test designed to assess and applicant's personal and

professional attributes and is a requirement for all initial teacher training courses in Victoria.

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent) other than EAL. PLUS: Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics. PLUS: IELTS (or equivalent): Overall score or 7.0 (with no band less than 7.5 in Speaking and Listening, and 6.5 in Reading and Writing).

Admission Requirements Mature Age: Completion of an Australian Senior Secondary Certificate with an ATAR of 70 or above (after adjustments) more than two years ago. PLUS: Completion of Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent) other than EAL. AND: Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics.

Admission Requirements VET: Completion of 22451VIC Diploma of Teacher Education Preparation.

Admission Requirements Other: Students will also have to satisfy the National requirements for teacher registration through satisfactory completion of the National Literacy and Numeracy Test for Initial Teacher Education Students prior to starting the course or prior to commencement of their second full-time year of study. A satisfactory achievement of the benchmark of the test is required before course completion for teacher registration can be approved. Students will require a Working with Children Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information: <http://www.workingwithchildren.vic.gov.au/>

COURSE STRUCTURE

To attain the Bachelor of Education (P-12) students will be required to complete 384 credit points consisting of: 240 credit points of Core studies 96 credit points of Major studies 48 credit points (either Option A or B) Option A (This option is recommended for students who choose to undertake a second Secondary teaching method) 48 credit points of Minor Studies Option B (This option is suitable for students who require more flexible enrolment opportunities) 48 credit points of any Minors or Elective units. Additional Notes Students are required to meet the required benchmarks for LANTITE prior to commencement of their second year placement units. Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program. Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider. Refer to www.vit.vic.edu.au Students also complete a minimum of 80 days Professional Experience comprising well-structured, supervised and assessed teaching practice. This course has organised 103 days, which substantially improves the minimum.

Year 1

AEK1106 Reconciling Australian Humanities Education 12

EEC1103	ICT in Education for the 21st Century	12
EEC1104	Healthy, Active Individuals and Communities	12
EEC1107	Educating for STEM	12
EEC1108	Literacy Across the Continuum 1	12
EEC1111	Personal and Professional Learning for Teaching	12
EEC1112	Human Development, Sustainability and Wellbeing	12
EEC1113	Creativity and the Arts in Education	12

Year 2

EEC2101	Engaging Students: High Expectations for All	12
EEC2103	Teaching Primary Science	12
EEC2105	Primary Mathematics	12
EEC2106	Approaches to Reading	12

And

Secondary Discipline Specialisation Major Unit 1 Level 1

Secondary Discipline Specialisation Major Unit 2 Level 1

And

Option A

Minor unit 1

Minor unit 2 OR

Option B

Any Minor Unit OR Elective

Any Minor Unit OR Elective

Year 3

ECP3102	Secondary Specialisation Assessment and Reporting	12
ECP3104	Innovations in Secondary Curriculum and Pedagogy	12

And

Secondary Discipline Specialisation Major Unit 3 Level 2

Secondary Discipline Specialisation Major Unit 4 Level 2

And

The following Secondary Discipline Specialisation Major Units 5 and 6 Level 3

ECP3101	Junior Secondary Curriculum and Pedagogy	12
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ECP3103	Senior Secondary Curriculum and Pedagogy	12	EMAPSY	Psychology (Education)
And			EMABIO	Biology (Education)
Option A			EMAENV	Environmental Science (Education)
Minor unit 3 Level 2			EMAPES	Physical Education (Secondary) (Education)
Minor Unit 4 Level 2 OR			EMADIS	Disability Studies in Education (Education)
Option B			EMASWE	Student Welfare (Education)
Minor Unit OR Elective			EMAHEA	Health (Education)
Minor unit OR Elective			EMAOUT	Outdoor Education (Education)
Year 4			EMAINF	Information and Digital Technologies (Education)
EEC4102	Literacy Across the Continuum 2	12	EMASOS	Studies of Society and Environment (SOSE Education)
EEC4103	Entering the Profession	12	EMAWRI	Writing (Education)
EEC4107	Teaching Practicum	12	EMASCI	Science (Education)
EEC4109	Primary Mathematics Pedagogy	12	EMAENL	English (Education)
EEC4110	Curriculum and Assessment in Primary Literacy	12	Minors	
EEC4201	Implementation of Primary Specialisation	12	EMIBIO	Biology (Education Minor)
And			EMILIT	Literary Studies (Education Minor)
Curriculum and Pedagogy Unit Major Unit 7 Level 3			EMIWRT	Writing (Education Minor)
Curriculum and Pedagogy Unit Major Unit 8 Level 3			EMIENV	Environmental Science (Education Minor)
Education Elective Units			EMIFTE	Food Technology (Education Minor)
EEE3011	Digital Life & Learning	12	EMICUL	Cultural Studies (Education Minor)
EEE3012	International Teaching and Learning Contexts 1	12	EMIHEA	Health (Education Minor)
EEE3013	International Teaching and Learning Contexts 2	12	EMIDIG	Digital Media (Education Minor)
Majors			EMIMTH	Mathematics (Education Minor)
EMAEAR	Art (Education)		EMIMDA	Media Studies (Education Minor)
EMAENG	English (Literary Studies) (Education)		EMIPSY	Psychology (Education Minor)
EMAFTE	Food Technology (Education)		EMISOC	Sociology (Education Minor)
EMAHUM	Humanities (Education)		EMISWE	Student Welfare (Education Minor)
EMAMTH	Mathematics (Education)		EMIEAL	Teaching English as an Additional Language (TEAL) (Education Minor)
EMAMDA	Media Studies (Education)			
EMAMSC	Music (Education)			

NMICHE Chemistry

EMIAGL Aboriginal Yulendj (Knowledge) and Community

Bachelor of Education Studies

Course Code:EBST

Campus:Footscray Park, Werribee, First Year units of this course will be offered at Werribee campus for domestic students only..

About this course:This course provides students with a foundation for further studies in education which can lead to a teaching qualification. Students who graduate from this course will have completed a major and minor in a specialist teaching area, enabling them to pathway into a Master of Teaching (Secondary Education) or Master of Teaching (Primary Education). In addition, students who successfully complete first year, and meet the literacy and numeracy and non-academic skills benchmarks, may choose to apply to transfer into the second year of the undergraduate Bachelor of Education P-12 program. Students would also acquire skills and knowledge that would allow them to work in a number of education, community, public and welfare service settings. Graduates of Bachelor of Education Studies may also be employed in such areas as tutoring and mentoring programs and working in education places aligned to their completed specialisation domains e.g. museums, laboratories, after school care etc.

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

1. Analyse and evaluate perspectives in the theory, research and practice of education in community and human service contexts in a changing world;
2. Review the conditions for lifelong learning appropriate to individuals and groups in social settings, incorporating ethical, sustainable and socially inclusive criteria;
3. Plan, implement, assess and evaluate educational programs and activities that demonstrate practical, recreational and creative skills;
4. Research and critically reflect on practice and communicate ideas as an educator in community and human services;
5. Engage effectively in teaching teams and work collaboratively as members of a work based team;
6. Respect and value diversity and difference as a positive resource to be encouraged within the community and its organisations.

Careers:This course provides a qualification for those wishing to work in educational settings where teacher registration is not required for employment purposes. Students would acquire skills and knowledge that would allow them to work in a number of education, community, public and welfare service settings. Due to the inclusion of sufficient "method" studies within the Education Studies degree, graduates are qualified to apply to enter a graduate entry initial teacher education course e.g. Master of Teaching (Secondary Education) or Master of Teaching (Primary Education), subject to meeting all entry requirements.

Course Duration:3 years

Admission Requirements:Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English.

Admission Requirements International:Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent). PLUS: IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

Admission Requirements Mature Age: Five years (minimum) work/life experience in Training & Development, Education, Child Care or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

COURSE STRUCTURE

To attain the Bachelor of Education Studies, students will be required to complete 288 credit points, consisting of:

- 96 credit points of First Year Core units

48 credit points of Core studies 48 credit points of Minor studies

- 96 credit points of Major studies

First Year Core Units

AEK1106	Reconciling Australian Humanities Education	12
EEC1101	Personal and Professional Learning	12
EEC1103	ICT in Education for the 21st Century	12
EEC1104	Healthy, Active Individuals and Communities	12
EEC1107	Educating for STEM	12
EEC1110	Literacy for Education	12
EEC1112	Human Development, Sustainability and Wellbeing	12
EEC1113	Creativity and the Arts in Education	12

Core Studies

EDS1002	Arts and Performance - Addressing Disability	12
EEC3003	Professional Contexts	12
EED2000	Curriculum Development and Implementation	12
ESP2001	Making the Conditions for Learning: Ethical and Reflexive Practice	12

48 credit points of Minor Studies

96 credit points of Major Studies

Majors

EMASAR	Art (Ed Studies)
EMASBI	Biology (Ed Studies)

EMASDM	Digital Media (Ed Studies)
EMASEL	English (Literary Studies) (Ed Studies)
EMASES	Environmental Studies (Ed Studies)
EMASHE	Health (Ed Studies)
EMASHS	History (Ed Studies)
EMASMT	Mathematics (Ed Studies)
EMASMD	Media Studies (Ed Studies)
EMASMS	Music (Ed Studies)
EMASOE	Outdoor Education (Ed Studies)
EMASPE	Physical Education (Secondary) (Ed Studies)
EMASSW	Student Welfare (Ed Studies)
EMAFOO	Food Technology
Minors	
EMIBIO	Biology (Education Minor)
EMILIT	Literary Studies (Education Minor)
EMIWRT	Writing (Education Minor)
EMIENV	Environmental Science (Education Minor)
EMICUL	Cultural Studies (Education Minor)
EMIHEA	Health (Education Minor)
EMIDIG	Digital Media (Education Minor)
EMIMTH	Mathematics (Education Minor)
EMIMDA	Media Studies (Education Minor)
EMIOUT	Outdoor Education (Education Minor)
EMIPSY	Psychology (Education Minor)
EMISOC	Sociology (Education Minor)
EMISWE	Student Welfare (Education Minor)
EMIEAL	Teaching English as an Additional Language (TEAL) (Education Minor)
NMIPHY	Physics

NMICHE	Chemistry
EMIDST	Disability Studies
EMIAGL	Aboriginal Yulendj (Knowledge) and Community
EMIFOO	Food Technology

Bachelor of Youth Work/Bachelor of Sport Management

Course Code:EBYS

Campus:Footscray Park.

About this course:The aim of the Bachelor of Youth Work/Bachelor of Sport Management course is to produce competent youth workers and sport management professionals who have practical management and leadership skills. Youth work helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. Commonly one of the key tools that is utilised in this work is recreation and adventure programs. The double degree therefore has an important synergy that mirrors community demand for professionals with this range of skills. This course is well placed to train professionals who wish to work with young people using the tools of recreation to assist young people to fulfil their potential. The course provides students with an understanding of working with young people in community and sport recreation settings while also equipping them with a sound knowledge of the structure and practices of the Australian sport and management industry. The course also seeks to graduate students who have a critical awareness of the benefits of recreation while working with disadvantaged communities, in particular young people

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

1. Critically review their understanding and appreciation of the nature, role and significance of recreation for young people in its differing social, political and economic contexts;
2. Adapt their knowledge and skills of youth work, recreation and sport management practice in diverse contexts including policy, practice and management;
3. Practise and apply knowledge and skills in youth work, recreation and sport management contexts in order to empower young people in community settings;
4. Apply generic and specialist understandings and skills that enable professional effectiveness in youth work, recreation and sport management settings (eg. oral and written communication, self-reliance, teamwork, research);
5. Demonstrate specialist knowledge of the functions of youth workers and recreation and sports leaders in a range of management roles that are suitable for application in a variety of service organisations (professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies);
6. Plan and implement youth work, recreation and sport management programs and activities for young people they work with;
7. Demonstrate and apply a range of leadership, delivery and facilitation skills for use in youth work and sport management settings;
8. Clearly and coherently articulate the social and political dimensions of disadvantage, in particular how it relates to young people;
9. Take responsibility and accountability for their own learning and professional practice in collaboration with Youth Work, recreation and sport management industry professionals and practitioners.

Careers: This course provides students with the knowledge, skills and understanding to work with young people in a range of community settings. It also has multiple employment exit points in the areas of youth work, sport management and sport and community development. Students can also gain entry to schools as graduates will be qualified to enter a Master of Teaching course.

Course Duration: 4 years

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

Admission Requirements Mature Age: Five years (minimum) work/life experience in Human Services, Sports, Training & Development or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

Admission Requirements Other: Students will require a Working with Children Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information: <http://www.workingwithchildren.vic.gov.au/>

COURSE STRUCTURE

To attain the double degree of Bachelor of Youth Work/Bachelor of Sport Management students will be required to complete 384 credit points in total consisting of:

- 384 credit points of Core Units including 24 credit points of Capstone studies.

First Year Core Units

AEB1800	Youth Work Practice	12
AEB1801	Youth Work Practice 2	12
AEB1804	Young People in a Global Community	12
AYW1001	Principles of Youth Participation	12
BHO1171	Introduction to Marketing	12
SOL1000	Introduction to Adventure Environments	12
SSM1101	Introduction to Sport and Active Recreation	12
SSM1104	Community Building for Sport and Active Recreation	12

Year 2

AEB2802	Ethics and Youth Work Practice	12
AEB2803	Holistic Practice With Young People	12

AEB3803	Professional Practice 1	12
ECY2001	Young People and Substance Use	12
SSM2002	Career Development and Employability 1	12
SSM2104	Programming for Sport Development and Community Action	12
SSM2204	Sport Sponsorships and Partnerships	12
SSM2205	Sociology of Sport and Active Recreation	12

Year 3

AEB3802	Professional Culture and Collaboration	12
AEB3805	Youth Policy, Civics and Culture	12
AYW2001	Young People with All Abilities	12
EDI3001	Rights, Advocacy and Discrimination	12
SSM2003	Ethics in Sport Management and Active Recreation	12
SSM2103	Historical and Cultural Aspects of Australian Sport	12
SSM3104	Research and Evaluation in Sport	12
SSM3204	Building and Sustaining Sport Participation	12

Year 4

AEB3801	Youth Policy and Civics	12
ECY3004	Youth and Community Industry Placement	12
ECY3003	Youth and Community Industry Preparation	12
ASC2005	Change and Community Justice	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
SSM3103	Sport Facility Management	12
SSM3205	Sport Event Management	12

Bachelor of Science/Master of Teaching (Secondary Education)

Course Code: ECST

Campus: Double Qualification, sourced from single degrees.

About this course: The Bachelor of Science/Master of Teaching (Secondary Education) is a double qualification that allows students to undertake an initial program in Science and to then complete an accredited Master's program in secondary teaching. This combination provides the student with a science degree incorporating intensive hands-on laboratory and fieldwork experience in the core major studies of biotechnology, chemistry and ecology and environmental management with a postgraduate qualification in secondary teaching in their chosen areas. Students will need to choose their undergraduate studies in conjunction with an adviser to ensure that their subject choices are compatible with the teaching

subject methods offered within the Master of Teaching (Secondary Education). The Bachelor of Science provides students with access to modern laboratories with state of the art equipment and also offers opportunities for industry projects to allow students to experience scientific theory in practice. The Master of Teaching (Secondary Education) component of the combined program prepares students for registration as teachers in a wide range of discipline areas and involves significant learning in the workplace through Project Partnerships. During the final year of the Bachelor of Science, students will be required to meet the threshold requirements of the Literacy and Numeracy Test externally administered by ACER. This test is a requirement of teacher accreditation and must be successfully completed prior to starting the Master of Teaching (Secondary Education) component of this course. Students who do not achieve the required threshold in this test will exit the program with their completed undergraduate degree. For further information regarding the test, which is a requirement for all students undertaking a teaching qualification, is available on the ACER website <https://teacheredtest.acer.edu.au/>.

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

1. Locate, evaluate and apply scientific information efficiently and effectively;
2. Identify and solve problems with intellectual independence using scientific principles in a range of situations taking into consideration social, cultural, economic and environmental factors;
3. Exhibit high levels of numeracy skills in the analysis and interpretation of quantitative scientific data;
4. Communicate effectively in spoken and written forms on a range of scientific and mathematical topics to peers, professional and community groups;
5. Apply an evidence-based research approach, formulate and test hypotheses in a chosen scientific discipline;
6. Respond with social and cultural awareness within local and global environments;
7. Devise and apply scientific methodology, individually and with peers, to undertake laboratory exercises, scientific research and practical investigations, employing ethical principles and practice and industry and research protocols;
8. Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
9. Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings;
10. Critically review curriculum materials and resources that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society;
11. Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
12. Plan, implement and evaluate a range of educational practices that support the diversity of students in post primary education;
13. Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
14. Employ advanced skills in research to work with educational stakeholders in educational settings;
15. Design, conduct and report educational inquiry / research;
16. Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve;
17. Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

Careers: Graduates of the Bachelor of Science/Master of Teaching (Secondary Education) who have passed the National Literacy and Numeracy Test for Initial Teacher Education are eligible for registration as secondary teachers. Graduates can also pursue careers in a range of educational related industries and organisations.

Course Duration: 5 years

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

Admission Requirements Mature Age: Five years (minimum) work/life experience in the Health Sciences or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago.. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). PLUS: A study score of at least 20 in Mathematics (any).

Admission Requirements VET: Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent). OR: Completion of a Certificate IV in a related Science/Health discipline.

Admission Requirements Other: Students will also have to satisfy the national requirements for teacher registration through satisfactory completion of the National Literacy and Numeracy Test for Initial Teacher Education Students prior to starting the Master of Teaching (Secondary Education) or within the first year of the program. Selection will also include completion and results of a non-academic attributes assessment CASPer (or equivalent) test. CASPer is an online test designed to assess and applicant's personal and professional attributes and is a requirement for many initial teacher training courses in Victoria. Students should note that they will be subject to a Working With Children Check (police checks) before practice placements, in accordance with Department of Education and Training policy.

Diploma of Education Studies

Course Code: EDES

Campus: Footscray Nicholson, Werrbee, This course will be offered at Werrbee campus for domestic students only..

About this course: The Diploma of Education Studies offers students intensive support in literacy in a supportive learning environment which will give students a strong foundation for further studies, and potentially a career in primary and/or secondary school education. Students who graduate from this course can pathway directly into year two of the Bachelor of Early Childhood Education or the Bachelor of Education Studies. In addition, students who achieve a distinction average and successfully meet the standard of the federal/state government's literacy, numeracy and propensity to teach requirements will be able to pathway into year two of the Bachelor of Education (P-12) course.

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

1. Appraise a broad and coherent body of knowledge of in relation to the changing nature of education in a rapidly-evolving global context;
2. Apply knowledge of educational issues to improve educational practices;
3. Discuss a range of learning theories and identify how they enhance student learning;
4. Develop students' capabilities and capacity in literacy and numeracy that enhance communication for academic contexts, including in the use of Information and Communication Technologies;
5. Foster creative skills and thought processes so as to prepare to confront and pro-actively engage with 21st Century challenges;
6. Develop contextual understandings of contemporary life in a global community, and collaborate with colleagues to promote principles of peace, sustainability, ethical conduct, and political and economic freedom;
7. Articulate and review the

concepts of inclusion, equity and access for socially just education; 8. Investigate the changing nature of society to prepare for the development of educational policies and processes relevant to students' needs.

Careers: Those students who have successfully completed all aspects of the Diploma of Education Studies program, at the agreed achievement level, and met the benchmarks for the LANTITE tests, will be able to transfer into the VU Bachelor of Education (P-12) program via the internal course pathway transfer process. Graduates from the Diploma of Education Studies will also be eligible to apply for other Bachelor level programs. Graduates from the Diploma could seek work as teacher aides / integration aides because there is no qualifications / employment nexus in this sector of the Victorian education industry.

Course Duration: 1 year

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

Admission Requirements International: Completion of an Australian Senior Secondary Certificate (VCE or equivalent). PLUS IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

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

Admission Requirements VET: Certificate IV in Liberal Arts (or equivalent). OR Certificate IV in Tertiary Preparation (or equivalent).

Admission Requirements Other: International students from non-English speaking countries are required to demonstrate a minimum IELTS of 6.0 overall (with no score below 6.0 in any of the four skills areas on entry to the program).

COURSE STRUCTURE

To attain the Diploma of Education Studies students will be required to complete:

- 96 credit points (equivalent to 8 units) of Core studies

AEK1006	Investigating Australian Humanities	12
EDC1000	Academic and Professional Learning	12
EDC1001	Sociological Orientation to Education	12
EDC1004	Investigating STEM Education	12
EDC1005	Health, Physical Activity and Wellbeing Education	12
EDC1007	ICT in Education and Learning	12
EDC1008	Learning Through Literacy	12
EDC1010	Learning in and through the Arts	12

Graduate Diploma in Early Childhood Education

Course Code: EGEC

Campus: Footscray Nicholson, Online.

About this course: The Graduate Diploma of Early Childhood Education prepares graduates to teach children from 0-5 years and understand the transition to school through a mix of curriculum, learning and pedagogical theory, professional studies, practicum experiences, and cultural studies. Specifically, units focus on psychology and child development, teaching pedagogies, education and curriculum studies, family and community contexts, history and philosophy of early childhood, and early childhood professional practice. Placement includes 60 days supervised professional experience inclusive of 10 days supervised professional experience with children birth to under 3 years old (0-35 months) and a significant number of days in early childhood settings with children aged 3 until before they start formal schooling. Also included in the placement are 5 days in a primary school setting to reflect a connection between early childhood and formal schools experiences as related to transition.

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

1. Initiate teaching and learning practices that foster learner engagement in complex contexts and foreground Aboriginal standpoints in early childhood education.
2. Critically review on different ways of knowing, being, and doing founded on the view of children and families as capable contributors to conceptual and pedagogical decision-making in learning and teaching.
3. Design teaching practices that reflect an ability to contextualise, question, resist, rethink, and act towards equity and the public good.
4. Exhibit a broad and coherent body of knowledge of early childhood pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.
5. Appraise, adapt, and exemplify a range of oral and written communication techniques to engage and connect with learners, their parents/carers and the wider community.
6. Create learning opportunities that embrace a rich and varied curriculum, ensuring that learning and teaching approaches are based on sound ethical principles and foster reciprocal relationships in early childhood settings.

Careers: With an early childhood education degree from VU, you will be job-ready before you graduate as a result of the extensive experience you will gain teaching in a classroom during placements. You will be ready to work locally in Victoria as an early childhood teacher. Graduates can find employment in a public or private kindergarten, long day care centre, or early childhood centre in the state of Victoria, Australia.

Course Duration: 1 year

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in any discipline. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS: Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5. OR the following scores that serve as equivalent scores for the IELTS: • ISPLR: Overall (3+) L (4), R (3+), W (3+), S (4) • TOEFL: Overall (94), L (27), R (21), W (24), S (24) • PTE: Overall (65-72), L (73), R (58), W (58), S (73) Applicants with a minimum of a 3 year Bachelor's degree from Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will not be required to complete IELTS.

Admission Requirements International: Completion of an Australian Bachelor degree (or equivalent). Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS: Overall 7.0 with Listening

7.5, Reading 6.5, Writing 6.5, Speaking 7.5. OR the following scores that serve as equivalent scores for the IELTS: • ISPLR: Overall (3+) L (4), R (3+), W (3+), S (4) • TOEFL: Overall (94), L (27), R (21), W (24), S (24) • PTE: Overall (65-72), L (73), R (58), W (58), S (73) Applicants with a minimum of a 3 year Bachelor's degree from Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will not be required to complete IELTS.

Admission Requirements Other: Working with Children Check: Applicants must complete a Working with Children Check prior to undertaking placement. This course is ACECQA accredited and is recognised by the Victorian Institute of Teaching (VIT) for teaching registration in Victoria. It is not necessarily recognised in other states and territories in Australia. Refer to VIT Registration information <https://www.vit.vic.edu.au/registering-as-a-teacher/how-do-i-register-as-a-teacher/early-childhood-teacher>

COURSE STRUCTURE

To attain the Graduate Diploma in Early Childhood Education students will be required to complete:

- 96 credit points of Core units.

ECE6001	Early Childhood Development, Learning and Teaching 1	12
ECE6002	Early Childhood Curriculum and Pedagogy 1: the Sciences	12
ECE6003	Contemporary Issues, Social Contexts of Learning and Social Justice	12
ECE6004	Languages and Literacy in Early Childhood	12
ECE6005	Early Childhood Development, Learning and Teaching 2	12
ECE6006	Early Childhood Curriculum and Pedagogy 2: the Arts	12
ECE6007	Professional Issues	12
ECE6008	Inclusive Practice in Education	12

Graduate Diploma in Education

Course Code:EGED

Campus:Footscray Park.

About this course:The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change. Successful completion of the Graduate Diploma of Education provides an opportunity to gain admission to the Master of Education.

Course Objectives:On successful completion of this course, students will be able to:
1. Formulate a commitment to ethical action, social responsibility and sustainability in an education context.
2. Critically review perspectives on the contemporary context of education, vocational training and professional development locally and nationally.
3. Apply knowledge about theories to frame and inform practice as a reflective educator.
4. Interpret theoretical perspectives, analysis and problem

solving, and an awareness of current research into lifelong learning.
5. Use technologies for communication, knowledge access, and collaboration in the construction of understanding.
6. Initiate educational innovation and professional learning in a workplace identifying a range of connections within professional and academic communities.
7. Undertake educational inquiry/research.

Careers:In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals.

Course Duration: 1 year

Admission Requirements:Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline OR Applicants without an undergraduate qualification may be admitted to the Graduate Diploma based on approved work experience. Upon completion of the Graduate Diploma, graduates will be eligible for admission to this course with credit granted for completed units.

Admission Requirements International:Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

Admission Requirements Other:All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

COURSE STRUCTURE

To complete the Graduate Diploma in Education students will be required to complete 96 credit points consisting of:

- 24 credit points of Core units
- 72 credit points of Elective units

Additional Notes:

- EED6001 must be taken in your first semester of study

Core Unit

EED6001	Contemporary Issues in Education and Training	24
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Select 72 credit points (3 units) from the following Elective units:

AED5008	Evaluation	24
AED5009	Innovation	24
AED5011	Approaches to Learning	24
AED5023	E-Learning	24
AED5030	Positive Education	24

EED6002	Curriculum & Pedagogy	24
EED6011	Enhancing Skills and Knowledge	24
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24

Master of Education

Course Code:EMED

Campus:Footscray Park.

About this course:The Master of Education is a flexible coursework program which focuses on creating advanced thinkers and reflective educators who can handle and synthesise knowledge in order to be able to innovate, modernise and revitalize formal and non-formal learning. Graduates of this course can operate in a range of formal educational and non-formal educational settings and contexts. This course seeks to help educators to make links between their practice and the latest research in education, locally and internationally. These links will enable them to contribute to the existing educational knowledge base in order to build innovative and modern solutions to educational problems and issues. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is two years full time study, which can be reduced to 1.5 years depending on the student's educational background. Please note, this course does NOT provide students with registration to teach.

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

1. Demonstrate an understanding of and commitment to ethical action, social responsibility and sustainability in an educational context.
2. Derive an informed and critical perspective on the contemporary context of education, vocational training and professional development, both locally and internationally.
3. Use advanced knowledge about theories to frame and inform practice as a critical and reflective educator.
4. Integrate strong theoretical perspectives, critical analysis and problem solving, and an awareness of current research.
5. Adapt appropriate uses of digital technologies for communication, knowledge access, and collaboration in the construction of an advanced body of understanding in the discipline.
6. Stimulate educational innovation and professional learning in a workplace, and be able to draw on a range of connections within professional and academic communities.
7. Design, conduct, and report educational inquiry/research.

Careers:In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals. Increasingly, a Master of Education is being seen as a prerequisite for promotion in the field of Education for qualified school teachers who are becoming aware that graduate teachers will be entering the profession with a 5 year qualification.

Course Duration:2 years

Admission Requirements:Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline.

Admission Requirements International:Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

Admission Requirements Other:All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course

COURSE STRUCTURE

To complete the Master of Education students will be required to complete 192 credit points consisting of:

- 24 credit points of Core units
- 120 credit points of Elective units
- 48 credit points of either Option A Capstone Research and Elective unit or Option B Minor Thesis

[Note - Cognate students, who have been admitted to the Master of Education on the basis of their previous studies in education, will be granted recognition of prior learning for two units. Cognate Students will be granted AED5011 Approaches to Learning (as the core 24 credit point unit) and an unspecified elective (as the elective 24 credit point unit). Additional Notes:

- EED7003 must be taken in your first semester of study.
- Students must complete 48 credit points of study prior to enrolment in EED7001 You are encouraged to complete EED7001 Research Methods in Education as close to the completion of your Minor Thesis or Capstone Research Project as possible.
- The Minor Thesis or Capstone Research Project units must be taken in the final semesters of study.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete the Minor Thesis option, or complete the unit EED6011 along with EED6004.

CORE UNITS

EED7001	Research Methods in Education	12
EED7003	Current Issues in Education and Training	12

Select either Option A or B:

OPTION A:

EED6004	Capstone Research Investigation	24
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Plus 24 credit points (1 unit) chosen from the Elective unit list below.

OPTION B:

AED6001	Minor Thesis (Full-Time)	48
OR		
EED6031	Minor Thesis A (Part-Time)	24
AND		
EED6032	Minor Thesis B (Part-Time)	24
Select 120 credit points (5 units) from the following Elective units:		
AED5009	Innovation	24
AED5011	Approaches to Learning	24
AED5023	E-Learning	24
AED5030	Positive Education	24
EED6002	Curriculum & Pedagogy	24
EED6011	Enhancing Skills and Knowledge	24
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24

Master of Teaching (Secondary Education)

Course Code:EMES

Campus:Footscray Nicholson.

About this course:The Master of Teaching (Secondary Education) prepares students for registration as teachers in a wide range of discipline areas and involves significant learning in the workplace through Project Partnerships. All students enrolled in initial teacher education courses must sit and successfully pass the Literacy and Numeracy Test for Initial Teacher Education prior to starting the course or within the first year of the program. Satisfactory achievement of the benchmark for literacy and numeracy is a requirement to graduate from the program.

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

1. Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
2. Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings;
3. Critically review curriculum materials and resources that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society;
4. Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
5. Plan, implement and evaluate a range of educational practices that support the diversity of students in post primary education;
6. Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
7. Employ advanced skills in research to work with educational stakeholders in educational settings;
8. Design, conduct and report educational inquiry / research;
9. Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve;
10. Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

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Careers:Graduates of the Master of Teaching (Secondary Education), all of whom would have passed the National Literacy and Numeracy Test for Initial Teacher Education, are eligible for registration as secondary teachers. Graduates also pursue careers in a range of educational related industries and organisations.

Course Duration: 2 years

Admission Requirements:Completion of an Australian Bachelor degree (or equivalent) in a discipline that meets VIT specialisation requirements available at: https://www.vit.vic.edu.au/media/documents/publications-and-forms/forms/Specialist_Area_Guidelines_2015.pdf Applicants will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5.

Admission Requirements International:Completion of an Australian Bachelor degree (or equivalent) in a discipline that meets VIT specialised requirements available at: https://www.vit.vic.edu.au/media/documents/publications-and-forms/forms/Specialist_Area_Guidelines_2015.pdf Applicants will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5.

Admission Requirements Other:Applicants will be assessed on academic performance. Prior to entry into the third semester of full time study, students in this course will have to sit the LANTITE test in order to demonstrate that their literacy and numeracy skills are within that expected of the top 30% of the population in Australia. The LANTITE test is a national government requirement for initial teacher education programs. Students should note that they will be subject to a Working With Children Check before practice placements, in accordance with Department of Education and Training policy.

COURSE STRUCTURE

To complete the Master of Teaching (Secondary Education) students will be required to complete 192 credit points in total consisting of:

- 96 credit points Core units
- 48 credit points Discipline Studies
- 48 credit points from Option A or Option B

Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program. Option A

- 48 credit points Thesis unit/s

OR Option B

- 48 credit points Capstone unit and Elective unit

It is possible to complete the course in 18 months if some units of study and teaching placement are completed in Summer and Winter semesters. Unit of study

offerings in Summer and Winter are subject to demand and availability of school placements. Additional Notes

- Thesis and capstone units can only be taken towards the end of your course.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete the Minor Thesis units (Minor Thesis A (Part-Time) and Minor Thesis B (Part-Time)).
- Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) prior to commencement of the second year placement units.
- Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider. Refer to www.vit.vic.edu.au

EED7001	Research Methods in Education	12
EED7002	Approaches to Teaching and Learning	12
EED5102	Curriculum and Multi-modal Learning	12
AEK7001	Indigenous Perspectives in Learning and Teaching	12
EED7004	Engaging with the Profession	24
ETS5001	Critical Literacy for Diverse Communities	12
ETS5002	Teacher as Practitioner and Researcher	12
Plus the following four Discipline Studies Units		
ETS5003	Specialisation Curriculum and Pedagogy A	12
ETS5004	Specialisation Curriculum and Pedagogy B	12
ETS5005	Specialisation Assessment and Reporting	12
ETS5006	Specialisation Innovations in Curriculum and Pedagogy	12
Plus one of the following two options:		
Option A		
EED6004	Capstone Research Investigation	24
24 credit points (1 unit) chosen from the Elective units listed below		
Option B		
EED6031	Minor Thesis A (Part-Time)	24
EED6032	Minor Thesis B (Part-Time)	24
Elective units		
AED5008	Evaluation	24
AED5009	Innovation	24

AED5011	Approaches to Learning	24
AED5023	E-Learning	24
AED5030	Positive Education	24
AEK7002	Post-Colonial and Indigenous Approaches to Education	24
EED6002	Curriculum & Pedagogy	24
EED6011	Enhancing Skills and Knowledge	24
EED7003	Current Issues in Education and Training	12

Master of Teaching (Primary Education)

Course Code:EMPE

Campus:Footscray Nicholson.

About this course:The Master of Teaching (Primary Education) prepares students as generalist primary school teachers who are able to apply for registration with the Victorian Institute of Teaching. The course involves significant learning in the workplace through Project Partnerships. The standard duration of the Master of Teaching (Primary Education) is 24 months however, it is possible to complete the course in 18 months as a full time enrolled student, if some units of study and teaching placement are completed in Summer and Winter semesters. Unit of study offerings in Summer and Winter are subject to demand and availability of school placements. All students enrolled in initial teacher education courses must sit and successfully pass the Literacy and Numeracy Test for Initial Teacher Education prior to starting the course or within the first year of the program. Satisfactory achievement of the benchmark for literacy and numeracy is a requirement to graduate from the program.

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

1. Implement educational innovation and professional learning in a workplace, and be able to draw on a range of connections within professional and academic communities;
2. Critically analyse the changing nature of society (technological, economic, environmental and cultural) and the implications for primary education;
3. Understand/implement effective assessment practices for primary school teaching;
4. Implement and justify a range of approaches for the education of children, enabling the development of personal teaching practices which are suitable for teaching within primary education in the 21st century; in economically and culturally diverse communities;
5. Investigate and present patterns of cultural and political relations in which primary education services are located, with particular reference to primary education in economically and culturally diverse communities;
6. Exhibit an understanding of and commitment to ethical action, social responsibility and sustainability, with the commitment to an ongoing process of improvement that is in their own interests, those of young people in primary education and the communities in which they teach;
7. Design, formulate, and elucidate educational inquiry/research which can be applied by teachers to inform, evaluate and improve their teaching practice;
8. Exhibit knowledge and skills in educational leadership applicable for beginning teachers;
9. Critically review or cross-examine curriculum and pedagogical approaches in order to enhance the learning of all students.

Careers:Graduates of the Master of Teaching (Primary Education) are eligible for registration as teachers with the Victorian Institute of Teaching and will be prepared

to teach as generalist primary teachers. Graduates can also pursue careers in a range of educational related industries and organisations.

Course Duration: 2 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent). Applicants will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5.

Admission Requirements International: Completion of an Australian Bachelor degree (or equivalent). Applicants will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5.

Admission Requirements Other: Applicants will be assessed on academic performance. Prior to entry into the third semester of full time study, students in this course will have to sit the LANTITE test in order to demonstrate that their literacy and numeracy skills are within that expected of the top 30% of the population in Australia, as per Victorian government requirements for initial teacher education. Students should note that they will be subject to a Working With Children Check before practice placements, in accordance with Department of Education and Training policy.

COURSE STRUCTURE

To complete the Master of Teaching (Primary Education) students will be required to complete:

- 192 credit points Core units

Students are required to pass an approved literacy and numeracy test in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program.

Additional Notes

- Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) prior to commencement of the second year placement units.
- Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider. Refer to www.vit.vic.edu.au

Year 1, Semester 1

EED7002	Approaches to Teaching and Learning	12
ETP5001	Language and Literacy in the Primary Years 1	12
ETP5003	Teaching and Learning Primary Mathematics 1	12
ETP5007	Science in Primary Education	12

Year 1, Semester 2

EED5102	Curriculum and Multi-modal Learning	12
ETP5005	Primary Health and Physical Education	12
ETP5006	Humanities in Primary Education	12
ETP5008	The Arts and Design in Primary Education	12

Year 2, Semester 1

AEK7001	Indigenous Perspectives in Learning and Teaching	12
EED7001	Research Methods in Education	12
ETP5002	Language and Literacy in the Primary Years 2	12

Year 2, Semester 2

EED7004	Engaging with the Profession	24
ETP5004	Teaching and Learning Primary Mathematics 2	12
EED7005	Primary Specialisation Capstone	24

Graduate Certificate in Education

Course Code: ETED

Campus: Footscray Park.

About this course: The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

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

1. Devise a commitment to ethical action, social responsibility and sustainability in education contexts.
2. Critique perspectives on the contemporary context of education, vocational training and professional development.
3. Critically review knowledge about theories to frame and inform practice as a reflective educator.
4. Evaluate theoretical perspectives and current research into a lifelong learning.
5. Determine and recommend technologies for communication, knowledge access, and collaboration in the construction of understanding.
6. Contribute to educational innovation and professional learning in a workplace identifying a range of connections within professional and academic communities.
7. Analyse and evaluate educational inquiry/research.

Careers: In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals.

Course Duration: 0.5 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

Admission Requirements International: Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

Admission Requirements Other: All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

COURSE STRUCTURE

To complete the Graduate Certificate in Education students will be required to complete 48 credit points in total consisting of:

- 24 credit points of Core Unit
- 24 credit points Elective Unit selected from the list below

Additional Notes:

- EED6001 must be taken in your first semester of study

EED6001 Contemporary Issues in Education and Training 24

Select 24 credit points (1 unit) from the following Elective Units:

AED5008 Evaluation 24

AED5009 Innovation 24

AED5011 Approaches to Learning 24

AED5023 E-Learning 24

AED5030 Positive Education 24

EED6002 Curriculum & Pedagogy 24

EED6011 Enhancing Skills and Knowledge 24

EED6013 Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century 24

Graduate Certificate in Teaching (Primary Education)

Course Code:ETPE

Campus:Online.

About this course: The purpose of the Graduate Certificate in Teaching (Primary Education) is to provide an opportunity to make an informed assessment about teaching in primary education as a career. The course provides both theoretical and curriculum knowledge that can be used for careers in educative settings that do not require teacher registration whilst also developing knowledge, skills and attributes that will be useful in a range of occupations and can also serve as a strong basis for further tertiary study.

Course Objectives: On successful completion of this course, students will be able to:
1. Critically examine historical and contemporary issues in school education through a research lens at a local, national and international level;
2. Analyse the literacy learning needs of students across the full range of abilities including students with

disabilities and special learning needs;
3. Analyse the numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
4. Evaluate a range of educational practices that support the diversity of students in primary education;
5. Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories; and
6. Design, conduct and report educational inquiry / research.

Careers: This course provides a qualification for those wishing to work in educational settings where teacher registration is not required for employment purposes. Students would acquire skills and knowledge that would allow them to work in a range of education settings. Graduates are qualified to apply to enter a Master's entry initial teacher education course e.g. Master of Teaching (Primary Education), subject to meeting all entry requirements.

Course Duration: 0.5 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent).

Admission Requirements Other: Graduates who intend to progress to a teaching career may apply to enrol in the Master of Teaching (Primary Education) and prior to entering second semester of full time study within the course, students are required to sit the LANTITE test in order to demonstrate that their literacy and numeracy skills are within that expected of the top 30% of the population in Australia, as per National government requirements for initial teacher education. Applicants for the Master of Teaching (Primary Education) will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5 For further information on eligibility to register with Victorian Institute of Teaching (VIT) use the following site link to obtain additional information: <https://www.vit.vic.edu.au/> Students should note that they will be subject to a Working With Children Check before practice placements, in accordance with Department of Education and Training policy. Students should note that they will be subject to a Working With Children Check before practice placements, in accordance with Department of Education and Training policy.

COURSE STRUCTURE

To complete the Graduate Certificate in Education (Primary) students will be required to complete:

- 48 credit points Core units

AED5001 Education Research Design and Methods 24

ETP5001 Language and Literacy in the Primary Years 1 12

ETP5003 Teaching and Learning Primary Mathematics 1 12

Graduate Certificate in Teaching (Secondary Education)

Course Code:ETSE

Campus:Online.

About this course: The purpose of the Graduate Certificate in Teaching (Secondary Education) is to provide an opportunity to make an informed assessment about teaching in secondary education as a career. The course provides both theoretical and curriculum knowledge that can be used for careers in educative settings that do not require teacher registration. The course develops knowledge, skills and attributes that will be useful in a range of occupations and can also serve as a strong basis for further tertiary study.

AED5001	Education Research Design and Methods	24
ETSS001	Critical Literacy for Diverse Communities	12
ETSS002	Teacher as Practitioner and Researcher	12

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

1. Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
2. Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
3. Evaluate a range of educational practices that support the diversity of students in post primary education;
4. Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
5. Design, conduct and report educational inquiry / research.

Careers: This course provides a qualification for those wishing to work in educational settings where teacher registration is not required for employment purposes. Students would acquire skills and knowledge that would allow them to work in a range of education settings. Graduates are qualified to apply to enter a Master's entry initial teacher education course e.g. Master of Teaching (Secondary Education), subject to meeting all entry requirements.

Course Duration: 0.5 years

Admission Requirements: Completion of an Australian Bachelor degree (or equivalent) in a discipline that meets VIT specialisation requirements available at: https://www.vit.vic.edu.au/media/documents/publications-and-forms/forms/Specialist_Area_Guidelines_2015.pdf

Admission Requirements Other: Graduates who intend to progress to a teaching career may apply to enrol in the Master of Teaching (Secondary Education) and prior to entering second semester of full time study within the course, students are required to sit the LANTITE test in order to demonstrate that their literacy and numeracy skills are within that expected of the top 30% of the population in Australia, as per National government requirements for initial teacher education. Applicants for the Master of Teaching (Secondary Education) will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5 For further information on eligibility to register with Victorian Institute of Teaching (VIT) use the following site link to obtain additional information: <https://www.vit.vic.edu.au/> Students should note that they will be subject to a Working With Children Check before practice placements, in accordance with Department of Education and Training policy.

COURSE STRUCTURE

To complete the Graduate Certificate in Education (Secondary) students will be required to complete:

- 48 credit points Core units

Majors/Minors

AMACOM Communication Studies

Locations: Footscray Park

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

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12
ACC2011	Radio Production	12
ACC3061	World Cinemas	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMADIG Digital Media

Locations: Footscray Park

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

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

ACM2014	Visual and Interactive Design for Digital Media	12
ACM2009	International Design	12
ACM2004	Digital Service Design and Analytics	12
ACM3014	Digital User Experience	12
ACI3103	The Global Creative	12

ASN2005	From Concept to Production	12
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Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMAGEN Gender Studies

Locations: Footscray Park

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

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

ACW3001 Gender History and Memory

ACW3022 Rethinking the Family

ACW3028	Gender, Community and Social Change	12
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Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMAHIS History

Locations: Footscray Park

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other

cultures. The major in History offers opportunities to sample this diverse human experience. We offer studies that embrace the ancient Middle East, medieval and modern Europe, revolutions in France and Great Britain, and the modern history of Russia and the United States. Our aim is to both challenge and excite you as you move through the study of History, beyond your own lives to those of people in other times and other places. We also aim to develop an appreciation of the contributions historians make to an understanding of contemporary society.

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

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMALIT Literary Studies

Locations: Footscray Park

This major provides an integrated set of units in literary studies. It builds on the minor in literary studies and broadens student understanding of contemporary and historical literary themes and texts. Students are introduced to different scholarly positions that shape contemporary commentary, and are invited to consider the impact of different speaking positions on how the field of literary studies is being shaped. Assessment tasks for the major include short exercises, oral presentations, essays, and formal examinations. The major includes capstone units, which provide students with the opportunity to draw on their learning in their major, and develop the capacity to apply this learning in new contexts.

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

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMAPOL Political Science

Locations: Footscray Park

In the view of the great ancient Greek philosopher Aristotle, politics was the 'master science': essential to an understanding of what makes us human. If that was the case over 2000 years ago, it is even more so in our fast-changing modern world. The study of our political environment is crucial to understanding and leading change in global, national, and local settings. Through completion of this major you will have developed significant mastery of the field of Political Science. We will work with you to develop your research and analytical skills so that you can engage in social and political inquiry, and we will help you to build your powers of normative analysis. In short, we will help you to identify not only how politics works, but how it ought to work. While building such skills, students can enjoy engaging with topics such as globalisation, security and terrorism, contemporary protest movements and current debates on civil society and democratic theory. Training in Politics and IR provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors. Students can build on this Major by pursuing the practical experience available through our Internship programme with the Victorian Parliament.

ASP2007	Dictatorship and Democracy	12
ASP2010	Origins of International Politics	12
ASP2011	Foundations of Political Science	12
ASP3002	International Security	12
ASP3003	The Politics of the United States of America	12
ASP3004	Theory and Research in International Politics	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMARIT Writing

Locations: Footscray Park

The Writing major is designed for students who enjoy writing and are interested in developing and consolidating their writing skills and experience. As part of this major, students will extend their practical and analytical writing skills and their

understanding of theoretical concepts, in the area of creative and professional writing. Lectures and practical writing workshops give students an opportunity to employ a range of writing genres, including fiction writing, memoir, scriptwriting, and journalism. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

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

Students selecting this as Major 1 must choose:

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMASLY Sociology

Locations: Footscray Park, St Albans

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

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

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMAVSU Visual Art

Locations: Footscray Nicholson

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

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

Students selecting this as Major 1 must choose:

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

AMICOM Communication Studies

Locations: Footscray Park

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

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12

AMICON Contemporary Society and Social Change

Locations: Footscray Park

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

ASS2002	Social Worlds, Social Policy	12
ASS2009	Making Modern Identities	12
ASS3033	Political Sociology	12
AYW2001	Young People with All Abilities	12

AMIDCR Digital Creativity

Locations: Footscray Park

Digital Media is a ubiquitous force transforming how we work, interrelate and communicate. In this unit we explore the creative use of new technologies. We will investigate means to co-opt digital media to develop create projects and what it means to be innovative.

ACI3103	The Global Creative	12
ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM3014	Digital User Experience	12

AMIDIG Digital Media

Locations: Footscray Park

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

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

ACM2014	Visual and Interactive Design for Digital Media	12
ACM2009	International Design	12
ACM2004	Digital Service Design and Analytics	12
ACM3014	Digital User Experience	12

AMIGEN Gender Studies

Locations: Footscray Park

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

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

AMHIS History

Locations: Footscray Park

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

AAH2002	The World before 1770	12
AAH2003	European Revolution and War	12
AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12

AMIMC Integrated Marketing Communication

Locations: Footscray Park

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

ACY1003	Principles and Practice of IMC	
ACY2005	Communication Research	
ACY2007	Client Relationship Management	
ACY2008	Writing for Public Relations and Advertising	

AMIINT International Development

Locations: Footscray Park

Globalisation is one of the key ways to understand social changes today. The international development minor is particularly concerned with questions of global inequality and development, and how these might relate to globalisation. This includes examining the role of nation-states, NGOs, and civil society. With the rapid changes that are occurring in the different regions of the world today, these issues are examined within specific social contexts. The minor investigates different frameworks that have been used to understand international development, the history of colonisation, and how social policy is made and contested on a global level.

ASA3023	Theory and Practice of International Development	12
ASP2001	Political Economy of Colonialism and Neocolonialism	12
ASS2028	Contemporary Africa and Social Change	12
ASS3014	International Social Policy	12

AMIKYI Kyinandoo in the Arts

Locations: Footscray Park

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

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

AMILIT Literary Studies

Locations: Footscray Park, St Albans

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

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

AMIMAR Marketing Communication

Locations: Footscray Park

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

ACY2005 Communication Research

ACY2007 Client Relationship Management

ACY3006 Marketing Communication

ACY3008 Campaign Management

AMIMED Media Studies

Locations: Footscray Park

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

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12

AMIMIN The Musical Mind

Locations: Footscray Park

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

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12

AMIPCO Professional Communication

Locations: Footscray Park

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

ACY1002 Public Speaking and Communication

ACY2007 Client Relationship Management

ACY2008 Writing for Public Relations and Advertising

ACY3006 Marketing Communication

AMIPOL Political Science

Locations: Footscray Park

In the view of the great ancient Greek philosopher Aristotle, politics was the 'master science': essential to an understanding of what makes us human. If that was the case over 2000 years ago, it is even more so in our fast-changing modern world. The study of our political environment is crucial to understanding and leading change in global, national, and local settings. Through completion of this Minor you will have begun to master the field of Political Science. We shall help you to identify not only how politics works, but how it ought to work. While building such skills, students can enjoy engaging with topics such as globalisation, security and terrorism, contemporary protest movements and current debates on civil society and democratic theory. Training in Politics and IR provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors.

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

AMIPOP Popular Music Studies

Locations: Footscray Park

Popular Music studies is a dynamic suite of units in musicology and music cognition with great relevance for contemporary arts and culture. Students studying this minor explore the fundamental question "why is music in our lives?". Students recognise and reflect on key concepts of musicological theory including social, cultural, and ethical issues, and apply local and international perspectives to practice in the discipline of music. In addition, students gain an insight into their own physical, intellectual and emotional responses to music. While this minor fosters emerging

musicians, it does not require students to have any background in instrumental practice.

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

AMIPSY Psychology

Locations: Footscray Park

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

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

AMISCR Screen Media

Locations: Footscray Park

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

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

AMISLY Sociology

Locations: Footscray Park, St Albans

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

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

AMITEM The Entrepreneurial Mindset

Locations: Footscray Park

The nature of work is changing. The rapid pace in which technology is developing is causing widespread disruption, both in organisational cultures and working practices. And with new technologies such as artificial intelligence and machine-learning, robotics, nanotechnology, 3-D printing, and genetics and biotechnology coming up, this disruption is only getting started. Success in this new world is increasingly dependent on personal initiative; a self-starting, future-oriented and persistent proactive mindset. Such a mindset combined with effective teamwork in a multidisciplinary context has been the driver of entrepreneurial success for decades. More and more employers are starting to demand these skills from their employees as well. This unit set equips students with the skills and competencies to future-proof yourself, creating experiences that allow for a strong start to and succeeding in your chosen profession (be that as an employee or self-employed). Students work collaboratively on employing an evidence-based approach to identifying problems and implementing solutions, equipping themselves with the skills and knowledge to lead in the future of work. The first unit explores how to come up with ideas and how to critically assess the potential of the idea. During this unit we introduce a number of key processes and concepts like where to start when exploring ideas, how to run user interviews and prototyping. The second unit introduces the Minimum Viable Product (MVP) and allows students to experiment with the evidence-based, iterative approach of User Validation. The third unit focuses on how to effectively communicate the findings of the first two units in a compelling story to gather critical support. Finally, the last unit introduces students to growth strategies and how these strategies drive execution. The unit set culminates in a pitch-style event where the students pitch their project in a live setting to an audience of stakeholders, integrating the knowledge, skills and understandings they have developed. The Entrepreneurial Mindset unit set aims to provide career defining experiences. The minor is demanding and is a great fit for students who want to be part of something exciting and new while creating their own success.

AEN2001	Problem Discovery	12
AEN2002	Solution Validation	12
AEN3001	Storytelling for Impact	12
AEN3002	Hacking Growth	12

AMIVCR Visual Art (Creative Media)

Locations: Footscray Park

The Visual Art (Creative Media) minor will develop individual art making for a range of contexts and media. Working closely with professional artists, undertaking this minor will allow you to conceive, produce and evaluate artworks incorporating methodologies of drawing, design, digital art and photography. Art theoretical content, discourse and research of significant artists will encourage rigorous critical analytical and interpretative thinking about art and develop the capacity to apply

creative thinking and innovation broadly. During the minor you will engage with the wider arts community and workplaces through exhibitions and field trips.

ACF2003	Still Life Projects	12
ACF2006	Drawing and Painting	12
ACF3000	Experimental Art	12
ACF3003	Digital Fine Art Photography	12

AMIVSU Visual Art

Locations: Footscray Nicholson

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

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

AMIWCR Writing (Creative Media)

Locations: Footscray Park

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

ACL3000	Children's Literature	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12
ACP3008	Crossing Borders: Between Fact and Fiction	12

AMIWRI Writing

Locations: Footscray Park

The Writing minor is designed for students who enjoy writing and who want to develop practical and analytical skills, combined with a sound theoretical understanding, in the area of creative and professional writing. Lectures and practical

writing workshops give students a firm foundation in a range of writing genres, including fiction writing, memoir, journalism and editing. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

ACP1055	Story: Transforming the Blank Page	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12

ASPCOM Communication Studies

Locations: Footscray Park

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

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

CORE UNITS

First Year Option B Students Only

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

ACC2003 Communicating in Organisations

ACC3003 Ethical and Legal Issues in Communication

ACP2087 News and Social Media 12

ACC3004 Social Media

ACP2082 Script and Screen 12

ACC3006 Media Audiences

ACC3041 Language and Society

ACC3052 Communication and Cultural Diversity

ACP2005 Writing the Documentary

ASPGEN Gender Studies

Locations: St Albans

Gender is one of the major ways that human society is organised, whether considered from a social or cultural perspective. Gender Studies is an academic discipline that branches into other fields of study such as sociology, anthropology, cultural studies, literary studies, politics, media studies, history. This discipline has developed over the last three decades into a complex and influential academic discipline. The ideas of Gender Studies, in particular the theories and practices of feminism, have significantly shifted the ways of understanding gender across many academic fields of inquiry. The Gender Studies specialisation provides students with a critical understanding of major theories and practices of gender and sexualities.

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

CORE UNITS

First Year Option B Students Only

ACW2020 Sex and Gender 12

ACW2026 Gender in Popular Culture 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

ACW2024 Gender in Public Life 12

ACP2086 Impossible Worlds: Fiction and Genre 12

ACW3019 Gender, Screen, Identity

ACW3022 Rethinking the Family

ACW3033 Gender Across Cultures

ACW3028 Gender, Community and Social Change 12

ACW3001 Gender History and Memory

ASPHIS History

Locations: Footscray Park

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. Significantly, History is a humanist discipline, revealing the similarities and differences of human experience. This History specialisation offers opportunities to sample this diverse human experience. It offers studies in the modern history of Australia, Europe and the Middle East. The aim is to both challenge and excite students as they move through the study of History, beyond their own lives to those of people in other times and other places. It also aims to develop in students an appreciation for the contributions historians make to an understanding of contemporary society.

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

CORE UNITS

AAH2002 The World before 1770 12

AAH2003 European Revolution and War 12

AAH2004 Divided Europe 12

AAH3002 Irish History 12

AAH3003 Making the Modern Middle East 12

AAH3001 Histories of Immigrant Australia 12

ASPLIT Literary Studies

Locations: Footscray Park, St Albans

The specialisation in Literary Studies introduces students to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies helps students develop essential critical skills that strengthen their ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Olde England to New Zealand,

romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the specialisation, students develop skills in methods of reading, analysis and interpretation that equip them for further work in journalism, teaching and the broader literature industry.

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

CORE UNITS

First Year Option B Students Only

ACL2001 Reading Contemporary Fiction 12

ACL2002 Studying Poetry and Poetics 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

ACL2001 Reading Contemporary Fiction 12

ACL2007 Romance and Realism 12

ACL3009 Australian Literature 12

ACP2086 Impossible Worlds: Fiction and Genre 12

ACL3000 Children's Literature 12

ACP2081 Writing from the Edge: Narrative Non-Fiction 12

ACL3014 Writing Selves

ACL3016 Working Class Writing 12

ASPMED Media Studies

Locations: Footscray Park

The media occupy a central place in our society and culture and make a significant contribution to the world around us. As new communication technologies have been introduced, and delivery costs of content decrease, some commentators predict that we are entering an entirely new era of media production and consumption. A specialisation in Media Studies will enable students to undertake a sequence of units focusing on contemporary media forms and practices. Such a specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component. Media Studies is a growing field of study at VCE level and whilst this specialisation allows students to continue in this field, VCE media studies is not required for entry into this specialisation.

SPECIALISATION REQUIREMENTS Option A* Students are required to complete FOUR units. Option B* Students are required to complete SIX units including the two first-year units. Option A* is applicable only to students undertaking the Bachelor of Arts

(ABBA) from 2015 onwards. Option B** is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

CORE UNITS

First Year Option B Students Only

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

ACC2010	Television Production	12
ACC2011	Radio Production	12

ACC3004 Social Media

ACC3006 Media Audiences

ACC3056 Advanced Media Production

ACC3061	World Cinemas	12
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ACP2005 Writing the Documentary

ACP2087	News and Social Media	12
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ACP2082	Script and Screen	12
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ASPMUS Music

Locations: Footscray Park, St Albans

The Music Specialisation is an exciting program of study with a focus on music performance, music technology, theory, composition and the history and culture of music. The program focuses on popular music such as rock, pop, jazz, and electronic music and all units are taught by highly skilled industry professionals. Students will receive instrumental tuition, perform in groups and participate in live performance. Students will become adept at using industry standard music software in a laboratory environment with individual workstations. The program includes the opportunity for students to compose and produce original creative works. Music studies complement other areas of study such as digital media, visual art, professional writing, and performance studies. You do not need prior experience or knowledge to enrol in music studies. However an interest in music is essential, and some familiarity with a musical instrument or music production is advantageous.

CORE UNITS

ACO2015	Technology of Music and Audio	12
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Plus ONE of the following:

ACO1008	Music Techniques 1	12
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ACO1014	Music Theory 1	12
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OTHER SPECIALISATION UNITS - Students select four

ACO2005	Music Techniques 2	12
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ACO2007	Songwriting	12
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ACO3001	Cultural Perspectives On Music	12
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ACO3003	Music and the Mind	12
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ACO3013	Musics of the World	12
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ASPOL Political Science

Locations: Footscray Park

In the view of the great ancient Greek philosopher Aristotle, politics was the 'master science': essential to an understanding of what makes us human. If that was the case over 2000 years ago, it is even more so in the fast-changing modern world. The study of our political environment is crucial to understanding change at the global and national levels. Units in this specialisation examine the operation of politics in global, regional, national and local contexts; they raise important questions about how politics does work and how it should work. Students can enjoy engaging with topics such as globalisation, security and terrorism, contemporary protest movements and current debates on civil society and democratic theory. Students will be given the opportunity to develop a range of research skills relevant to social and political inquiry. The specialisation also offers professional training through its Internship program with the Victorian Parliament. A specialisation in Political Science provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors. It also complements a number of other specialisations, including History, Asian Studies and Sociology.

SPECIALISATION REQUIREMENTS - GENERAL Option A* Students are required to complete 48 credit points. Option B** Students are required to complete 72 credit points including the two first-year units (24 credit points). Option A* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B** is applicable to all other students undertaking this specialisation. **SPECIALISATION REQUIREMENTS FOR ABIS STUDENTS ONLY** Students are required to complete EIGHT units including ASP2011, ASP1002, ASP2004, and ASP2005. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

CORE UNITS

First Year Option B Students Only

ASP2010	Origins of International Politics	12
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ASP2011	Foundations of Political Science	12
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OTHER SPECIALISATION UNITS

Second and/or Third Year

AAH3003	Making the Modern Middle East	12
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ASP2001	Political Economy of Colonialism and Neocolonialism	12
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ASP2005	Policy and Practice in International Politics	
ASP2006	Culture and Politics in Indonesia	
ASP2007	Dictatorship and Democracy	12
ASP2009	Southeast Asian Politics	
ASP3002	International Security	12
ASP3003	The Politics of the United States of America	12
ASP3004	Theory and Research in International Politics	12

ASPPRE Public Relations

Locations: Footscray Park

The Public Relations specialisation equips graduates to be early career professionals within the diverse and dynamic marketing communication industry. This is achieved through putting Public Relations theory into practice by working on real projects for real clients, including managing client projects in Victoria University's Student-led Communication Agency. Students learn and experience how to develop integrated communication campaigns – the importance of public relations outcomes, media management, writing for public relations, digital engagement, web design and publishing, publication management, how to pitch messages, the importance of communication research in reaching the target audience, and client relationship management. Students work on communication campaigns at international, national and local levels with a focus on emerging trends in the communication industry, including digital engagement strategies and social marketing for social enterprises, not-for-profit and Government communications. Students gain broad experience in corporate and brand communications focusing on sport, fashion, tourism and in creative arts sectors. Through the Student-led Communication Agency, students pitch for communication jobs and gain valuable experience in managing client briefs and working to client deadlines. It complements other practice-based learning such as professional placements, industry mentoring and working on real client projects within a classroom. It offers a unique real world experience of working in a communication agency within a supported, managed learning environment. Students are also encouraged to internationalise their skills by participating in VU's Study Abroad and Exchange program. Students have the opportunity to complete their professional placements overseas in international organisations. VU's PR graduates work in communications agencies, corporate communications, public affairs, media agencies, PR consultancies, Government communications, event management, digital production houses, and many have successfully established their own creative agencies.

ACM2004	Digital Service Design and Analytics	12
ACP1003	Copy: Targeting Audiences	
ACP1004	Editing and Publishing	
ACY2008	Writing for Public Relations and Advertising	
ACY1002	Public Speaking and Communication	
ACY1003	Principles and Practice of MC	
ACY2005	Communication Research	

ACY2006	Media Management	
ACY3008	Campaign Management	
ACY3006	Marketing Communication	

ASPPRW Professional Writing

Locations: St Albans

The Professional Writing specialisation is designed for students who want to develop a broad range of practical and analytical skills, combined with a sound theoretical understanding, in the area of professional writing for publication and performance. After a foundation year which introduces students to a range of concepts and genres in writing for the public sphere (eg. fiction, scriptwriting, advertising, journalism and public relations), students may specialise in later year units focusing on editing and publishing, creative writing, writing for the web, and performance and broadcast writing for radio, video, theatre and television. All units balance the practical development of expertise in writing, with analysis of the writing of others within a broader social and cultural context. Graduates with this specialisation will have valuable knowledge and skills for employment in writing-related professions such as: journalism, public relations, advertising, marketing, editing and publishing and technical writing, and also in more general information services such as writing and teaching. In some cases additional graduate level coursework may be required and/or may assist in gaining employment (eg. Graduate Diplomas in Professional Writing, Journalism, Editing and Publishing, Public Relations, Marketing).

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

CORE UNITS

First Year Option B Students Only

ACL3014 Writing Selves

ACP1003 Copy: Targeting Audiences

Second Year Only

ACP1004 Editing and Publishing

OTHER SPECIALISATION UNITS - Students select three

Second and/or Third Year

ACC2011	Radio Production	12
ACL3000	Children's Literature	12
ACP1005	Memior: Secrets and Lies	
ACP2002	Professional Writing for Sport	

ACP2079 Publishing Principles and Practice		12	ASS2028 Contemporary Africa and Social Change		12
ACP2005 Writing the Documentary			ASS2051 Child and Society		
ACP2086 Impossible Worlds: Fiction and Genre		12	ASS2053 Sociology of Sex		
ACP2081 Writing from the Edge: Narrative Non-Fiction		12	ASS3007 Space, Knowledge and Power		12
ACP2082 Script and Screen		12	ASS3009 Sociology of Law		12
ACP2087 News and Social Media		12	ASS3014 International Social Policy		12
ACY2008 Writing for Public Relations and Advertising			ASS3033 Political Sociology		12

ASPSOC Sociology

Locations: Footscray Park, St Albans

Sociologists study a wide variety of topics, including: education, work and unemployment; the family; health, sex, gender and sexuality; ethnicity and racism; equality, opportunity and inequality; and crime, law and social justice. Of course sociology is not the only disciplinary framework through which to explore aspects of contemporary social life as far-ranging as gender relations and law-and-order. So, what makes a sociological approach distinct? C. Wright Mills suggested that sociology is distinguished by the application of a particular kind of imagination – 'the sociological imagination'. The Sociology specialisation begins with an overview of sociology – an introduction to how we might go about applying the sociological imagination to a wide range of aspects of contemporary social arrangements. A specialisation in sociology provides students with the opportunity in later semesters to focus more closely on specific aspects of social life, both local and international. The Sociology specialisation aims to foster students' critical analytical skills and to offer opportunities to apply sociological tools of analysis to their own inquiries into contemporary social life.

SPECIALISATION REQUIREMENTS Option A* Students are required to complete FOUR units. **Option B**** Students are required to complete SIX units including the two first-year units. Option A* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B** is applicable to all other students undertaking this specialisation.

CORE UNITS

First Year Option B

ABA1003 Introduction to Sociology		12
ASS2004 Sociology of Social Control		12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

ASS1005 Social and Cultural Change in South Pacific in Islands

ASS1003 Social Issues in Contemporary Asia

ASS2009 Making Modern Identities		12
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ASS2027 Timor Leste: History, Politics and Society

ASS3043 Political Sociology		12
ASS3043 Inquiring into the Social Sphere 1		
ASS2002 Social Worlds, Social Policy		12
ASS3050 Migration, Mobility and Globalisation		12
ACX3005 Graduating Project 1		12

ASPVIS Visual Arts

Locations: Footscray Nicholson

The Visual Art specialisation aims to develop a personal visual vocabulary and support experimentation and innovation. Students will gain experience in creative production methods across media and disciplines such as painting, drawing, sculpture, installation, video and photography. They will conceive, implement and evaluate artworks in the context of the professional gallery exhibition, or an equivalent public outcome, and engage with the wider visual arts community. Practical work will be supported by rigorous critical analysis and interpretation informed by contemporary and historical art production and discourse.

SPECIALISATION REQUIREMENTS Option A* Students are required to complete a total of 48 credit points. **Option B**** Students are required to complete a total of 72 credit points which include the two first-year units (24 credit points). Option A* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B** is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third year units are offered each year.

CORE UNITS

First Year Option B Students Only

ACF1003 Life Drawing		12
ACF2006 Drawing and Painting		12

OTHER SPECIALISATION UNITS - Students select units totalling 48 credit points:

Second and/or Third Year

ACF2001 Introduction to Digital Art		
ACF2002 Aesthetics and Art Criticism		12

ACF2003	Still Life Projects	12
ACF3000	Experimental Art	12
ACF3002	Installation Art	
ACF3003	Digital Fine Art Photography	12
ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12

EMABIO Biology (Education)

Locations:Werribee

The major in biology will introduce you to a wide range of biology topics and allow you to develop a deep understanding of the interrelationships between the various facets of life. The major will be a strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected. This will teach you how to analyse both data and the literature and apply critical thinking skills to defend the ideas you have developed. Topics include the investigation the molecules of life, ecology and evolution, how the world works at the cellular level, how the body defends itself from foreign invaders and how biology is used in commercial applications. These studies will allow you to have a basic understanding of the field of biological science, allowing for future work in teaching or the broader field of science.

Level 1 Units

RBF1310	Biology 1	12
RBF1320	Biology 2	12

Level 2 Units

HBM2105	Medical Microbiology and Immunity	12
RBM2133	Cell and Molecular Biology	12

Level 3 Units

NEF3001	Applied Project 1	12
RBM3720	Immunology	12

Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMADIS Disability Studies in Education (Education)

Locations:Footscray Park

The major in Disability Studies in Education provides you with a professional qualification to teach in special education settings. In undertaking Disability Studies in Education you will gain specialised knowledge and skills that are needed to support the teaching and learning needs of school students living with a disability.

Level 1 Units		
EDS1001	Critical Contexts in Disability	12
EDS1002	Arts and Performance - Addressing Disability	12

Level 2 Units

EDS2003	Social Justice and Catering for Diversity	12
EDS2004	Professional Partnerships With Families	12

Level 3 Units

EDI3001	Rights, Advocacy and Discrimination	12
EDS3005	Assessing and Reporting On Students With Diverse Abilities	12

Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMAEAR Art (Education)

Locations:Footscray Nicholson

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

Level 1 Units

ACF1003	Life Drawing	12
ACF2006	Drawing and Painting	12

Level 2 Units

ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12

Level 3 Units

ACF3000	Experimental Art	12
ACF3003	Digital Fine Art Photography	12

Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMAENG English (Literary Studies) (Education)

Locations: Footscray Park, St Albans

The major in English (Literary Studies) introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies will help you develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Old England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the major, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry.

Level 1 Units

ACL2001 Reading Contemporary Fiction 12

ACL2002 Studying Poetry and Poetics 12

Level 2 Units

ACL2007 Romance and Realism 12

ACL3009 Australian Literature 12

Level 3 Units

ACL3000 Children's Literature 12

ACL3016 Working Class Writing 12

Curriculum and Pedagogy Units

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 12

EMAENL English (Education)

Locations: Footscray Park

Students may complete their English major by completing units in Literary Studies with a part study in Writing. Literary Studies introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies will help you develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. Writing is designed for students who enjoy writing and are interested in developing and consolidating their writing skills and experience. Students will extend their practical and analytical skills and their understanding of theoretical concepts, in the area of creative and professional writing. Throughout the English major, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry.

Level 1 Units

ACP1055 Story: Transforming the Blank Page 12

ACL2001 Reading Contemporary Fiction 12

Level 2 Units

ACL2002 Studying Poetry and Poetics 12

ACL2007 Romance and Realism 12

Level 3 Units

ACP3008 Crossing Borders: Between Fact and Fiction 12

ACL3009 Australian Literature 12

Curriculum Pedagogy Units

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 12

EMAENV Environmental Science (Education)

Locations: Werribee

The world around us all is changing at an ever increasing pace, and Environmental Science offers the key to better understanding and managing these changes. By investigating the relationships between the physical, chemical and biological components of the natural world the human race can actively develop solutions to varied environmental problems. Studies will cover topics including management of natural resources, sustainability, the impact of pollution, climate change, deforestation and habitat destruction among other issues will affect us in the coming decades. As well as its focus on the Sciences this major incorporates ideas from a broad range of disciplines - from geography to economics and politics, in addition to the philosophies and ethics that underpin activity in these areas.

Level 1 Units

RBF1310 Biology 1 12

RBF1320 Biology 2 12

Level 2 Units

RBF2620 Australian Plants 12

RBF2640 Australian Animals 12

Level 3 Units

RBF3110 Marine & Freshwater Ecology 12

RBF3210 Environmental Rehabilitation 12

Curriculum and Pedagogy Units

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 12

EMAF00 Food Technology

Locations: Footscray Nicholson

In the ever-changing and ever-challenging modern world in which we live, a

multitude of issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap are often at the forefront of public consciousness. Through the development of life skills, you will build capacity for critical and creative decision-making and problem-solving related to fundamental needs and practical concerns of individuals, families and communities, both locally and globally. Food Technology is an interdisciplinary area of study that encompasses food choices and food preparation, food science and nutrition and community studies. The focus of this specialist area is on the well being of people in their everyday lives. Effective Technology education will aid you to become empowered, active and informed members of society.

ACW3028	Gender, Community and Social Change	12
AEB1501	Food and Nutrition Education	12
AEB1502	Learning the Service of Food and Beverage	12
AEB2501	Culinary Arts Education	12
EEC3002	Curriculum Inquiry	12
EFT2001	Food Science and Technology Education	12
EFT3001	Design and Technology Education	12
ESP3002	Understanding Processes of Innovation	12

EMAFTE Food Technology (Education)

Locations: Footscray Nicholson

In the ever-changing and ever-challenging modern world in which we live, a multitude of issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap are often at the forefront of public consciousness. Food technology is an area of study that will prepare you to respond to a range of real-life challenges such as the above. Through the development of life skills, you will build capacity for critical and creative decision-making and problem-solving related to fundamental needs and practical concerns of individuals, families and communities, both locally and globally. Food Technology is an interdisciplinary area of study that encompasses hospitality, food science and nutrition and community studies. The focus of this specialist area is on the well being of people in their everyday lives. Effective Technology education will aid you to become empowered, active and informed members of society.

Level 1 Units

AEB1501	Food and Nutrition Education	12
AEB1502	Learning the Service of Food and Beverage	12

Level 2 Units

AEB2501	Culinary Arts Education	12
EFT2001	Food Science and Technology Education	12

Level 3 Units

ACW3028	Gender, Community and Social Change	12
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EFT3001	Design and Technology Education	12
Curriculum and Pedagogy Units		
ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMAHEA Health (Education)

Locations: Footscray Park

Being healthy is significant in all our lives. As a result, it is important for us to be aware of how to maintain good health, make informed choices to look after ourselves, and seek appropriate health advice. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform others, and also to recognise the importance of health in society. The major in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering health, human development, family, and nutrition.

Level 1 Units

SHE1001	Nutrition and Health for Physical Education	12
SHE1002	Growth Development and Ageing	12

Level 2 Units

SHE2001	Adolescent Health	12
SHE2002	Sexuality and Relationships	12

Level 3 Units

SHE3001	Social Bases of Health: Global Perspectives	12
SHE3002	Health Policy and Promotion	12

Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMAHUM Humanities (Education)

Locations: Footscray Park, St Albans

The major in Humanities offers the opportunity to sample diverse human experience from a range of cultural and ethical perspectives both past and present, whilst developing the essential skills of critical and creative thinking and communication. This major will ensure you have a grounding in the fundamental methodologies of historical enquiry along with your choice of study in a field that best complements your personal interests and career goals. To attain registration as a Humanities teacher you will complete four units or 48 credit points in History along with two units or 24 credit points in one of the following specialist areas of your choice: Gender Studies (Cultural Studies), Politics, Indigenous Studies or Sociology.

Level 1 History Units

AAH2002	The World before 1770	12
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AAH2003	European Revolution and War	12
Level 2 and 3 History Units		
AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12
And a set of two units listed below:		
Gender Studies		
ACW2020	Sex and Gender	12
ACW2026	Gender in Popular Culture	12
Politics		
ASP2010	Origins of International Politics	12
ASP2011	Foundations of Political Science	12
Sociology		
ASS2002	Social Worlds, Social Policy	12
ASS2009	Making Modern Identities	12
Indigenous Studies		
AEK2203	Indigenous Perspectives On Sustainability	12
AEK2205	Politics of Aboriginal Art	12
And		
Curriculum and Pedagogy Units		
ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMAINF Information and Digital Technologies (Education)

Locations: Footscray Park

Information and Digital Technologies are a ubiquitous force transforming how we work, interrelate and communicate. Once a technology located within the area of work, digital media is moving into all areas of everyday life, and practitioners are required to develop new applications such as in the areas of entertainment, health and education. Concurrently, technology is now at a point where those with higher education level Information and Digital Technologies can co-opt technology to create projects.

Level 1 Units

ACM2004	Digital Service Design and Analytics	12
ACM3014	Digital User Experience	12

Level 2 Units

ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12
Level 3 Units		
ACI3103	The Global Creative	12
ASN2005	From Concept to Production	12

Curriculum and Pedagogy Units

ECP3103	Senior Secondary Curriculum and Pedagogy	12
ECP3101	Junior Secondary Curriculum and Pedagogy	12

EMAMDA Media Studies (Education)

Locations: Footscray Park

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

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12
ACC2011	Radio Production	12
ACC3061	World Cinemas	12

Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMAMSC Music (Education)

Locations: Footscray Park

Undertaking a major study in Music offers you the exciting opportunity to specialise in your own musical interests. You will develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging, orchestrating, improvising, conducting, and music performance. Developing competencies to meet the needs of a diverse range of learners, through theoretical study in combination with practical classroom experience, this study area prepare you to become creative and inspiring teachers for the next generation of young musicians.

Level 1 Units

ACO1008	Music Techniques 1	12
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ACO2015 Technology of Music and Audio 12

Level 2 Units

ACO2005 Music Techniques 2 12

ACO2014 Popular Music History 12

Level 3 Units

ACO3001 Cultural Perspectives On Music 12

ACO3003 Music and the Mind 12

Curriculum and Pedagogy Units

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 12

EMAMTH Mathematics (Education)

Locations:Footscray Park

Mathematics is a core discipline for understanding and explaining much of the modern world. From film making, weather forecasting, to analysis of sports scores, to banking and finance, all aspects of science, through computing – including gaming, media and communications, mathematics provides the underpinning that makes it all possible. Mathematics is also an intellectual journey that is second to none. Mathematics can provide you with many wonderful “aha!” moments when you see the truth of something, or the connections between two seemingly different topics. It also provides superb “brain-training”, with its logical rigour, and its emphasis on problem solving. Mathematics is also supremely satisfying to teach, as you introduce your students to its riches, its applications, and its beauty. Now is a good time to study mathematics, as there is a huge shortage of well-trained teachers. With a mathematics method you will be welcome at any school!

Level 1 Units

NEM1001 Algebra and Calculus 12

NEM1002 Statistics for Decision Making 12

Level 2 Units

RCM2713 Modelling for Decision Making 12

RCM2911 Linear Optimisation Modelling 12

Level 3 Units

RCM2611 Linear Statistical Models 12

RCM3711 Computational Methods 12

Curriculum and Pedagogy Units

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 12

EMAOUT Outdoor Education (Education)

Locations:Footscray Park

The most fun you can have! If you want to learn about adventure with highly qualified outdoor professionals and through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding about the natural environments and places you will visit and why people choose to go there, then the Outdoor Education major is for you. The use of industry partnerships and critical evidence based practice to inform teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors and teach VCE Outdoor and Environmental studies. The Outdoor Education major provides the opportunity for students to build highly valued character traits including leadership, integrity, cultural sensitivity, and psychological resilience.

Level 1 Units

SOL1001 Natural Environments 1 12

SOL2001 River Environments 1 12

Level 2 Units

SOL1002 Safety in Natural Environments 12

SSM3101 Environmental Inquiry, Sustainability and Communities 12

Level 3 Units

SOL2006 River Environments 2 12

SSM3002 Outdoor and Environmental Philosophy 12

Curriculum and Pedagogy Units

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 12

Please note: Students will be required by the completion of the Level 1 units to have a current Leaders Wilderness First Aid certificate (or equivalent). An opportunity to complete this certificate will be offered in Level 1.

EMAPES Physical Education (Secondary) (Education)

Locations:Footscray Park

Physical education (Secondary) provides you with knowledge and skills in developing movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. The major offers you a challenging, enjoyable and physically active area of study. Movement and physical activity concepts are informed by a range of movement sciences including: the biophysical (anatomy, physiology, exercise physiology, biomechanics, skill acquisition, growth and motor development) and the psycho-social (history, sociology, psychology). You will also develop knowledge and skills to support participation and performance in a range of movement and physical activity contexts, including fundamental movement skills, games and sports, aquatics, rhythmic and expressive movement, athletics, and fitness.

Level 1 units

SPE1100 Principles of Movement Development 12

SPE1 200 Applied Movement Science 12

Level 2 units

SPE2 100 Biophysical Perspectives On Movement 12

SPE2 200 Games and Sports 12

Level 3 units

SPE3 100 Psychosocial Aspects of Health and Physical Activity 12

SPE3 200 Elements and Practice of Movement 12

Curriculum and Pedagogy Units

ECP3 101 Junior Secondary Curriculum and Pedagogy 12

ECP3 103 Senior Secondary Curriculum and Pedagogy 12

EMAPSY Psychology (Education)

Locations:Footscray Park, St Albans

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

Level 1 Units

APP1 012 Psychology 1A 12

APP1 013 Psychology 1B 12

Level 2 Units

APP2 013 Psychology 2A 12

APP2 014 Psychology 2B 12

Level 3 Units

APP3 019 Psychobiology 12

APP3 027 Relationship and Family Wellbeing 12

Curriculum and Pedagogy Units

ECP3 101 Junior Secondary Curriculum and Pedagogy 12

ECP3 103 Senior Secondary Curriculum and Pedagogy 12

EMASAR Art (Ed Studies)

Locations:Footscray Nicholson

The Art major will develop individual art making and understanding of fine art history and theory. Working closely with professional artists, undertaking this major will allow you to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Art theoretical content, discourse and research of significant artists will encourage rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative

thinking and innovation broadly. During the major you will engage with the wider visual arts community and workplace exhibiting works, visiting exhibitions and writing reviews. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

ACF1 003 Life Drawing 12

ACF2 002 Aesthetics and Art Criticism 12

ACF2 003 Still Life Projects 12

ACF2 006 Drawing and Painting 12

ACF3 000 Experimental Art 12

ACF3 003 Digital Fine Art Photography 12

EEC3 002 Curriculum Inquiry 12

ESP3 002 Understanding Processes of Innovation 12

EMASBI Biology (Ed Studies)

Locations:Werribee

The major in biology will introduce you to a wide range of biology topics and allow you to develop a deep understanding of the interrelationships between the various facets of life. The major will be a strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected. This will teach you how to analyse both data and the literature and apply critical thinking skills to defend the ideas you have developed. Topics include the investigation the molecules of life, ecology and evolution, how the world works at the cellular level, how the body defends itself from foreign invaders and how biology is used in commercial applications. These studies will allow you to have a basic understanding of the field of biological science, allowing for future work in teaching or the broader field of science. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

EEC3 002 Curriculum Inquiry 12

ESP3 002 Understanding Processes of Innovation 12

HBM2 105 Medical Microbiology and Immunity 12

NEF3 001 Applied Project 1 12

RBF1 310 Biology 1 12

RBF1 320 Biology 2 12

RBM2 133 Cell and Molecular Biology 12

RBM3 720 Immunology 12

EMASCI Science (Education)

Locations:Footscray Park

The major in science will introduce you to a wide range of topics in at least two fields including biology, environmental science, chemistry, or physics and allow you to

develop a deep understanding of the interrelationships between the various content elements of the sciences. The major will be a strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected. This will teach you how to analyse both data and the literature and apply critical thinking skills to defend the ideas you have developed. These studies will allow you to have a basic understanding of the fields within the sciences, allowing for future work in teaching or the broader field of science.

48 credit points from the following areas:

Biology

HBM2106	Human Genetics	12
RBF1310	Biology 1	12
RBF1320	Biology 2	12
RBM2560	Medical Biochemistry	12

Chemistry

NPU2101	Analytical Methods 1	12
NPU2102	Analytical Methods 2	12
RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12

Environmental Science

NPU2110	Australian Landscapes and Biota	12
RBF1150	Global Environmental Issues	12
RBF1320	Biology 2	12
RBF2610	Fundamentals of Ecology	12

And 24 credit points from the following Part Units

Biology

RBF1310	Biology 1	12
RBF1320	Biology 2	12

Chemistry

RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12

Environmental Science

RBF1150	Global Environmental Issues	12
RBF1320	Biology 2	12

Physics

NEF1102	Engineering Physics 1	12
NEF1202	Engineering Physics 2	12

And Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMASDM Digital Media (Ed Studies)

Locations: Footscray Park

Digital media is a ubiquitous force transforming how we work, interrelate and communicate. Once a technology located within the area of work, digital media is moving into all areas of everyday life, and practitioners are required to develop new applications such as in the areas of entertainment, health and education. Concurrently, technology is now at a point where those with higher education level digital media can co-opt technology to create projects.

ACI3103	The Global Creative	12
ACM2004	Digital Service Design and Analytics	12
ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM3014	Digital User Experience	12
ASN2005	From Concept to Production	12
EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12

EMASEL English (Literary Studies) (Ed Studies)

Locations: Footscray Park, St Albans

The major in English (Literary Studies) introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies will help you develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Old England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the major, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12

ACL2007	Romance and Realism	12	EEC3002	Curriculum Inquiry	12
ACL3000	Children's Literature	12	ESP3002	Understanding Processes of Innovation	12
ACL3009	Australian Literature	12	SHE1001	Nutrition and Health for Physical Education	12
ACL3016	Working Class Writing	12	SHE1002	Growth Development and Ageing	12
EEC3002	Curriculum Inquiry	12	SHE2001	Adolescent Health	12
ESP3002	Understanding Processes of Innovation	12	SHE2002	Sexuality and Relationships	12

EMASES Environmental Studies (Ed Studies)

Locations: Werribee

The world around us all is changing at an ever increasing pace, and Environmental Science offers the key to better understanding and managing these changes. By investigating the relationships between the physical, chemical and biological components of the natural world the human race can actively develop solutions to varied environmental problems. Studies will cover topics including management of natural resources, sustainability, the impact of pollution, climate change, deforestation and habitat destruction among other issues will affect us in the coming decades. As well as its focus on the Sciences this major incorporates ideas from a broad range of disciplines - from geography to economics and politics, in addition to the philosophies and ethics that underpin activity in these areas. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12
RBF1310	Biology 1	12
RBF1320	Biology 2	12
RBF2620	Australian Plants	12
RBF2640	Australian Animals	12
RBF3110	Marine & Freshwater Ecology	12
RBF3210	Environmental Rehabilitation	12

EMASHE Health (Ed Studies)

Locations: Footscray Park

Being healthy is significant in all our lives. As a result, it is important for us to be aware of how to maintain good health, make informed choices to look after ourselves, and seek appropriate health advice. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform others, and also to recognise the importance of health in society. The major in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering health, human development, family, and nutrition. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

EMASHS History (Ed Studies)

Locations: Footscray Park

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

AAH2002	The World before 1770	12
AAH2003	European Revolution and War	12
AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12
AAH3002	Irish History	12
AAH3003	Making the Modern Middle East	12
EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12

EMASMD Media Studies (Ed Studies)

Locations: Footscray Park

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

component, including cinema studies, digital radio and television production. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12
ACC2010	Television Production	12
ACC2011	Radio Production	12
ACC3061	World Cinemas	12
ASN2001	Cross Media Practice	12
EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12

EMASMS Music (Ed Studies)

Locations: Footscray Park

Undertaking a major study in Music offers you the exciting opportunity to specialise in your own musical interests. You will develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging, orchestrating, improvising, conducting, and music performance. Developing competencies to meet the needs of a diverse range of learners, through theoretical study in combination with practical classroom experience, this study area prepare you to become creative and inspiring teachers for the next generation of young musicians. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

ACO1008	Music Techniques 1	12
ACO2005	Music Techniques 2	12
ACO2014	Popular Music History	12
ACO2015	Technology of Music and Audio	12
ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12

EMASMT Mathematics (Ed Studies)

Locations: Footscray Park

Mathematics is a core discipline for understanding and explaining much of the modern world. From film making, weather forecasting, to analysis of sports scores, to banking and finance, all aspects of science, through computing – including gaming, media and communications, mathematics provides the underpinning that makes it all possible. Mathematics is also an intellectual journey that is second to none. Mathematics can provide you with many wonderful “aha!” moments when you see the truth of something, or the connections between two seemingly different

topics. It also provides superb “brain-training”, with its logical rigour, and its emphasis on problem solving. Mathematics is also supremely satisfying to teach, as you introduce your students to its riches, its applications, and its beauty. Now is a good time to study mathematics, as there is a huge shortage of well-trained teachers. With a mathematics method you will be welcome at any school! The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12
NEM1001	Algebra and Calculus	12
NEM1002	Statistics for Decision Making	12
RCM2611	Linear Statistical Models	12
RCM2713	Modelling for Decision Making	12
RCM2911	Linear Optimisation Modelling	12
RCM3711	Computational Methods	12

EMASOE Outdoor Education (Ed Studies)

Locations: Footscray Park

The most fun you can have! If you want to learn about adventure with highly qualified outdoor professionals and through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding about the natural environments and places you will visit and why people choose to go there, then the Outdoor Education major is for you. The use of industry partnerships and critical evidence based practice to inform teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors and teach VCE Outdoor and Environmental studies. The Outdoor Education major provides the opportunity for students to build highly valued character traits including leadership, integrity, cultural sensitivity, and psychological resilience. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12
SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12
SOL2001	River Environments 1	12
SOL2006	River Environments 2	12
SSM3002	Outdoor and Environmental Philosophy	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12

Please note: Students will be required by the completion of second year to have a current Leaders Wilderness First Aid certificate (or equivalent). An opportunity to complete this certificate will be offered.

EMASOS Studies of Society and Environment (SOSE Education)

Locations: Footscray Park

Studies of Society and Environment will provide you with the opportunity to focus on specific aspects of social life, both local and international – education, work and unemployment, family, health, sex, gender and sexuality, ethnicity and racism, equality, opportunity, inequality, crime, law, policy and social justice. It involves four units of study in one of the following: Cultural Studies, Indigenous Studies, Politics or Sociology together with two units in another of these areas of study.

Students to complete minor study (4 units = 48 credit points) in one of the following areas and

Any two units (part Study) from one of the following areas not studied as part of the minor

Cultural Studies

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

Indigenous Studies

AEK2203	Indigenous Perspectives On Sustainability	12
AEK2205	Politics of Aboriginal Art	12
AEK3203	Working Ethically in Aboriginal Community	12
AEK3204	Aboriginal Political and Reflective Learning	12

Politics

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

Sociology

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

And

Curriculum and Pedagogy Units:

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMASPE Physical Education (Secondary) (Ed Studies)

Locations: Footscray Park

Physical education (Secondary) provides you with knowledge and skills in developing movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. The major offers you a challenging, enjoyable and physically active area of study. Movement and physical activity concepts are informed by a range of movement sciences including: the biophysical (anatomy, physiology, exercise physiology, biomechanics, skill acquisition, growth and motor development) and the psycho-social (history, sociology, psychology). You will also develop knowledge and skills to support participation and performance in a range of movement and physical activity contexts, including fundamental movement skills, games and sports, aquatics, rhythmic and expressive movement, athletics, and fitness. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12
SPE1100	Principles of Movement Development	12
SPE1200	Applied Movement Science	12
SPE2100	Biophysical Perspectives On Movement	12
SPE2200	Games and Sports	12
SPE3100	Psychosocial Aspects of Health and Physical Activity	12
SPE3200	Elements and Practice of Movement	12

EMASSW Student Welfare (Ed Studies)

Locations: Footscray Park

Student Welfare is a dynamic sequence that provides you with an understanding of young people and children as they transition into adolescence. Students will be engaged in discussing issues, strategies and options for working with young people. The focus is on improving your practice as a teacher. Schools want teachers with a robust mix of skills given the diversity of children and young people in the public setting. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AEB2802	Ethics and Youth Work Practice	12
AEB2803	Holistic Practice With Young People	12
AYW2001	Young People with All Abilities	12
ECY2001	Young People and Substance Use	12

ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12

EMASWE Student Welfare (Education)

Locations: Footscray Park

Student Welfare is a dynamic sequence that provides you with an understanding of young people and children as they transition into adolescence. Students will be engaged in discussing issues, strategies and options for working with young people. The focus is on improving your practice as a teacher. Schools want teachers with a robust mix of skills given the diversity of children and young people in the public setting. The youth work units can be undertaken in a student welfare sequence or as stand-alone electives. These units are offered in summer and winter semesters to be more flexible for students to complete.

Level 1 Units

AYW2001	Young People with All Abilities	12
AEB2802	Ethics and Youth Work Practice	12

Level 2 Units

ECY2001	Young People and Substance Use	12
AEB2803	Holistic Practice With Young People	12

Level 3 Units

ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12

Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMAWRI Writing (Education)

Locations: Footscray Park

Writing is designed for students who enjoy writing and are interested in developing and consolidating their writing skills and experience. Students will extend their practical and analytical skills and their understanding of theoretical concepts, in the area of creative and professional writing supplemented by two literary studies units in Australian and Children's Literature. Throughout the Writing (Education) major, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry.

Level 1 Units

ACP1055	Story: Transforming the Blank Page	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12

Level 2 Units		
ACP2082	Script and Screen	12
ACP2086	Impossible Worlds: Fiction and Genre	12

Level 3 Units

ACL3000	Children's Literature	12
ACL3016	Working Class Writing	12

Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

EMAGL Aboriginal Yulendj (Knowledge) and Community

Locations: Footscray Park

With UNESCO's acknowledgement that Indigenous groups globally are challenged from 'development', global warming and globalisation and the Australian government's adoption of the UN Declaration on the Rights of Indigenous Peoples, how might Indigeneity assert itself legally, politically, culturally, socially and technologically to secure/ensure an equitable and respected place in a multicultural globalised Australian context? How might key Aboriginal issues underpinned by self-determination, land and country, treaty, economic development, urban and regional planning, traditional owners, cultural heritage and art, human rights, ethics and community development be considered and applied in a changing world and in Australian civics and citizenship, workplaces and community? The Aboriginal Yulendj (Knowledge) and Community minor will be available for students enrolled in VU undergraduate programs and it will use Moondani Balluk (embrace people) units in decolonial and postmodern theories to consider a range of complex topics concerning personal and national identity in a changing global world. In this minor, students will explore, analyse and deconstruct their own disciplinary and lived perspectives as well as explore, reflect and understand the impacts and outcomes of colonisation for Aboriginal individuals, families and communities in South East Australia. Topics to be explored include history, human rights, traditional owners, sovereignty, governance and societal structures, coloniality and systems of power and community ethics.

AEK2205	Politics of Aboriginal Art	12
AEK2203	Indigenous Perspectives On Sustainability	12
AEK3203	Working Ethically in Aboriginal Community	12
AEK3204	Aboriginal Political and Reflective Learning	12

EMIBIO Biology (Education Minor)

Locations: Werribee

The minor in biology will introduce you to a range of biology topics and allow you to develop an understanding of the interrelationships between the various facets of life. A strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected, will teach you how to analyse both data and the literature and apply critical thinking skills to defend the ideas you have developed. Topics include the investigation the molecules of life, ecology and

evolution, how the world works at the cellular level, how the body defends itself from foreign invaders and how biology is used in commercial applications.

Level 1 Units

RBF1310	Biology 1	12
RBF1320	Biology 2	12

Level 2 Units

HBM2105	Medical Microbiology and Immunity	12
RBM2133	Cell and Molecular Biology	12

EMICUL Cultural Studies (Education Minor)

Locations: Footscray Park

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

Level 1 Units

ACW2020	Sex and Gender	12
ACW2026	Gender in Popular Culture	12

Level 2 Units

ACW2024	Gender in Public Life	12
ACW3028	Gender, Community and Social Change	12

EMIDIG Digital Media (Education Minor)

Locations: Footscray Park

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

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

ACM2004	Digital Service Design and Analytics	12
ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM3014	Digital User Experience	12

EMIDST Disability Studies

Locations: Footscray Park

The disability minor stream provides students with an opportunity to develop an appreciation of 'other bodied' people. This sequence of units is valid for developing insight into working with people with special needs. Students engaging with the

content of these units will also develop as reflective educators and recognise when individuals are at risk of exclusion. The importance of developing inclusive programs that foster academic and social success will also be explored.

EDS1001	Critical Contexts in Disability	12
EDS2004	Professional Partnerships With Families	12
EDI3001	Rights, Advocacy and Discrimination	12
EDS3005	Assessing and Reporting On Students With Diverse Abilities	12

EMIEAL Teaching English as an Additional Language (TEAL) (Education Minor)

Locations: Footscray Park

Teaching English as an Additional Language (TEAL) is a dynamic, global profession. With English being the international language of business, education, research and cross-cultural communication, qualified TEAL professionals are in great demand worldwide. You will gain important teaching skills and can be qualified to teach international students, migrant and refugees in Australia, and in many contexts overseas. You can travel, teach, learn new culture and expand your horizon. The program provides grounding in TEAL theory and practice through discussions, projects and presentations in linguistic, educational and socio-cultural aspects of language learning, and in the methodology of teaching and learning English in second and foreign language settings. The ESL classroom is usually seen as a dynamic, empowering and creating environment where a teacher acts as a guide, a facilitator and a resource to maximise each individual's participation and contribution.

Level 1 Units

EDT1001	The Second Language Curriculum and Assessment	12
EDT1002	Grammar and Linguistics for Language Teachers	12

Level 2 Units

EDT2001	Second Language Literacies	12
EDT2002	Teaching English as An Additional Language in Bilingual and Multicultural Settings	12

EMIENV Environmental Science (Education Minor)

Locations: Werribee

The world around us all is changing at an ever increasing pace, and Environmental Science offers the key to better understanding and managing these changes. By investigating the relationships between the physical, chemical and biological components of the natural world the human race can actively develop solutions to varied environmental problems. Studies will cover topics including management of natural resources, sustainability, the impact of pollution, climate change, deforestation and habitat destruction among other issues will affect us in the coming decades. A minor in Environmental Science incorporates ideas from a broad range of disciplines - from the natural sciences, to geography, economics and politics, in addition to the philosophies and ethics that underpin activity in these areas.

Level 1 Units

RBF1310	Biology 1	12
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RBF1320	Biology 2	12
Level 2 Units		
RBF2620	Australian Plants	12
RBF2640	Australian Animals	12

EMIFOO Food Technology

Locations: Footscray Nicholson

In the ever-changing and ever-challenging modern world in which we live, a multitude of issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap are often at the forefront of public consciousness. Through the development of life skills, you will build capacity for critical and creative decision-making and problem-solving related to fundamental needs and practical concerns of individuals, families and communities, both locally and globally. Food Technology is an interdisciplinary area of study that encompasses food choices and food preparation, food science and nutrition and community studies. The focus of this specialist area is on the well being of people in their everyday lives. Effective Technology education will aid you to become empowered, active and informed members of society.

AEB1501	Food and Nutrition Education	12
AEB1502	Learning the Service of Food and Beverage	12
AEB2501	Culinary Arts Education	12
EFT2001	Food Science and Technology Education	12

EMIFTE Food Technology (Education Minor)

In the ever-changing and ever-challenging modern world in which we live, a multitude of issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap are often at the forefront of public consciousness. Food Technology is an interdisciplinary area of study that encompasses hospitality, food science and nutrition and community studies. The focus of this specialist area is on the well being of people in their everyday lives. Effective Technology education will aid you to become empowered, active and informed members of society.

Level 1 Units

AEB1501	Food and Nutrition Education	12
AEB1502	Learning the Service of Food and Beverage	12

Level 2 Units

AEB2501	Culinary Arts Education	12
EFT2001	Food Science and Technology Education	12

EMIHEA Health (Education Minor)

Locations: Footscray Park

Being healthy is significant in all our lives. As a result, it is important for us to be aware of how to maintain good health, make informed choices to look after ourselves, and seek appropriate health advice. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform

others, and also to recognise the importance of health in society. The minor in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering health, human development, family, and nutrition.

Level 1 Units

SHE1001	Nutrition and Health for Physical Education	12
SHE1002	Growth Development and Ageing	12

Level 2 Units

SHE2001	Adolescent Health	12
SHE2002	Sexuality and Relationships	12

EMIND Indigenous Studies (Education Minor)

Locations: St Albans

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

Level 1 Units

AEK1105	Aboriginal Traditions and Policy	12
AEK1204	Aboriginal History and Political Movements	12

Level 2 Units

AEK2203	Indigenous Perspectives On Sustainability	12
AEK3203	Working Ethically in Aboriginal Community	12

EMLIT Literary Studies (Education Minor)

Locations: Footscray Park, St Albans

The minor in Literary Studies introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies helps you to develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Olde England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the minor, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry.

Level 1 Units

ACL2001	Reading Contemporary Fiction	12
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ACL2002	Studying Poetry and Poetics	12
Level 2 Units		
ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12

EMIMDA Media Studies (Education Minor)

Locations: Footscray Park

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

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12

EMIMTH Mathematics (Education Minor)

Locations: Footscray Park

Mathematics is a core discipline for understanding and explaining much of the modern world. Mathematics can provide you with many wonderful “aha!” moments when you see the truth of something, or the connections between two seemingly different topics. It also provides superb “brain-training”, with its logical rigour, and its emphasis on problem solving. Mathematics is also supremely satisfying to teach, as you introduce your students to its riches, its applications, and its beauty. Now is a good time to study mathematics, as there is a huge shortage of well-trained teachers. With a mathematics method you will be welcome at any school!

Level 1 Units

NEM1001	Algebra and Calculus	12
NEM1002	Statistics for Decision Making	12

Level 2 Units

RCM2713	Modelling for Decision Making	12
RCM2911	Linear Optimisation Modelling	12

EMIOUT Outdoor Education (Education Minor)

Locations: Footscray Park

The most fun you can have while learning at Victoria University. If you want to learn about adventure with highly qualified outdoor professionals and through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding about the natural environments and places you will visit and why people choose to go there, then the Outdoor Education minor is for you. The use of industry partnerships and critical evidence based practice to inform

teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors and teach VCE Outdoor and Environmental studies. The Outdoor Education minor provides the opportunity for students to build highly valued character traits including leadership, integrity, cultural sensitivity, and psychological resilience.

Level 1 Units

SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12

Level 2 Units

SSM3002	Outdoor and Environmental Philosophy	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12

Please note: Students will be required by the completion of the Level 1 units to have a current Leaders Wilderness First Aid certificate (or equivalent). An opportunity to complete this certificate will be offered in Level 1.

EMIPSY Psychology (Education Minor)

Locations: Footscray Park, St Albans

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

Level 1 Units

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

Level 2 Units

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12

EMISOC Sociology (Education Minor)

Locations: Footscray Park

The Sociology minor provides you with the opportunity to focus on specific aspects of social life, both local and international — education, work and unemployment, family, health, sex, gender and sexuality, ethnicity and racism, equality, opportunity, inequality, crime, law, policy and social justice.

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

EMISWE Student Welfare (Education Minor)

Locations: Footscray Park

Student Welfare is a dynamic sequence that provides you with an understanding of young people and children as they transition into adolescence. We talk about the

issues, strategies and options. This unit will improve your practice as a teacher. Schools want teachers with a robust mix of skills given the diversity of children and young people in the public setting. You can undertake the youth work units in a student welfare sequence or as stand-alone electives.

Level 1 Units

AYW2001 Young People with All Abilities 12

AEB2802 Ethics and Youth Work Practice 12

Level 2 Units

ECY2001 Young People and Substance Use 12

AEB2803 Holistic Practice With Young People 12

EMISWF Student Welfare

Locations: Footscray Park

Student Welfare is a dynamic sequence of units that provides you with an understanding of young people and children as they transition into adolescence. We talk about issues, strategies and options.

AYW2001 Young People with All Abilities 12

AEB2802 Ethics and Youth Work Practice 12

ECY3000 Supporting Young People in Dual Diagnosis Settings 12

ECY3001 Working with Young People with Complex Issues 12

EMIWRT Writing (Education Minor)

Locations: Footscray Park

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

ACP1055 Story: Transforming the Blank Page 12

ACP2086 Impossible Worlds: Fiction and Genre 12

ACP2081 Writing from the Edge: Narrative Non-Fiction 12

ACP2082 Script and Screen 12

ESPART Education - Art

Locations: Footscray Nicholson

Specialisation completion rules: Students undertaking an Art specialisation must complete a total of: Three core and three elective units (72 credit points) for a major in Art; # Students may elect to enrol in ACF2001 Introduction to Digital Art as an alternative to ACF1003 if required for cultural reasons.

Year 1

Core units:

ACF1003 Life Drawing 12

ACF2006 Drawing and Painting 12

Years 2 / 3

Core unit:

ACF2002 Aesthetics and Art Criticism 12

Elective units:

ACF2001 Introduction to Digital Art

ACF2003 Still Life Projects 12

ACF3000 Experimental Art 12

ACF3002 Installation Art

ACF3003 Digital Fine Art Photography 12

ESPBUS Education - Business Studies

Locations: Footscray Park

Specialisation completion rules: Students can study either: Accounting; Economics; or Business. Students undertaking an Accounting specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Accounting. Students undertaking an Economics specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Economics. Students undertaking a Business specialisation must complete a total of: Two sub-majors (2 x 4 units - 96 credit points) for a major in Business selected from the following: Four core units (48 credit points) for a sub-major in Accounting; Four core units (48 credit points) for a sub-major in Economics; Four core units (48 credit points) for a sub-major in Information Technologies (Data Processing); Two core and two elective units (48 credit points) for a sub-major in Business Management.

ACCOUNTING

Core Units:

Year 1

BA01101 Accounting for Decision Making 12

BA02000 Accounting Information Systems 12

Year 2

BA02202 Financial Accounting 12

BA02204 Management Accounting 12

ECONOMICS

Core units:

Year 1

BE01105	Economic Principles	12	LITERARY STUDIES / LITERATURE	
BE02000	Financial Institutions and Monetary Theory	12	Year 1	
Year 2			Core units:	
BE02003	International Economics and Finance	12	ACL2001	Reading Contemporary Fiction 12
BE02264	Microeconomic Analysis	12	ACL2002	Studying Poetry and Poetics 12
Electives (only available to students undertaking Humanities specialisation):			Year 2/3	
BE03430	International Economic Analysis	12	Elective units:	
BMO2100	Introduction to Small Enterprise		ACL2007	Romance and Realism 12
INFORMATION TECHNOLOGIES (DATA PROCESSING)			ACL3000	Children's Literature 12
Core units:			ACL3009	Australian Literature 12
Year 1			ACL3016	Working Class Writing 12
BC01102	Information Systems for Business	12	ACP2081	Writing from the Edge: Narrative Non-Fiction 12
NIT2113	Cloud Application Development	12	ACP2086	Impossible Worlds: Fiction and Genre 12
Year 2			WRITING	
BC02041	Systems Analysis and Design	12	Year 1	
NIT1201	Introduction to Database Systems	12	Core units:	
BUSINESS MANAGEMENT			ACP1003	Copy: Targeting Audiences
Core units:			ACP1055	Story: Transforming the Blank Page 12
BH03373	International Marketing	12	Year 2/3	
BMO1102	Management and Organisation Behaviour	12	Elective units:	
BMO2004	Business Ethics	12	ACC2011	Radio Production 12
BMO3332	Managing Organisational Change	12	ACL3000	Children's Literature 12

ESPENG Education - English

Locations: Footscray Park

Specialisation completion rules: Students can study either Literature Studies, Writing or a combination of both. Students undertaking a Literary Studies/Literature specialisation must complete a total of: Two core and four elective units (72 credit points) for a major in Literature/Literary Studies OR Two core and two elective units (48 credit points) for a sub-major in Literary Studies/Literature. Students undertaking a Writing specialisation must complete a total of: Two core and two elective Writing units AND two additional units (72 credit points) selected from the list of common units # (ACP2086, ACP2081, ACL3000 and ACL3014), for a major in Writing. Students undertaking a double major must complete a total of: Two core Literary Studies/Literature units, two core Writing units and the four common electives of Literary Studies/Literature and Writing (ACP2086, ACP2081, ACL3000 and ACL3014) (96 credit points) for a double major in Literary Studies/Literature and Writing.

ACL3014	Writing Selves	
ACP1004	Editing and Publishing	
ACP1005	Memoir: Secret and Lies	
ACP2002	Professional Writing for Sport	
ACP2005	Writing the Documentary	
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2087	News and Social Media	12

ESPHEA Education - Health

Locations: Footscray Park

Specialisation completion rules: Students undertaking a Health specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Health; Four core and two elective units (72 credit points) for a major in Health.

Core units:

Year 1:

SHE1001	Nutrition and Health for Physical Education	12
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Students completing both a primary physical education and also a health specialisation enrol in:

SPE2004	Growth and Motor Development	12
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Students who are not completing a primary physical education specialisation enrol in:

SHE1002	Growth Development and Ageing	12
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Year 2:

SHE2001	Adolescent Health	12
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SHE2002	Sexuality and Relationships	12
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Elective units:

SHE3001	Social Bases of Health: Global Perspectives	12
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SHE3002	Health Policy and Promotion	12
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ESPHEA Education - Home Economics and Food Technology

Locations: Footscray Nicholson

Specialisation completion rules: Students undertaking the Home Economics and Food Technology specialisation must complete a total of: Eight core units (96 credit points) for a sub-major in Home Economics and a major in Food Technology.

Core units:

ACW3022 Rethinking the Family

AEB1501	Food and Nutrition Education	12
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AEB1502	Learning the Service of Food and Beverage	12
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EFT3001	Design and Technology Education	12
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AEB2501	Culinary Arts Education	12
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AEB2502 Approaches to Food and Beverage Technologies and Service

BBB3100	Business Integrated Learning	12
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EFT2001	Food Science and Technology Education	12
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ESPHUM Education - Humanities /SOSE

Locations: Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Humanities specialisation must complete a total of: 48 credit points (sub-major) selected from either History or Economics and 24 credit points selected from a different area of study- Cultural Studies (Asian Studies (teaching out) or Gender Studies), History, Indigenous Studies, Politics or Sociology (total 72 credit points) for a major in Humanities. Students undertaking a SOSE (Studies of Society and Environment) specialisation must complete a total of: 48 credit points (sub-major) selected from any one of the following together with 24 credit points from another one of the following: Cultural Studies (Asian Studies (teaching out) or Gender Studies); History; Indigenous Studies; Politics or Sociology (total 72 credit points) for a major in SOSE. 48 credit points selected from any one of the following: Cultural Studies (Asian Studies (teaching out) or Gender Studies); Indigenous Studies or Sociology for a sub-major in SOSE. Students undertaking a History specialisation must complete a total of: 72 credit points (two core and four elective units) for a major in History 48 credit points (two core and two elective units) for a sub-major in History. Students undertaking a Politics specialisation must complete a total of: 72 credit points (two core and four elective units) for a major in Politics. 48 credit points (two core and two elective units) for a sub-major in Politics.

CULTURAL STUDIES

Students select units from one of the following topics - Asian Studies or Gender Studies

Asian Studies - not available to new students from 2015

ASI1001 Sources of Asian Traditions

ASI1002 Sources of Asian Modernities

ASI2001 Colonialism, Nationalism and Revolution in South East Asia

ASI2002 Cultural History of Tibet

ASI2003 Many Vietnams: War, Culture and Memory

ASI2004 Researching Gender and Sexuality in Asia

ASP2006 Culture and Politics in Indonesia

ASP2009 Southeast Asian Politics

* Core for students undertaking a sub-major in Asian Studies as part of a SOSE major

Gender Studies

ACP2086	Impossible Worlds: Fiction and Genre	12
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ACW2020	Sex and Gender	12
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ACW2024	Gender in Public Life	12
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ACW2026	Gender in Popular Culture	12
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ACW3001	Gender History and Memory	
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ACW3028	Gender, Community and Social Change	12
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* Core for students undertaking a sub-major in Gender Studies as part of a SOSE

major			Elective units:
ECONOMICS			AEK2105 Oral Traditions and Storytelling
Core Units:			AEK2201 Learning in Indigenous Australian Communities
Year 1			AEK2022 Global Indigenous Issues
BE01105	Economic Principles	12	AEK3101 Knowing Indigenous Australian Communities
BE02000	Financial Institutions and Monetary Theory	12	AEK3202 Global Indigenous Leadership
Year 2			AEK3203 Working Ethically in Aboriginal Community 12
BE02003	International Economics and Finance	12	POLITICS
BE02264	Microeconomic Analysis	12	Core units - year 1:
HISTORY			ASP2010 Origins of International Politics 12
Year 1 - only core for students undertaking 4 units History			ASP2011 Foundations of Political Science 12
AAH2001 World History 2			Elective units:
AAH2002	The World before 1770	12	ASP2001 Political Economy of Colonialism and Neocolonialism 12
or			ASP2005 Policy and Practice in International Studies
ADE1004 Tradition and Modernity A			ASP2006 Culture and Politics in Indonesia
ADE1005 Tradition and Modernity B			ASP2007 Dictatorship and Democracy 12
* Units coded with ADE are only offered at St Albans campus to students who are in the Enhanced Learning Program			ASP2009 Southeast Asian Politics
Elective units:			ASP3002 International Security 12
AAH2003	European Revolution and War	12	ASP3003 The Politics of the United States of America 12
AAH2004	Divided Europe	12	ASP3004 Theory and Research in International Politics 12
AAH3001	Histories of Immigrant Australia	12	SOCIOLOGY
AAH3002	Irish History	12	Year 1 - only core for students undertaking 4 units Sociology:
AAH3003	Making the Modern Middle East	12	ABA1003 Introduction to Sociology 12
AAH3011 American History 1			ASS2004 Sociology of Social Control 12
AAH3012 American History 2			or two of the following three units:
ASH2001 History and Memory			ADE1006 Analyse Sociological Understandings of Human Relationships
INDIGENOUS STUDIES			ADE1007 Analyse Urban Form and Culture
Core Units - year 1:			ADE1008 Analyse Theories of Self
AEK1105	Aboriginal Traditions and Policy	12	* Units coded with ADE are only offered at St Albans campus to students who are in the Enhanced Learning Program
AEK1204	Aboriginal History and Political Movements	12	Elective units:

ASA2025	Transnational Social Movements	
ASS1005	Social and Cultural Change in South Pacific Islands	
ASS2002	Social Worlds, Social Policy	12
ASS2009	Making Modern Identities	12
ASS2027	Timor Leste: History, Politics and Society	
ASS2028	Contemporary Africa and Social Change	12
ASS2051	Child and Society	
ASS2053	Sociology of Sex	
ASS3007	Space, Knowledge and Power	12
ASS3009	Sociology of Law	12
ASS3014	International Social Policy	12
ASS3033	Political Sociology	12
ASS3043	Inquiring into the Social Sphere 1	
ASS3042	Sociology of City Lives	
ASS3050	Migration, Mobility and Globalisation	12

ESPIDG Global Indigenous Challenge

Locations: Footscray Park

The Global Indigenous Challenge minor will be available for students enrolled in VU undergraduate programs and it will use current units in de-colonial and postmodern theories to consider a range of complex topics concerning personal and national identity in a changing global world. In this minor, students will explore, analyse and deconstruct disciplinary and lived perspectives as well as the subsequent impacts and outcomes for individuals and communities in the 21st Century. Topics to be explored include history, human rights, traditional owners, sovereignty, governance and societal structures, and colonial and systems of power. With UNESCO's acknowledgement that Indigenous groups globally are challenged from 'development', global warming and globalisation and the Australian government's celebration of an Asian century, how might Indigeneity assert itself legally, culturally, socially and technologically to secure/ensure an equitable and respected place in a multicultural globalised context? How might key issues underpinned by land and country, mining, economic development, urban and regional planning, cultural heritage, human rights be considered and applied in a global economy and changing world?

AEK1105	Aboriginal Traditions and Policy	12
AEK2205	Politics of Aboriginal Art	12
AEK3203	Working Ethically in Aboriginal Community	12
AEK3204	Aboriginal Political and Reflective Learning	12

ESPINF Education - Information Technology

Locations: Footscray Park

Specialisation completion rules: Students undertaking an Information Technology specialisation must complete a total of: Two core and two elective units (48 credit points) for a sub-major in Information Technology; Two core and four elective units (72 credit points) for a major in Information Technology.

Core Units

ACM2014	Visual and Interactive Design for Digital Media	12
ACM2004	Digital Service Design and Analytics	12

Elective units:

ACM2003	Interactive Programming	
ACM2008	Dynamic Web Development	
ACM2009	International Design	12
ACM2010	Interaction Studio	
ACM2011	Computer Supported Learning	
ACM2012	Emerging Technology Design	
ACI3103	The Global Creative	12
ACM3014	Digital User Experience	12
ASN1003	Motion Graphics	12
ASN2005	From Concept to Production	12

ESPMAT Education - Mathematics

Locations: Footscray Park

Specialisation completion rules: Students undertaking a Mathematics specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Mathematics; Four core and two elective units (72 credit points) for a major in Mathematics.

Core units (all students)

NEM1001	Algebra and Calculus	12
NEM1002	Statistics for Decision Making	12
RCM2611	Linear Statistical Models	12
RCM2713	Modelling for Decision Making	12
Elective units		
RCM2911	Linear Optimisation Modelling	12
RCM3711	Computational Methods	12

ESPMED Education - Media Studies

Locations: Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Media specialisation must

complete a total of: Two core and two elective units (48 credit points) for a sub-major in Media Studies.

Core Units:

Year 1

ACC2002 Media, Culture and Society 12

ACC2004 Culture and Communication 12

Elective units:

ACC2010 Television Production 12

ACC2011 Radio Production 12

ACC3004 Social Media

ACC3056 Advanced Media Production

ACC3061 World Cinemas 12

ACP2005 Writing the Documentary

ACP2082 Script and Screen 12

ACP2087 News and Social Media 12

ESPMUS Education - Music

Locations:Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Music specialisation must complete a total of: Two first year core, two second year and two third year elective units (72 credit points) for a major in Music.

Core first year units:

ACO2015 Technology of Music and Audio 12

and one of the following two units:

ACO1008 Music Techniques 1 12

ACO2014 Popular Music History 12

Second year elective units:

ACO2005 Music Techniques 2 12

ACO2007 Songwriting 12

ACO3013 Musics of the World 12

Third year elective units:

ACO3001 Cultural Perspectives On Music 12

ACO3003 Music and the Mind 12

ESPOUT Education - Outdoor Education

Locations:Footscray Park

Specialisation completion rules: Students undertaking an Outdoor Recreation specialisation must complete a total of: Six core units (72 credit points) for a major in Outdoor Education. Note: Students are required by the completion of their first year of study to have a current Leaders Wildemess First Aid qualification (or equivalent). An opportunity to complete this qualification will be offered in the first year.

Outdoor Education (including Environmental Studies) Victorian Institute of Teaching Specialist Area Guidelines 2014: Major in Outdoor Education (including environmental studies and outdoor recreational activities) A current first aid certificate (Emergency First Aid Level 2) is required. For a major study students should select two units at level 1, two units at level 2 and two units at level 3.

Year 1

SOL1001 Natural Environments 1 12

SOL2002 Bush Environments 12

Year 2

SSM3101 Environmental Inquiry, Sustainability and Communities 12

SOL1002 Safety in Natural Environments 12

Year 3

SOL3000 Leading Facilitating and Interpreting in Natural Environments 12

SSM3002 Outdoor and Environmental Philosophy 12

ESPPEP Education - Physical Education For Primary Teaching

Locations:Footscray Park

Specialisation completion rules: Students undertaking a Physical Education Primary specialisation must complete a total of: Six core units (72 credit points) for a major in Physical Education Additional requirements for registration (opportunity to complete during the course) Current first aid certificate (Emergency First Aid Level 2) Current AustSwim Teacher of Swimming and Water Safety (or a current Australian Swimming Coachers & Teachers Association (ASCTA) - Swim Australia Teacher certificate)

Core units:

Year 1

SPE1000 Movement Skill Acquisition

SPE2004 Growth and Motor Development 12

Year 2

SPE2000 Rhythmic and Expressive Movement 12

SPE2001 Major and Minor Games 12

Year 3

SPE2100 Biophysical Perspectives On Movement 12

SPE3100 Psychosocial Aspects of Health and Physical Activity 12

ESPPSY Education - Psychology

Locations: Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Psychology specialisation must complete a total of: Three core and one elective unit (48 credit points) for a sub-major in Psychology.

Core units

Year 1

APP1012 Psychology 1A 12

APP1013 Psychology 1B 12

Years 2

APP2013 Psychology 2A 12

Elective units:

APP2014 Psychology 2B 12

APP3015 Counselling Theory and Practice 12

APP3016 Group Behaviour 12

APP3018 Organisations and Work 12

APP3019 Psychobiology 12

APP3020 Psychoanalysis 12

APP3027 Relationship and Family Wellbeing 12

APP3026 Cognitive Psychology 12

HPP2001 Developmental Psychology 12

ESPSCI Education - Science

Locations: Footscray Park, St Albans, Werribee

Specialisation completion rules: Students undertaking a Biology specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Biology; Six core units (72 credit points) for a major in Biology; Four core Biology units and two elective units selected from either: Chemistry; Physics; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking a Chemistry specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Chemistry; Six core units (72 credit points) for a major in Chemistry; Four core Chemistry units and two elective units selected from either: Biology; Physics; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking an Environmental Science specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Environmental Science; Six core units (72 credit points) for a major in Environmental Science; Four core Environmental Science units and two elective units selected from either: Biology; Chemistry; or Physics; (72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking a Physics specialisation must complete a total of: Four core units (48 credit points) for

72

a sub-major in Physics; Four core Physics units and two elective units selected from either: Biology; Chemistry; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10).

BIOLOGY

Core units:

Year 1

RBF1310 Biology 1 12

RBF1320 Biology 2 12

Year 2

Two of the following units:

HBM2105 Medical Microbiology and Immunity 12

RBM2133 Cell and Molecular Biology 12

RBM2560 Medical Biochemistry 12

HBM2106 Human Genetics 12

Elective units:

Year 3

NEF3001 Applied Project 1 12

RBM3720 Immunology 12

HBM3205 Clinical Genetics and Cellular Basis of Disease 12

CHEMISTRY

Core units:

Year 1

RCS1601 Chemistry 1A 12

RCS1602 Chemistry 1B 12

Year 2

NPU2101 Analytical Methods 1 12

NPU2103 Organic Synthesis 12

Elective units:

Year 3

NPU3101 Pharmaceutical Regulatory Processes 12

NPU3104 Drug Testing and Analysis 12

ENVIRONMENTAL SCIENCE

Core units			AEB1801	Youth Work Practice 2	12
Year 1			Select 12 credit points (1 unit) from:		
RBF1150	Global Environmental Issues	12	AEB2800	Working with Diverse Young People	
RBF1320	Biology 2	12	AEB2803	Holistic Practice With Young People	12
Year 2			Select 12 credit points (1 unit) from:		
RBF2610	Fundamentals of Ecology	12	AEB2802	Ethics and Youth Work Practice	12
RBF2620	Australian Plants	12	AEB3802	Professional Culture and Collaboration	12
Elective units:			ECY3000	Supporting Young People in Dual Diagnosis Settings	12
NPU3106	Conservation Genetics	12	Elective units:		
RBF2640	Australian Animals	12	AYW1003	Youth and Community Programs	12
RBF3110	Marine & Freshwater Ecology	12	ECY3001	Working with Young People with Complex Issues	12
RBF3210	Environmental Rehabilitation	12	EDI3001	Rights, Advocacy and Discrimination	12
RBF3620	Conservation and Sustainability	12	ESPTES Education - TESOL		
PHYSICS			Locations: Footscray Park		
Year 1			Specialisation completion rules: Students undertaking a TESOL (Teaching English to Speakers of Other Languages) specialisation must complete a total of: Four core units (48 credit points) for a sub-major in TESOL.		
NEF1102	Engineering Physics 1	12	Core units:		
NEF1202	Engineering Physics 2	12	ACA2008 English in Spoken Interaction		
Year 2 Electives:			ACA3004 Aspects of Language: Structure and Use		
NEF1205	Engineering Fundamentals	12	ACC3041 Language and Society		
NEF2251	Fundamentals of Electrical and Electronic Engineering	12	AACC3052 Communication and Cultural Diversity		
NEM2102	Introduction to Engineering Materials	12			
NEC2103	Engineering Materials & Construction	12			
NEM2201	Thermodynamics 1	12			
NSC2101	Physics 2A				
NSC2102	Physics 2B				
ESPSTW Education - Student Welfare					
Locations: Footscray Park					
Specialisation completion rules: Students undertaking a Student Welfare specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Student Welfare; Four core and two elective units (72 credit points) for a major in Student Welfare.					
Core units:					
AEB1800	Youth Work Practice	12			

UNITS

AAA5002 Research Methods

Locations: Footscray Park, City Flinders.

Prerequisites: Successful completion of four units of the course.

Description: This unit of study covers a variety of research methods relevant to research in a community development or digital media context. The ontological and epistemological foundations to various approaches to social research will be critically reviewed. Students will become broadly familiar with the concepts of logic and methodology and quantitative and qualitative research methods. They will be able to select a research topic(s), design research proposal(s) and adopt appropriate research methods. To emphasis skills development in research training, students will practice with (and use) commonly used social research software tools.

Credit Points: 12

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

1. Deconstruct the implicit and explicit values, terminology, methods and techniques of the major theoretical paradigms in qualitative research methods and interrogate the main criticisms of these methods;
2. Inquire into a complex or emergent issue in the field demonstrating advanced skills of logical argument, hypotheses formulation and defensible interpretations of evidence;
3. Discriminate between and theorise about reflexivity and research ethics in different types of research;
4. Interrogate methodological approaches and choose which to apply to a research proposal;
5. Develop a research proposal applicable to a minor research thesis or Community Based Research project.

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

Assessment: Assignment, A critical outline of the proposed research methodology (ies) and method(s) based on a chosen research topic, 30%. Assignment, Final research proposal, 45%. Assignment, A critical analysis of a research context based on a chosen research topic, 25%.

AAA5011 Interpreting 'Asia' and the 'Pacific'

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines social and political issues in contemporary Asia and the Pacific, two socially and politically diverse and dynamic regions. Key debates within the regions are analysed, including debates about culture and identity; and questions about development; and the disparities of wealth and poverty. Nation-states in these regions are studied comparatively while the place of the region in the globe is also examined. Global factors examined include work and commodity chains, migration, and the role of international organisations. Finally, the unit considers Australia's position in relation to these two regions, interrogating some of the ways that 'Asia' and 'Pacific' are interpreted, focusing upon critiques by Asian and Pacific scholars.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse key social issues in Asia today; 2. Interrogate Australia's relationship with Asia and the Pacific; and 3. Utilise frameworks of comparative analysis.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Journal, Written responses to prompts on key concepts and issues, 30%. Presentation, Response to debatable and controversial socio-cultural and political issues confronting a specific country or countries in Asia or the Pacific, 35%. Essay, Essay on set topics focused on key contemporary issues, 35%.

AAH2002 The World before 1770

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

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

Required Reading: Robert Pascoe, 2018 World History, vo. 1 Ballan, VIC/ConnorCourt

Assessment: Presentation, In-class Presentation, 20%. Test, In-class Test, 20%. Essay, Short Essay, 30%. Test, In-class Test, 30%.

AAH2003 European Revolution and War

Locations: Footscray Park.

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

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

Credit Points: 12

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

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

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

Assessment: Assignment, Document Analysis, 20%. Test, Online Quizzes, 20%. Essay, Research Essay, 40%. Test, In class Test, 20%.

AAH2004 Divided Europe

Locations: Footscray Park.

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

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

Credit Points: 12

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

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

Assessment:Other, Primary source analysis (500 words or equivalent), 20%. Essay, Research Essay (1800 words or equivalent), 30%. Other, Online quizzes (x10), 20%. Test, In-class Test (800 words or equivalent), 30%.

AAH3001 Histories of Immigrant Australia

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit offers students the opportunity to put on 'a stout pair of boots' (R H Tawney) and discover 'the spirit of a place' (Manning Clark, 1980) to enable them to begin to more fully understand the lives of the people who walked the streets of our town before us. Each year the unit focuses on a pair of Melbourne suburbs through which we conduct walking tours. We 'read the city' to understand better its Indigenous history, the history of immigrants, and the story of those who left behind scant written evidence of their lives.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Analyse some pivotal landscapes and streetscapes of suburban Melbourne; 2.Evaluate the relevance and application of different historical approaches to central themes in the social history of Melbourne from colonial times to the present; 3.Critique accounts of existing suburban historical texts in light of their knowledge of historical approaches and concepts; and 4.Exhibit a range of historical skills, including the interpretation of primary and secondary sources, the cataloguing of change over time, and the explanation of different forms of historical causation so as to construct persuasive historical arguments.

Required Reading:Manuscript: Robert Pascoe and Chris McConville, How to Ready a City.

Assessment:Project, Prosopographical exercise x 2, 20%. Practicum, Suburb Practicums x 2, 20%. Essay, Short Essay, 30%. Test, In-class test, 30%.

AAH3002 Irish History

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study examines the social, cultural and political histories of Ireland, 1798 - 2018. Within this, the complex social, political and economic relationship with Britain will be critically examined, as will the importance of migration from Ireland. A component of the unit will examine the fraught

connections between memory, history and culture that collided in the late 1960s and the Troubles in Northern Ireland.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Analyse key events in 19th and 20th century Irish history and in Irish emigrant communities; 2.Identify and interpret a wide variety of secondary and primary materials; 3.Understand and employ a variety of conceptual approaches to interpreting Irish history; 4.Apply research skills in analysing historical evidence, scholarship and changing representations of the past in Ireland; 5.Collaboratively construct an evidence-based argument in audio, digital, oral, visual and written form; and 6.Critically review themes in Irish emigrant history.

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

Assessment:Report, Document Analysis, 20%. Report, Irish Emigrant History Report, 40%. Test, In class tests, 30%. Test, Quizzes based on readings, 10%. Total effective word limit 3,000 words.

AAH3003 Making the Modern Middle East

Locations:Footscray Park.

Prerequisites:Nil.

Description:Many of the critical issues facing our world focus on, or otherwise involve the 'Middle East'. This unit covers the core knowledge of the Middle East from the 19th to the 21st century. We start with the emergence of the modern Middle East from the fall of the Ottoman Empire, at the end of the Great War to the present. We discuss the Ottoman legacy in the region and the Western impact on the creation of new nations. We review the emergence of Arab nationalism, the modernisation efforts of Middle Eastern governments, the struggle of various peoples for political independence, social and culture changes, issues of religion and state, and the evolution of Islamist politics. In this unit, we also discuss the evolution of the Arab-Israeli conflict and its impact on the region, the First Gulf War and we conclude with a comprehensive analysis of the "Arab Spring" by placing the current revolutions and events in their historical context.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Demonstrate an understanding of the historical, ethnic, religious, and cultural diversity of the Middle East upon which contemporary political complexity is based; 2.Interpret Orientalism and/or post-colonialism, and how it shaped the ways in which Western audiences view the Middle East; 3.Apply an understanding of the relationship between democracy, nationalism and self-determination; causes of migration movements; and 4.Explore civil society with particular reference to political opposition, feminism, and other political movements.

Required Reading:Cleveland, William L., 2016 Sixth Edition, A History of the Modern Middle East, Westview Press, Boulder, CO

Assessment:Test, In-class source analyses x 3, 12%. Essay, Research essay, 30%. Test, In-class source analyses x 7, 28%. Test, In-class Test, 30%.

ACC2002 Media, Culture and Society

Locations:Footscray Park.

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

Description:This unit of study explores the institutions, industries and texts that comprise the media, and how they can be conceptualised. The unit focuses on contemporary Australian and international issues, and explores some of the challenges of digital media. Using topical examples, it places emphasis on

understanding media's role in society, culture and our life. Topics to be covered include: visual culture; advertising and consumer culture; media ownership and regulation; journalism; celebrity and the public sphere; the nature and impacts of new economic and industrial relationships in media; media in war and conflict situations; minorities and media; and 'culture jamming'.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop a greater understanding of the complex inter-relations between media, culture and society, and the key role media plays in a democratic society; 2. Identify and investigate key issues in the discipline of media communication studies and explain their contemporary relevance; 3. Explore the important role of media communication in the socio-cultural and economic spheres, and in professional, personal and social life; and 4. Apply critical thinking and conceptualisation skills to a range of issues related to the study of media communication, especially digital and visual forms of communication.

Required Reading: To be advised by the unit coordinator.

Assessment: Exercise, Short media exercise, 10%. Assignment, Interactive oral presentation, 20%. Essay, Written paper on aspect of the media, 30%. Assignment, Short answer assignment, 40%.

ACC2004 Culture and Communication

Locations: Footscray Park.

Prerequisites: Nil.

Description: The unit introduces students to a range of approaches to the study and research of different forms of communication and their cultural contexts. The focus is on developing knowledge and understanding of the complex inter-relations between communication and culture, and the key role communication plays in all aspects of life. Emphasis is placed on practical applications, and on the various factors which affect communication, including global culture and intercultural influences. The unit reflects on the impacts of the digital communication revolution and the ongoing changes to communication interactions in contemporary Australia. Areas to be explored include: the complex inter-connections between culture and communication; types of communication; verbal and non-verbal communication; language and gender; communication and the self; narrative and communication; subconscious dimensions of communication, consumer culture and communication; communicating with music; global culture; the dominance of mobile communication and its impacts

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and assess key issues in the discipline of communication studies and present their contemporary relevance; 2. Elaborate the importance and key role of communication in personal, interpersonal, intrapersonal, professional, social and cultural life; 3. Investigate and synthesise some key research areas and issues related to the study of communication; 4. Apply analytical thinking and conceptualisation skills to a range of issues in communication interactions; and 5. Synthesise theoretical and analytical ideas and apply them to 'real life' communication situations.

Required Reading: A reading list will be provided on VU Collaborate.

Assessment: Assignment, Blog- Focused critique on communication, 10%. Presentation, Oral interactive presentation, 20%. Report, Group communication report, 30%. Test, VU Short Answer Test, 40%.

ACC2010 Television Production

Locations: Footscray Park.

Prerequisites: Nil.

Description: Television production introduces students to the pre-production, production, and post-production techniques used in single camera and multi-camera

television production. While some exercises are individual, students spend most of the unit in production units of six to eight members working on a variety of exercises ranging from short narrative scenes and multi-camera interviews to short multi-camera scenes from soap operas. Students gain experience in using studio cameras, vision-switching, floor-managing, audio production techniques, directing, producing, performance and lighting techniques for television production.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically apply knowledge and skills required for television production and its industrial context; 2. Articulate discipline specific technical knowledge of an aspect within television production; 3. Communicate and cooperate in teams to achieve project goals; 4. Construct simple television segments using multi-camera television production techniques.

Required Reading: E-Version of text Owens, J 2015, Television Production 16th ed Focus Press, New York is available in the library.

Assessment: Exercise, Chapter Question Review, 30%. Project, Group multi-camera television interview, 30%. Project, Group multi-camera television drama scenes scene, 40%.

ACC2011 Radio Production

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with the ability to create professional digital radio production projects. The major emphasis is on spoken-word radio programs with a specific focus on interviewing and 'magazine' formats. Production techniques and processes include field interviewing with portable digital recording equipment, studio work, writing for radio, digital editing, sound mixing and voice performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise digital radio as a special kind of medium of communication, particularly for transmitting ideas and opinions; 2. Exhibit skills in pre-production, production and post-production techniques for digital audio; 3. Apply the basic digital recording and editing skills required to produce spoken word radio programs; and 4. Conceptualise the skills required to write and produce programs suitable for digital radio broadcast.

Required Reading: Various readings will be available via VU Collaborate.

Assessment: Review, Radio Program review, 20%. Creative Works, Produce an interview, 30%. Project, Podcast planning, 10%. Creative Works, Podcast production, 40%.

ACC3061 World Cinemas

Locations: Footscray Park.

Prerequisites: Nil.

Description: The dynamic scale and variety of cinema production across the world is explored across the genres of drama, sci-fi, horror, animation, western, fantasy and action. We look at global cinema in comparison to the sometimes dominant Hollywood conglomerates such as Disney, Sony and WarnerMedia, along with the contexts of their production and conventions of narrative iconography. Students are encouraged to appreciate how audiences experience the aesthetic and technical qualities and traditions of diverse film productions. How the transferability and adaptability of cultural communication is manifested through the films will form a focus of theoretical discussions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review a diverse range of films with reference to distinct cultural traditions and genres of world cinemas; 2. Investigate the diversity of cinema production

outside the dominant Hollywood model; 3. Analyse international film genres and styles with use of theoretical texts; and 4. Critically reflect upon relationships between cinema genre, national cinema and cultures.

Required Reading: Required reading is provided to students via VU Collaborate. Films featured in the unit will be provided on Vimeo.

Assessment: Assignment, Film review, 20%. Creative Works, Short video on cinema genre and style, 20%. Essay, Comparative analysis of films, 30%. Presentation, Group presentation, 30%.

ACF1003 Life Drawing

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit is an intensive series of traditional studio-based classes in which students develop skills in drawing and painting inspired by observational practices using a range of media. Students will acquire proficiency in visual techniques and languages. Practical studio projects will develop the skills of drawing including the ability to: depict proportions, perspective and control the placement of the figure in space. Composition, mark-making, colour, texture, tone and contour will be developed in the work. Workshops will address related historical, theoretical and philosophical studies and introduce observation as a methodology with broad applications for visual art production and research. This unit will also include an optional module where students can elect to either draw from nude-male and nude-female models in the studio, or complete an alternative blended learning module utilising forms from the natural environment. Students will complete and archive studio projects and visual exercises to create a comprehensive folio of drawings for assessment. The final presentation will consist of artworks created in class that represent the highest standards achieved by the student.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Create finished artworks incorporating observations of life, corresponding with accepted standards of traditional drawing practices using a variety of materials and art production techniques; 2. Interpret and engage creatively with a range of practical studio drawing projects; 3. Apply the observational methodologies, principles and techniques of traditional drawing to their individual art-making; 4. Analyse the qualities of works of art produced and articulate this effectively to others; and 5. Practise the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

Required Reading: There are no required texts for this unit. Relevant readings and other materials will be provided in class and on VU Collaborate

Assessment: Exercise, Life drawings (2 drawings), 25%. Creative Works, Draft Folio with commentary - 2 resolved Drawings, 30%. Exercise, Safety in the Studio (2 observations), 10%. Portfolio, 2 resolved art work presentations, 35%.

ACF2002 Aesthetics and Art Criticism

Locations: Footscray Nicholson.

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

Description: This unit of study introduces students to contemporary art, aesthetics and art criticism through the vehicle of critical dialogues. Students engage with fundamental analytical tools that draw on traditional concepts, critical arguments and theories of art. The unit aims to equip students with an understanding of the history of art theory and criticism, contextualised through evolving art practice.

Credit Points: 12

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

1. Analyse key theories underpinning contemporary art theory and criticism; 2. Interpret, evaluate and apply principles of contemporary art theory to current art practice; 3. Articulate and defend, in both verbal and written form, an individual response to contemporary challenges posed in aesthetics and art criticism in multicultural local communities and the wider global arts arena.

Required Reading: There is no required text for this unit. Readings and other resources will be available in VU Collaborate.

Assessment: Review, Art exhibition critique and review, 40%. Research Paper, Masterpiece study (Two parts), 60%. The total combined assessment word equivalence is approximately 4,000 words.

ACF2003 Still Life Projects

Locations: Footscray Nicholson.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and appraise key concepts of the 'still life' in historical and contemporary art practice; 2. Adapt to given studio tasks and practical methodologies with a flexible and innovative approach for an original self-initiated creative outcome; 3. Optimise art production techniques appropriate to their unique artistic language and engage creatively with a range of practical studio projects and a self-initiated project; 4. Propose and qualify ideas for the production of a series of original artworks in both written and visual formats; 5. Create a body of sophisticated finished artwork and related writing for public presentation and/or exhibition; and 6. Apply the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

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

Assessment: Portfolio, Preliminary folio presentation, 20%. Project, Self-initiated project proposal, 30%. Creative Works, Self-initiated project presentation (five works of art and presentation), 50%.

ACF2006 Drawing and Painting

Locations: Footscray Nicholson.

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

Description: This unit of study aims to develop practical skills and conceptual insights in drawing and painting. Students will take part in an intensive series of studio-based classes incorporating a range of art materials; materials include charcoal, coloured chalk, ink and wash, watercolour and acrylic paint on canvas. Theoretical and conceptual discussions including consideration of broader art historical contexts inform students' understanding of contemporary art practices of drawing and

painting. Practical studio projects and structured discussions with constructive critique of the artworks produced: develop and explore observation; identify and demystify the processes involved in making drawings and paintings; and encourage experimental, innovative and conceptual approaches.

Credit Points: 12

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

1. Interpret and engage creatively with practical drawing and painting projects using a range of materials and art production techniques; 2. Analyse the qualities of works of art and articulate this effectively to others verbally and in writing; and 3. Practise the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

Required Reading: There are no required texts for this unit. Students will be referred to a wide range of resources in VU Collaborate.

Assessment: Creative Works, Creative Work Part A, 15%. Creative Works, Creative Work Part B, 35%. Research Paper, Analysis of two works of art from a major exhibition, 30%. Journal, Visual diary practical work and visual literacy exercises, 20%.

ACF3000 Experimental Art

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: This unit of study will facilitate the creative development of students' individual art practice through engagement with mediums and processes across a range of visual art disciplines such as painting, sculpture, photography and video. Overall, the unit aims to be a site of original content development where students have the opportunity of experimenting with different media across disciplines while integrating concepts and ideas in response to knowledge gained in previous visual art units. In addition, students will complete and present interdisciplinary artworks and related writings incorporating their own concepts and choice of media.

Credit Points: 12

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

1. Create a range of practical studio-based projects using one or more mediums; 2. Conceptualise and experiment with an appropriate individual artistic language across disciplines and media; 3. Critically reflect on professional interdisciplinary art practices in relation to their emerging art ideas and practice; 4. Demonstrate creative approaches corresponding to professional standards of contemporary art practice; and 5. Apply the principles of sustainable, safe professional studio practice for collaborative and individual artistic production.

Required Reading: A variety of readings and resources will be provided via VU Collaborate.

Assessment: Review, Folio Investigation (two artworks), 25%. Journal, Visual Research Diary, 25%. Creative Works, Final Folio (two resolved artworks), 50%.

ACF3003 Digital Fine Art Photography

Locations: Footscray Park.

Prerequisites: Nil.

Description: This studio-laboratory based unit of study will explore the principles and practice of digital fine art photography and equip students with the knowledge to develop, implement and complete a digital fine art photography project in the context of contemporary art practice. Research and investigation exploring the meaning and rationale of fine art photography in the 21st century will be a core component of the unit. Working with a variety of cameras including the digital SLR, students will learn about aperture, shutter speed, ISO settings, white balance and a range of lighting techniques and apply this knowledge when taking photos on location and in the studio. Image processing techniques using organisational and

editing tools will encompass workflows, file formats, image resolutions and colour profiles. The final photography project will draw upon practical and theoretical research students have completed as part of their previous studies. This will culminate in a cohesive folio of their finished artwork for public presentation such as an exhibition, website and/or artist's book.

Credit Points: 12

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

1. Compose and curate a cohesive folio of photographic work demonstrating a development of the language and style of fine art photography; 2. Critically review the context of the fine art photograph in contemporary visual culture and relate this to their own photographic practice; 3. Investigate problems encountered in contemporary lens based fine art practice and research and propose solutions; and 4. Exhibit a range of material and conceptual approaches to individual, collaborative and inter-disciplinary visual art processes and production.

Required Reading: Appropriate references will be made available via VU Collaborate.

Assessment: Creative Works, Digital photograph (Group), 10%. Creative Works, Printed photograph and Critical Reflection, 20%. Presentation, In-class research presentation, 20%. Portfolio, Fine art photographic series and support material, 50%.

ACG5215 Professional Internship

Locations: Industry, Regular meetings with unit coordinator..

Prerequisites: Need to complete at least four units of the course.

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

Credit Points: 12

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

1. Initiate, plan and implement a project that involves self-management and reflection on process; 2. Adapt and apply the skills and knowledge acquired in their communication studies to a professional setting; 3. Articulate the role and value of communication expertise in an organisational environment; and 4. Critically reflect on communication practices in relation to a particular project.

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

Assessment: Journal, Project research and development journal (2,500 words), 30%. Portfolio, Documentation or artefacts emerging from project activities, 20%. Report, Evaluative report (2,500 word), 50%. Minimum effective word limit 5000 words.

ACG6022 Research Project

Locations: City Flinders.

Prerequisites: 8 postgraduate units or equivalent from the Communication or Digital Media program

Description: This unit enables students to develop an extended research project, as an individual or a team member. The research project will focus on a current pressing issue for the workplaces students will enter into. Students will use the project to develop and refine advanced skills in research, conceptual and critical thinking, writing and project management. The project will be designed and conducted over the duration of a semester and written up in the form of a research report (8000-

10000 words, creative work can contribute to the word count). Students can submit practical work as part of their report. Students are encouraged to use the project not only as a formal requirement but also as an opportunity to build assets that contribute towards their professional portfolios and development.

Credit Points: 12

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

1. Exhibit a capacity to implement and report on a research project;
2. Work collaboratively with a research supervisor and participate in discussion and group activities and be sensitive to the participation of others;
3. Design and conduct a research project through its various stages after design and planning including data collection, analysis, drafting and write-up;
4. Conduct independent scholarly and/or industry research which is referenced to a body of literature;
5. Investigate topics of relevance and set appropriate research objectives to a sophisticated level; and
6. Analyse and evaluate theory, arguments and understand the various approaches to planning, writing and editing an extended piece of independent research.

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: word length 4,000 Presentation, Research Project Presentation, 25%. Project, Research Project / Report (Draft), 20%. Project, Research Project / Report (Final), 55%.

ACG6023 Communicating Research

Locations: City Flinders.

Prerequisites: Students must complete the equivalent of at least 8 units from the postgraduate program in Communication or Digital Media before undertaking this unit

Description: The successful communication of research means that important messages are received by the wider community. In this unit, students develop skills associated with communicating and disseminating research, both their own and the work of others. We study the ways individuals and organisation find and absorb material, in order to plan a strategy. For instance, we will track how research moves across a social network and visualise the results. New forms of more interactive means of storytelling are also reviewed. Presentation skills, written and oral, to connect with a range of audiences are a focus of the unit. Case studies of successful campaigns inform our assessments.

Credit Points: 12

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

1. Propose and position their work within a broader field of research, and frame its outcomes relative to academic and/or industry research agendas;
2. Critically evaluate their own work and the research of others;
3. Understand the research process from proposal to publication and beyond;
4. Confidently and ably communicate their ideas orally and in writing to a variety of audiences
5. Understand the ways by which communications research is produced, and its actual and potential contributions to society;

Required Reading: Students will read different texts depending on the content of their portfolios. The lecturer will recommend texts relevant to their selections.

Assessment: Selecting from the following formats/delivery vehicles for translational research (or additional ones proposed by students), students complete three minor assessment tasks or one major assessment task, adding to a total wordlength value of 3000 words: Write and deliver a two-minute 'elevator pitch' about their research Develop a media release based on research project (translational research, crowd funding) Publish a short blog of an interview with academic peer/mentor, industry researcher or other, about their research OR Prepare and submit manuscript on research project to postgraduate level journal Other, Online engagement, 20%. Portfolio, Portfolio submission 1, 30%. Portfolio, Portfolio submission 2, 50%.

ACI3103 The Global Creative

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: This unit is designed to facilitate awareness of professional engagement with practices and production appropriate for the global creative in an online networked society. Collaborative sessions will provide students a framework to peer-initiate a creative project with relevant global themes for public outcome. Students will recognise and reflect on social, cultural and ethical issues by applying local and international perspectives from the Creative Arts Disciplines. By developing a collaborative creative project; students will interpret, communicate and present ideas, problems and arguments to reach a broad audience. Assessments will facilitate engagement with new professional networks that provide authentic and experiential outcomes that translate to future employability.

Credit Points: 12

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

1. Identify their role and contribution to a creative project for a public outcome.
2. Coordinate, propose and negotiate a dynamic public outcome that engages with current ideas, theories and methodology relevant to the Global Creative Industries.
3. Interpret, defend, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
4. Review and document collaborative global creative practice outcomes by recognising and critically reflecting on relevant social, cultural and ethical issues that informed the ideas, concepts and processes presented.

Required Reading: Readings supporting and responding to the work of the global creatives and relevant creative global themes will be provided on VU Collaborate.

Assessment: Review, Self-reflection on their role and creative project contribution., 20%. Report, A report on project., 30%. Presentation, Presentation on their contribution to the project., 10%. Review, Critical reflection on the project outcome., 40%.

ACL2001 Reading Contemporary Fiction

Locations: Footscray Park.

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

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

Credit Points: 12

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

1. Articulate literary arguments in a variety of verbal and textual settings and formats;
2. Apply problem-solving skills to analyse literary texts;
3. Analyse literary strategies used in representations of diverse cultures by studying particular literary texts; and
4. Critically reflect upon and discuss issues raised in recent theoretical debates within literary studies.

Required Reading: There is no set textbook for this unit. A reading list will be provided in VU Collaborate and available at Footscray Park campus bookshop.

Assessment: Report, Summary of critical reading, 20%. Test, Quizzes x 3, 30%. Essay, Critical essay, 30%. Presentation, Oral presentation, 20%.

ACL2002 Studying Poetry and Poetics

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is an introduction to the reading, analysis and performance of poetry. It aims at both immersion in the creativity and playfulness of poetic language and to teach coherent ways of thinking appreciatively and critically about this. Students will be introduced to basic skills in critical method and to vocabulary relevant to the study of poetry in its various forms. There will be an emphasis both on the formal elements and the varieties of poetry and the social and cultural contextual influences upon these: theoretical questions arising from this will be considered. There will also be some emphasis on the ways in which a sympathetic understanding of a poem can inform a successful oral presentation of it. Students will be encouraged to consider the complex transactional processes involved in responding to and performing texts and discussing them with others. The poems covered will range from the traditional to the contemporary, with significant reference to the recent resurgence of youth-oriented and 'new wave' poetry writing, reading and performing in Australia: this includes attention to 'spoken word' poetry and the poetry of popular song lyrics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Utilise basic skills in critical method and vocabulary relevant to the study of poetry in its various forms; 2. Articulate theoretical questions arising from the analysis of poetry; 3. Recognise and respond to different genres of poetry by performing and discussing them with others; and 4. Negotiate literary representations of diverse cultures by studying particular literary texts.

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

Assessment: Essay, Poetry Responses, 30%. Essay, Critical essay, 50%. Presentation, Poetry Reading, 20%.

ACL2007 Romance and Realism

Locations: Footscray Park.

Prerequisites: ACL2001 - Reading Contemporary Fiction ACL2002 - Studying Poetry and Poetics Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This is a literary studies unit. It introduces two significant and highly debated concepts in western literary tradition through a discussion of some nineteenth-century and early 21st century prose fictions in English. It aims to develop an understanding of how the terms 'romance' and 'realism' have influenced the critical discussion of literary texts. There is also some discussion of the interaction of these terms with modernism and gender theory. When students have completed this unit, they will be able to identify some of the textual characteristics commonly associated with 'romance' and with 'realism'. Students will be able to discuss the usefulness and validity of the terms for defining texts and they will also be able to discuss the development and adaptation of 'realism' and 'romance' narratives, and challenges to them, in a number of fiction and critical texts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Engage with the key issues in late modern English Language prose fiction, its history and significant themes; 2. Present literary arguments in a variety of verbal and textual settings and formats; 3. Use discussion and debate to solve complex

problems; and 4. Negotiate literary representations of modernism and gender theory through the study of prose fiction texts.

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

Assessment: Presentation, Analysis of class readings., 25%. Assignment, Short analysis of two literary characters and their relationship in one of the set novels., 30%. Essay, Critical response to a chosen essay question., 45%. Total effective word limit 3000 words.

ACL3000 Children's Literature

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces the history and evolution of literature for children and its interconnectedness with the construction of 'childhood'. It examines some key issues in children's literature through the analysis of texts. This analysis explores the intersectionality of gender, class, race and ethnicity, as well as historical and current issues surrounding diversity and inclusion.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Consolidate and synthesise an awareness of some key issues debated around the idea of 'children's literature' with particular emphasis on the Australian context; 2. Analyse a range of fiction designed for children with particular reference to elements of genre, narrative and ideology; 3. Critically apply relevant literary theory in individual and collaborative contexts; and 4. Exhibit a clear, coherent and independent development of writing, research and reflective skills.

Required Reading: None (necessary readings will be made available through VU Collaborate and the Library).

Assessment: Review, In-class critical review of a children's text, 20%. Presentation, In-class interactive group discussion and written overview, 20%. Journal, Journal of ongoing observations and ideas, 40%. Presentation, Three-minute reflection, 20%.

ACL3009 Australian Literature

Locations: Footscray Park.

Prerequisites: ACL2007 - Romance and Realism ACL2001 - Reading Contemporary Fiction ACL2002 - Studying Poetry and Poetics Students must have completed two of the following units: ACL2001 Reading Contemporary Fiction, ACL2002 Studying Poetry and Poetics, ACL2007 Romance and Realism.

Description: In this Literary Studies unit we will introduce the history and significant themes of Australian literature and identify some of the significant preoccupations across Australian literature. We will read a series of selected literary texts that illustrate the diversity of content and form across the previous 200 years of Australian literature. Some the unit themes are the representation of Aboriginality and the development of Australian writing in response to global issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate the key issues in Australian literature, and appraise its historical background and significant themes; 2. Critically reflect on and develop literary arguments in a variety of contexts; 3. Explore theoretical positions and analyse complex problems and global issues; and 4. Negotiate literary representations of diverse cultures and collectives through the study of literary texts.

Required Reading: Purcell Leah, 2016 The Drover's Wife Currency Kenneth Cook, 2012 Wake in fright Melbourne Lohrey Amanda, 2009 Vertigo Black Inc

Assessment: Journal, Comparison (600 words), 15%. Essay, Critical Essay Part A (600 words), 25%. Essay, Critical Essay Part B (900 words), 25%. Presentation, Small group presentation (20 minutes) and written report (500 words), 35%.

ACL301 6 Working Class Writing

Locations:Footscray Park.

Prerequisites:ACL2002 - Studying Poetry and Poetics/ACL2001 - Reading Contemporary Fiction

Description:Working Class Writing describes a vast body of literary and other writings produced around the world over the last 200 years. It is a diverse body which includes writings across a range of forms and genres, represents differences of race, gender and class, and varies tremendously in terms of political purposes and effects. What these writings have in common, however, is their acceptance and celebration of the working class and class difference as important issues for exploration. Students are introduced to a range of texts which exemplify both the diverse and singular aspects of working class writing. Verse, prose fiction, plays, criticism and journalism from Australia and around the world may be studied. Students engage with two underlying theoretical issues: the definition of the working class and the question of whether working class writing is written by, about or for the working class. The unit also pays attention to questions of critical perspectives and forms of critical responsibility towards working class people, culture and politics.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Analyse and present key concepts drawn from critical readings that define working class writing; 2.Demonstrate knowledge of critical readings and creative texts; 3.Engage with and critique different genres of working class writing, in both local and global contexts; 4.Interrogate perspectives of working class writers and writing about working class issues; and 5.Discuss cultural and political issues pertinent to the lives of working class people.

Required Reading:A variety of readings and resources will be provided via VU Collaborate.

Assessment:Test, Online test, 15%. Presentation, Literary Dialogue and Discussion Questions, 30%. Essay, Critical Essay, 40%. Exercise, Online Exercise, 15%.

ACM2004 Digital Service Design and Analytics

Locations:Footscray Park.

Prerequisites:Nil.

Description:In this unit, students explore the emergent industry of digital service design as a practice that enables individuals to engage with services offered in digital environments. Services transformed by digital environments include those in the education, health and music industries. In this unit, students critically examine the elements of 'good' digital service design. We explore the digital analytics generated by digital services from a range of perspectives including ethical standpoints. Practical skills in the collection and analysis of data in order to design better services will be developed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Apply human-centred methodologies to a range of problems in the area of digital media 2.Demonstrate their knowledge and application of digital service design analytics 3.Develop digital service design artefacts, informed by human-centred analytic data 4.Articulate the ethical problems generated by digital services and analytics

Required Reading:Szabo, Peter./2017 1 User Experience Mapping Packt Publishing This textbook is available as an ebook from the university library.

Assessment:Presentation, An oral presentation analysing a service design innovation and the analytics it collects. (Equivalent to 1000 words), 30%. Project, A digital service design artefact (Equivalent to 1200 words), 40%. Report, A recommendation report informed by design analytics (Equivalent to 1000 words), 30%.

ACM2009 International Design

Locations:Footscray Park.

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

Description:This unit of study addresses the development of interface design for international audiences. The unit reviews established theories of human/computer interface design. This theoretical understanding enables students to design effective interfaces for specific environments and purposes. The unit examines the challenges of designing for, and communicating with, audiences in a globalised world. Theoretical and case study explorations are used. The unit explores the means to critically understand different audiences and groups, and the techniques to apply these insights. Contemporary industry issues, such as working in cross-cultural virtual teams, are discussed.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Demonstrate the processes of research and design for diverse audiences through the production of a design portfolio; 2.Adapt and contextualise interface and user experience design principles to individual design practice; 3.Apply and recommend user-testing skills and methodologies; 4.Collaborate with interdisciplinary teams.

Required Reading:Murray J, 2011, Inventing the medium: principles of interaction design as a cultural practice, Cambridge, Mass, USA: MIT Press.

Assessment:Assignment, 1. Usability Case Study, 20%. Project, 2. Design Presentation, 30%. Portfolio, 3. Design Portfolio, 40%. Presentation, Design Presentation, 10%.

ACM201 4 Visual and Interactive Design for Digital Media

Locations:Footscray Park.

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

Description:This unit covers the requirements and principles of electronic design for the screen. It examines the visual and interactive design practices and processes of digital media, including static, temporal and interactive media. The platforms explored are web and mobile platforms. Topics explored include: processes to create a design concept, branding, trends in design, and the relationship between text and image. The visual literacy and technical skill sets of students will be developed, including the written and oral communication skills required by a digital designer. Industry practices within the domain of interactive design, such as user experience are explored. Students are given guidance to research, design and develop a folio. Assessment tasks combine creativity with theoretical and technical knowledge. Underlying this unit are the industry processes of SCRUM and agile production which give the opportunity to reflect on the advantages and disadvantages of production models.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Investigate and evaluate the role of design in a digital media production; 2.Devise and execute a visual and interactive prototype through application of creative and technical skills; 3.Critically review and analyse the processes required to undertake design research, including the consideration of cultural values; and 4.Analyse needs of audience/client groups in design process.

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

Assessment: Presentation, Oral presentation, 20%. Exercise, Online discussions, 20%. Portfolio, Design portfolio (2 instalments), 60%.

ACM3013 Mobile User Experience

Locations: Footscray Park.

Prerequisites: Nil.

Description: A mobile user experience is an individual's interaction with a digital environment on a mobile device, such as a phone or a tablet. In this unit, we explore the delivery of environments for people 'on the go' from a user experience (UX) design perspective. Lean and agile methodologies, which are adopted by industry to create projects through a series of prototypes, are adopted in this unit to assist our production processes. We consider the user testing of experiences, the application of insights from testing on a design and the practical development of projects. Together we investigate how current technology can be co-opted to our purposes. Students can elect the perspective they wish to take in the unit and assessment (for instance, designer, marketer, technical developer or educator).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Present an understanding of the requirements and nuances of user experience design for mobile digital experiences 2. Contextualise a user's experience of a mobile digital environment 3. Devise and execute an innovative project designed for a mobile device 4. Adapt knowledge gained through a prototype to a new iteration of a project

Required Reading: Hennig, Nicole/2017 Keeping up with Emerging Technologies ABC-CLIO This textbook is available from VU's library as an ebook.

Assessment: Other, Online engagement, 15%. Project, Mobile User Experience (UX) Presentation, 50%. Project, Practical project prototype for a mobile device (group work), 35%.

ACM3014 Digital User Experience

Locations: Footscray Park.

Prerequisites: Nil.

Description: User experience (UX) is the design of interfaces individuals and groups use to access digital services. It could be for a chatbot, a game, a touchscreen in a shopping centre or a learning management system. In this unit, we design interfaces for a range of scenarios. We use code to implement our interfaces and explore ways of integrating technology. Students are given working projects which we configure in class. Students can choose the perspective they wish to adopt for project work and assessment (for instance, designer, marketer, technical developer, ethical hacker or educator). Underpinning our discussions are the issues of cybersecurity and trust in online environments. Industry methodologies, such as SCRUM and agile are used to create a series of prototypes. We undertake the user testing of our work and apply insights from testing to the iterative design of our projects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Present an understanding of the requirements and nuances of user experience design 2. Contextualise a user's experience of a digital environment 3. Devise and execute a digital prototype 4. Adapt knowledge gained through a prototype to a new iteration

Required Reading: Readings will be provided on Collaborate.

Assessment: Other, Online engagement, 15%. Presentation, User Experience (UX) Presentation, 50%. Project, Practical project prototype, 35%.

ACO2005 Music Techniques 2

Locations: Footscray Park, Footscray Nicholson, Kindred Studios..

Prerequisites: ACO1008 - Music Techniques 1

Description: This unit of study consolidates technical, interpretive and self-evaluation skills in the areas of music practice, theory, technology and musicology, with particular focus on student skills and knowledge in relation to the practice and applied theory of music. Students further develop an understanding of music theory, complementary aural skills and a context for how music develops in basic styles and genres. Students are assisted in further developing and evaluating their instrumental and/or vocal techniques and interpretative skills. A program of musical works is selected to present technical, improvisational and interpretive challenges. Students continue to develop key academic, musicological and technological skills, particularly as they relate to theoretical and practical music techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Exhibit intermediate interpretative skills and overall musicianship within solo and collaborative contexts; 2. Articulate musical nomenclature in relation to music theory and production activities; 3. Articulate musicological concepts in a range of musical contexts; 4. Operate music equipment and music software in a safe and effective manner; 5. Demonstrate effective studio planning and communication skills in a range of musical settings.

Required Reading: Reading materials will be provided by the lecturer

Assessment: Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musicological issues using a range of media, 25%. Exercise, Demonstrate professional standards in studio practice, 25%. Performance, Group and solo musical performance, 25%.

ACO2007 Songwriting

Locations: Footscray Nicholson.

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

Description: This unit of study introduces students to the techniques and aesthetics of writing popular vocal songs in a variety of genres and practical implementation of these knowledge and skills using modern software production processes. An aesthetic and musicological exploration of European folk and American blues structures form the background for studies in modern styles such as jazz, rock and pop. The unit also explores sampling, turntablism and beat poetry in reference to styles such as hip hop and rap. Conceptual issues of theme, style and emotional intent are linked to various compositional techniques regarding melody, harmony, rhythm, and form including concepts of functional music theory and complementary aural skills as applied to songwriting. Students explore the meanings behind lyrics and their relationship to rhythm and melody. A selection of well-known songs are analysed for style, compositional structure, lyrical meaning and emotional intent. Original songwriting ideas and processes will be applied to the development and enhancement of students' ongoing practical music activities including professional musicianship, collaboration, musical interpretation and self-evaluation skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop and produce musical works which demonstrate knowledge of compositional and music production techniques; 2. Monitor, maintain and reflect upon goals and practice in relation to composition, lyric writing and music making; 3. Exhibit interpretative skills regarding music and lyrics, compositional skills and overall musicianship within collaborative contexts; 4. Apply music theory, notation and production activities to music composition; 5. Operate music recording and notation software; 6. Articulate musicological concepts in a range of musical contexts.

Required Reading: Readings will be available via VU Collaborate.

Assessment: Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of

musical activities using a range of media, 25%. Exercise, Operation of recording equipment and music software, 25%. Performance, Musical performance, 25%.

ACO2009 Music Theory 2

Locations: Footscray Nicholson, Kindred Studios..

Prerequisites: ACO1014 - Music Theory 1

Description: This unit of study focuses on developing key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. Students further develop aural skills and learn to recognise syncopation, accent and feel and to construct modes and analyse modal harmony. Students apply theory and aural skills in solo and ensemble practical music contexts. Students develop cultural and musicological awareness of musical repertoire in practical music contexts.

Credit Points: 12

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

1. Demonstrate aural recognition of harmonic and rhythmic information; 2. Analyse and interpret key music theory concepts within notated scores; 3. Plan and prepare musical repertoire for performance; 4. Conceptualise and contextualise music theory concepts within musicological contexts.

Required Reading: Readings will be available via VU Collaborate.

Assessment: Exercise, Applied theory and aural exercises, 25%. Report, Analysis of musicological issues within the practice and theory of musical repertoire, 25%.

Exercise, Demonstration of lab practice skills and standards, 25%. Performance, Group and solo musical performance, 25%.

ACO2011 Practical Music 2A

Locations: Footscray Nicholson, Kindred Studios..

Prerequisites: ACO1012 - Practical Music 1B Students must be enrolled in ABMC or ABMU Bachelor of Music.

Description: This unit develops technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills. Students are instructed in a range of underpinning theoretical knowledge in general musicianship. Students are assisted in investigating and understanding musicological concepts relating to musical repertoire and performance. Students are guided in setting goals, strategies, exercises and practice routines. The primary focus of the unit is the creation and preparation of a program of musical works to present intermediate technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Plan and produce a program of musical works; 2. Collaborate effectively within group contexts; 3. Develop and maintain a written practice journal; 4. Exhibit intermediate theoretical, interpretive skills and overall musicianship; and 5. Articulate relevant musicological concepts in relation to music production activities.

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

Assessment: Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musicological issues using a range of media, 25%. Exercise, Demonstrate professional standards in studio practice, 25%. Performance, Group and solo musical performance, 25%.

ACO2012 Practical Music 2B

Locations: Footscray Nicholson, Kindred Studios..

Prerequisites: ACO2011 - Practical Music 2A Students must be enrolled in ABMC or ABMU Bachelor of Music.

Description: This unit further develops technical, interpretive and self-evaluation skills

in music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills. Students are further instructed in a range of underpinning theoretical knowledge in general musicianship. Students are assisted in investigating and understanding extended musicological concepts relating to musical repertoire and performance. Students are guided in setting goals, strategies, exercises and practice routines. The primary focus of the unit is the creation and preparation of an advanced program of musical works to present intermediate technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Plan and produce an advanced program of musical works; 2. Collaborate effectively within specific group musical contexts; 3. Develop and maintain an advanced practice journal; 4. Exhibit intermediate theoretical, interpretive skills and specific musicianship; and 5. Articulate relevant musicological concepts in relation to advanced music production activities.

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

Assessment: Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musicological issues using a range of media, 25%. Exercise, Demonstrate professional standards in studio practice, 25%. Performance, Group and solo musical performance, 25%.

ACO2014 Popular Music History

Locations: Footscray Park, Footscray Nicholson, Kindred Studios..

Prerequisites: Nil.

Description: This unit introduces students to the nature and function of musicology, through history and development of western popular music styles from the late 19th century to the early 21st century. Students are encouraged to explore these styles in both academic and practical contexts. The unit covers seminal popular music styles from blues, country and western and jazz through to funk, rock and commercial pop, including relevant sub genres and styles. Popular music styles are examined from aesthetic, historical, local and international perspectives and are illustrated in particular through critical listening of musical works as well as by collaborative musical interpretation. There is an emphasis on the different and complex ways in which music develops stylistically to inform, and form, new musical genres, including aspects of music theory and music production. Students will be encouraged to use and demonstrate knowledge and techniques learned from various styles and eras covered in their own practice and performance routines.

Credit Points: 12

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

1. Identify and discern between popular musical styles through the development and production of musical works; 2. Exhibit interpretive skills and overall musicianship in a variety of musical genres; 3. Articulate musical nomenclature in relation to popular music styles and theoretical concepts; 4. Operate recording equipment and software in the creation of stylistic interpretations; 5. Apply musicological concepts in a range of musical contexts.

Required Reading: A collection of class readings will be available via VU Collaborate.

Assessment: Exercise, Applied theory and aural exercises, 25%. Presentation, Interactive timeline of a genre or issue, 25%. Project, Application of software, technology and/or equipment, 25%. Performance, Musical performance, 25%.

ACO2015 Technology of Music and Audio

Locations: Footscray Nicholson, Kindred Studios..

Prerequisites: Nil.

Description: This unit of study focuses on the essential roles digital technologies

perform in modern music composition, theory, production and performance. A brief historical and cultural overview of music technology provides a context for appreciating the techniques commonly used today and in the future. Students learn basic theoretical principles of digital audio and MIDI, with an emphasis on practical musical applications. Various computer-based techniques are introduced, including: MIDI sequencing and control; digital audio editing, mixing and processing; plug-ins and 'virtual instruments'; and music notation. Students are invited to explore key music technology concepts from musicological perspectives. Students are asked to consider and discuss the influences of software-based tools, digital media and the Internet on modern music composition, production and distribution, and how these tools influence the practices of professional musicians today.

Credit Points: 12

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

1. Articulate and critique key theoretical concepts related to music technology;
2. Operate a range of industry-standard music software including MIDI sequencers, digital audio workstations and music notation software;
3. Apply skills and knowledge of technology to compositional, theory and performance contexts;
4. Appraise the history and culture of technology in music and explain how it relates to the modern professional musician.

Required Reading: Class materials will be provided online via VU Collaborate.

Assessment: Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musicological issues using a range of media, 25%. Exercise, Demonstrate professional standards in studio practice, 25%. Performance, Group and solo musical performance, 25%.

AC03001 Cultural Perspectives On Music

Locations: Footscray Nicholson.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: This unit of study develops an understanding and exploration of music with reference to cultural, aesthetic, political and social dimensions. Students develop an appreciation of the cultural place and role of music through workshops, listening exercises and research activities forums.

Credit Points: 12

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

1. Appraise, interpret and analyse the major aspects of human musical activity in Australia and throughout the world;
2. Develop a vocabulary and critical listening skills that will enable them to discuss music from an informed critical framework;
3. Articulate the ways in which music and identity are linked within social and cultural formations;
4. Analyse ways in which music has been connected historically to individual places, looking in particular at how this connection is expressed in musical terms and techniques; and
5. Evaluate and apply a range of musicological research methods.

Required Reading: Bennet, A, Shank, B, Toynbee, J 2008, *The popular music studies reader*, New York: Routledge. Additional readings will be provided via VU Collaborate.

Assessment: Essay, Essay plan, 10%. Review, Literature review, 30%. Essay, Essay, 40%. Presentation, Individual Presentation, 20%.

AC03003 Music and the Mind

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: This unit of study explores how musical sound is identified and processed by the human ear and brain and the subsequent effects and interrelationships music has with our memory, emotions, and physical wellbeing. Students begin with a review of hearing and brain anatomy and function, with a focus on the neural processes that transfer sound from the ear to the brain and the parts of the brain responsible for processing auditory information. This leads to an exploration of how people identify and recognise sounds, undergoing the process from sensation to cognition. The unit then continues with studies of the relationship between music and memory, and between music and emotion including the educational and therapeutic contexts. The unit includes the application of an exploration of theories of musical talent, and the essential cognitive traits of a professional or expert musician.

Credit Points: 12

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

1. Articulate key theoretical concepts and terminology related to psychoacoustics, music perception and cognition;
2. Analyse and evaluate how sound and music affect intellectual, emotional and physical states in both everyday and therapeutic contexts;
3. Discriminate between objective physical sensations and responses, and subjective emotional/intellectual sensations and responses to sound and music;
4. Reflect on the effects music has on life experience, memory and cultural identity; and
5. Investigate the effects of musical exposure and practice on human development.

Required Reading: Additional materials will be provided by the lecturer

Assessment: Test, Online quiz, 20%. Literature Review, Review of current research in the field, 30%. Exercise, Critical Analysis of musical works, 20%. Presentation, Musical or Oral class presentation, 30%.

AC03010 Arranging for Popular Music

Locations: Footscray Park, Footscray Nicholson, Kindred Studios.

Prerequisites: Nil.

Description: This unit focuses on the principles and techniques of arranging for popular music. Students are introduced to: the characteristics of musical instruments including synthesizers; idiomatic writing as part of the arranging process; blend, balance and voicing; melodic and harmonic embellishment; form and structure; timbre and texture; and dynamic and spectral contour. Students analyse and critique these techniques in a selection of exemplary works and relevant texts and then produce and perform the techniques in illustrative arrangement contexts.

Credit Points: 12

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

1. Analyse, critique and assess different arranging techniques across a variety of styles and genres of music;
2. Explain how issues and problems of arranging affect different musical outcomes in a range of social contexts;
3. Apply an understanding of idiomatic phenomena connected with arranging different musical instruments; and
4. Produce and perform arrangements for various popular music forms.

Required Reading: Learning materials will be provided via VU Collaborate.

Assessment: Essay, Critical analysis of selected musical repertoire., 25%. Creative Works, Production of song arrangements., 30%. Performance, Performance of song arrangements., 25%. Presentation, Solo project presentation, 20%.

AC03011 Practical Music 3A

Locations: Footscray Park, Footscray Nicholson, Kindred Studios.

Prerequisites: AC02012 - Practical Music 2B

Description: This unit develops technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning theoretical knowledge in general musicianship. Students are assisted in investigating and understanding musicological concepts relating to musical repertoire and performance.

Students are guided in setting goals, strategies, exercises and practice routines.

Credit Points: 12

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

1. Develop and produce musical works; 2. Collaborate effectively within group contexts; 3. Demonstrate appropriate reflection on academic and musical progress; 4. Develop and demonstrate a program of technical musical work appropriate to instrument/voice; and 5. Articulate appropriate musical nomenclature in relation to music production activities.

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

Assessment: Creative Works, Technical Musicianship Practical Exam and Verbal Reflective Interview, 20%. Creative Works, Musical works - collaborative., 30%. Journal, Musical works - independent., 30%. Exercise, Charts for musical works, 20%.

ACO3012 Practical Music 3B

Locations: Footscray Park, Footscray Nicholson, Kindred Studios..

Prerequisites: ACO3011 - Practical Music 3A

Description: This unit consolidates technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are expected to demonstrate a range of underpinning theoretical knowledge in general musicianship. Students will also be implementing their understanding of musicological concepts relating to musical repertoire and performance. Students are guided in setting goals, strategies, exercises and practice routines for future professional contexts. The primary focus of the unit is the creation and preparation of a program of musical works to present advanced technical, improvisational and interpretive challenges.

Credit Points: 12

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

1. Produce and perform musical works at a graduate level in relation to style, technique and expression; 2. Collaborate effectively within group contexts; 3. Critically reflect on their academic and musical learning and achievements; 4. Develop and demonstrate a program of technical musical work appropriate to instrument/voice; 5. Articulate appropriate musical nomenclature in relation to music production activities.

Required Reading: There are no required readings for this unit. Learning materials will be provided in VU Collaborate.

Assessment: Creative Works, Technical Musician Practical Exam & Interview, 20%. Creative Works, Musical works- collaborative (equivalent to 60 minutes), 30%. Creative Works, Musical works- independent (equivalent to 60 minutes), 30%. Exercise, Notation of a Musical Chart, 20%.

ACO3013 Musics of the World

Locations: Footscray Nicholson.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: This unit explores the development of a selection of indigenous and contemporary musical styles from cultural, historical and musicological perspectives. Students learn basic concepts in ethnomusicology, including: defining 'World Music', globalisation, hybridisation, musical diaspora and cultural appropriation. Students are introduced to the aesthetic and theoretical nature of music from non-Western regions including Africa, the Middle-East, India, China, Japan, South-East Asia, and South America, and these will be analysed using academic research processes and implementation in practical music and music theory contexts. Learning is illustrated

through development of academic skills including research-based analysis of the history and development of exemplar indigenous musics, by the demonstration of these styles and concepts in collaborative performance, by development and refining of individual work and practice routines, and by developing and refining various music production and theory notation techniques.

Credit Points: 12

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

1. Develop and produce musical works; 2. Monitor, maintain and reflect upon goals and practice schedule; 3. Exhibit interpretative skills and overall musicianship within collaborative contexts; 4. Articulate musical nomenclature in relation to music theory and production activities; 5. Operate live sound and recording equipment, and music production and notation software; 6. Articulate musicological concepts in a range of musical contexts

Required Reading: Readings will be provided in class by the lecturer

Assessment: Exercise, Literature Reviews 2 x 15% (equiv. 1000 words), 25%.

Report, Essay (equiv. 1000 words), 25%. Exercise, Class presentation - individual or collaborative (equiv. 1000 words), 25%. Performance, Musical performance, 25%.

ACO3014 Music Theory 3

Locations: Footscray Park, Footscray Nicholson, Kindred Studios.

Prerequisites: Nil.

Description: This unit of study focuses on consolidating key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. Students consolidate aural skills and learn to apply creative and appropriate arrangement approaches and techniques to solo and ensemble musical works. Students apply theory and aural skills in solo and ensemble practical music contexts. Students consolidate cultural and musicological awareness of musical repertoire in practical music contexts.

Credit Points: 12

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

1. Demonstrate aural recognition of harmonic and rhythmic information; 2. Analyse and interpret key music theory concepts within notated scores; 3. Produce relevant and appropriate arrangement approaches and techniques to musical works 4. Plan and prepare musical repertoire for performance; 5. Contextualise music theory concepts within musicological topics.

Required Reading: Nil.

Assessment: Report, Major project progress report, 20%. Report, Musicology report, 20%. Exercise, Applied theory and arranging exercise, 30%. Performance, Ensemble musical performance, 30%.

ACP1055 Story: Transforming the Blank Page

Locations: Footscray Park.

Prerequisites: Nil.

Description: This is a first year unit which engages with the writing process — it looks at how to turn ideas and inspiration into coherent narrative structures. Students will be introduced to the essential of storytelling through a focus on three writing areas: fiction, nonfiction and script writing. This unit gives students the opportunity to experiment and practice with different forms of writing, develop their skills as critical readers as well as writers and build their knowledge of contemporary literature and film. Students also read the published fiction of Professional Writing students in the literary magazine *Offset*, and are encouraged to contribute to the magazine. Lectures focus on historical and contemporary aspects of narrative and narrative structure, and on the contexts in which writers work. The unit also features short film screenings and guest lectures by creative writers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Analyse and discuss diverse types of creative writing; 2. Develop the techniques of using the imagination, innovation, composition and revision in fiction and nonfiction writing, and in short film scriptwriting; 3. Discuss and evaluate their own and peers' creative writing in relation to creative writing conventions and the work of published creative writers; and 4. Develop a short film script or a short prose work of fiction or nonfiction and critique that exemplifies key techniques and principles of professional and creative writing.

Required Reading: Weekly readings and learning resources available via VU Collaborate.

Assessment: Assignment, Assignment 1 - Short reflective piece (500-600 words), 10%. Assignment, Assignment 2 - Short creative piece and responses to series of short answer questions (1200 words), 45%. Assignment, Assignment 3 - Short creative piece and responses to series of short answer questions (1200 words), 45%.

ACP2081 Writing from the Edge: Narrative Non-Fiction

Locations: Footscray Park.

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

Description: In this unit students engage with creative and theoretical ideas about non-fiction, reading short form writing with a focus on developing their own voice. Students will read, critique and write non-fiction, and consider the similarities between non-fiction, memoir and the personal essay. They will be introduced to the use of research in creative work. Students are encouraged to think about how non-fiction writing can be used to address contemporary issues in a highly creative form. Examples of writing to be discussed in this block include those which are situated in the West of Melbourne; migrant, indigenous, working-class, queer and feminist perspectives.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Compose creative non-fiction texts in a number of forms; 2. Exhibit their understanding of non-fiction through both creative and critical writing; 3. Discuss, analyse and critique issues related to narrative non-fiction; and 4. Reflect on, evaluate and modify their own creative works in response to peer and tutor feedback and ideas presented in the unit.

Required Reading: ACP2080 Class reader on VU Collaborate Victoria University

Assessment: Creative Works, Plan for non-fiction piece., 20%. Creative Works, Non-fiction piece., 50%. Presentation, Reflective commentary., 30%.

ACP2082 Script and Screen

Locations: Footscray Park.

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

Description: The aim of this unit is to examine methods of contemporary script writing practice with emphasis on the mediums of film and television. Through an examination of industry examples and the involvement of students in a professional workshop, the unit aims to generate critical understanding of script writing practice. Students are given the opportunity to develop performance writing skills in the application of the basics of dramatic story-telling, characterisation, conflict, and dialogue through seminars, workshops, and writing groups that reflect industry practice. Students will produce an extended piece of writing; focusing on the script writing process from conception to pitch and submission.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Develop and demonstrate a range of script writing skills; 2. Analyse script writing formats; 3. Contrast elements of dramatic story-telling, characterisation, conflict and dialogue, and industry expectations and opportunities for a range of contexts; and 4. Appraise and articulate the writing practices of self and others.

Required Reading: Nil.

Assessment: Essay, Reflection on short film script proposal and feedback (equivalent to 300 words), 10%. Assignment, Comparative analysis of a film or television episode (equivalent to 600 words), 20%. Assignment, Professionally formatted script (approximately 5-8 mins) (equivalent to 1500 words), 50%. Presentation, In-class group presentation/performance (equivalent to 600 words), 20%.

ACP2086 Impossible Worlds: Fiction and Genre

Locations: Footscray Park.

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

Description: This unit of study focuses on fiction writing and develops writing techniques and approaches to fiction. Students will have the opportunity to experiment and develop different genres of fiction writing, including literary fiction and genre fiction such as dystopian, speculative, horror and science fiction. Students will read and theorise fiction in the different genres, consider gender, class, race and identity, and engage with creative writing theory. In this unit students are asked to write, workshop and edit pieces of narrative fiction.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Apply critical tools for editing and redrafting their own fiction and for providing feedback to fellow writers; 2. Reflect upon aspects of creative writing theory as a basis for developing their own creative writing; and 3. Review and synthesise a range of approaches and techniques used by contemporary fiction writers and develop critical reading skills

Required Reading: There is no required text for this unit.

Assessment: Creative Works, Short story draft with brief commentary, 30%. Creative Works, Final story draft, 40%. Presentation, Reflection on own writing process, 30%.

ACP2087 News and Social Media

Locations: Footscray Park.

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

Description: This unit builds directly on the introductory work students undertake in the first year unit Copy: Targeting Audiences in relation to the conventions and skills of researching and writing for the contemporary media arena. The unit explores the diversity of contemporary news and social media writing with a particular regional focus on Australia and Asia, and combines analysis of online media writing with practical research and writing exercises. The unit also focuses on new participatory forms of online media creation, such as blogs, wikis, social networking platforms such as Facebook, Instagram and Twitter, and citizen journalism. Importantly, this unit prioritises publication. Students are encouraged to critically evaluate and edit their own and other students' online media writing, and to utilise blogs for publication. Topics covered include: computer-assisted reporting (CAR); information credibility; writing in the digital medium; news, feature and other writing genres; writing structures; story packages and titles; hyperlinking, interactivity and functionality; graphics and digital photos; page design; online media legal issues; and

social networking.

Credit Points: 12

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

1. Survey and critically review key genres of contemporary online media writing; 2. Investigate and analyse the features of computer-assisted reporting (CAR) and of information credibility; 3. Synthesise theoretical and practical understandings of the compositional and stylistic elements of online writing including the relationship between visual and text elements; and 4. Critique and exhibit the use of social media platforms to communicate appropriately for diverse purposes and audiences.

Required Reading:-

Assessment: ICT (Wiki, Web sites), Weekly Online media posts and reflection Part A, 10%. ICT (Wiki, Web sites), Weekly Online media posts and reflection Part B, 20%. Report, Blog publication/promotion of media, 40%. Assignment, Feature article and presentation (Group), 30%.

ACP3008 Crossing Borders: Between Fact and Fiction

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACP1055 Story: Transforming the Blank Page, ACP2081 Writing from the Edge: Narrative Non-fiction, ACP2082 Script and Screen, ACP2086 Impossible Worlds: Fiction and Genre, ACP2087 News and Social Media.

Description: Building upon units Impossible Worlds, Writing from the Edge and Script and Screen, this unit focuses on the uneasy parallels and sometimes arbitrary boundaries between fiction and non-fiction in a variety of forms. Students are asked to interrogate the interconnectedness of these apparently distinct genres from a theoretical and creative perspective in either narrative (fiction and non-fiction) or scriptwriting formats (documentary or feature film), and to familiarise themselves with the generic conventions and contemporary and critical debates surrounding this form. By interrogating key texts in this field, students will critically reflect on the implications of writing in a global environment. Students will also be asked to commentate and critically review how writers of marginal ethnicities, class, gender and sexual identities have interrogated canonical ideas about creative writing. Crossing Borders asks students to work together to design an ebook and accompanying book launch to showcase students' writing work. This unit will encourage students to position their writing within a wider discourse, and to commentate on their own and others' creative writing through a theoretical lens.

Credit Points: 12

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

1. Analyse and critique contemporary theoretical and cultural ideas related to creative writing; 2. Exemplify critical and theoretical ideas through composition of creative works; 3. Evaluate and reflect on professional and creative writing texts through a theoretical lens; 4. Appraise the application of a major area of theory to writing practice;

Required Reading: Readings will be available via VU Collaborate.

Assessment: Review, Analysis of contemporary theoretical and cultural ideas, 20%. Exercise, Completed draft of their piece/s for peer workshopping, 30%. Creative Works, Developed and finalised non-fiction or fiction piece, 30%. Presentation, Critical reflection of unit of work, 20%.

ACW2020 Sex and Gender

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the discipline of Gender Studies. Gender Studies is an independent scholarly discipline that intersects with other humanities and sociology disciplines, such as, anthropology, literary studies, cultural studies, film

studies, politics, history, psychology and philosophy. Students will consider the complex notions of sex and gender, sexualities and gendered subjectivities. Gender is introduced as a socially constructed category and the ways in which this construction impacts on our everyday lives. This unit examines the complex array of processes at work which produce specific types of gendered subjects. The unit challenges traditional gender binaries, gender stereotypes and questions conventional beliefs about sex and gender.

Credit Points: 12

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

1. Analyse and apply gender approaches and theories to a variety of contexts; 2. Critically examine social and cultural influences in the construction of gender, gendered subjectivities, and understandings of sexuality; 3. Apply and utilise qualitative research methods in a research setting relevant to developing a gendered awareness; 4. Assess and apply contemporary gender debates and approaches in a variety of contexts; and 5. Decode key processes informing gendered hierarchies and gender organisation.

Required Reading: This unit utilises essential readings for students to read for each week which will be made available on VU Collaborate.

Assessment: Test, In-class test (15 mins), 10%. Review, Write a review of an article related to the unit, 20%. Presentation, Group presentation on the observational project (15 mins), 20%. Project, Observational research project (submitted in 2 parts), 50%.

ACW2024 Gender in Public Life

Locations: Footscray Park.

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

Description: This unit of study explores how and why public life in contemporary Australia is gendered. Contextualised within global trends and debates, students will be encouraged to consider the consequences for all people: across genders, race, class and culture. Drawing upon theories on the construction of the state and of citizenship, along with gender analyses of law, work, education and politics, the focus will be upon the roles of public institutions and the making of policy change. Practically the unit develops social, qualitative research and writing skills.

Credit Points: 12

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

1. Critique gender as a characteristic of participation in public life; 2. Identify and examine a range of contemporary debates on gender and equity matters; 3. Evaluate policy measures which aim to address issues of equality and equity; and 4. Collaboratively consider gender in social policy using qualitative social research methods.

Required Reading: This unit utilises a range of scholarly readings and other sources relevant to the unit which will be available via VU Collaborate.

Assessment: Review, Review article/video, 25%. Presentation, Group presentation on Briefing Paper topic, 25%. Research Paper, Individual component of group Briefing Paper, 25%. Assignment, Outline of a campaign plan on an issue, 25%.

ACW2026 Gender in Popular Culture

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores gendered constructions of femininities and masculinities through popular cultural practices by investigating themes of representation in a variety of old and new textual forms, including film, television, streaming sites, video games, social media, performance, art and even radio and books. The unit critically

considers the implications of popular culture in construction of gendered selves. It offers a reflective gaze in illustrating and understanding processes of objectification and sexualisation in the context of contemporary popular representation. Gender in popular culture introduces students to the limitations of gendered narratives in popular culture with a focus upon the field of cultural studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate theories of gender representation, sexualisation and objectification in popular culture; 2. Critically review a variety of 'texts' through a gender lens; 3. Interpret through the creation of a media product, gendered constructions of femininities and masculinities; and 4. Critically reflect on debates around gender in popular cultural practices.

Required Reading: This unit utilises a range of essential texts relevant to the unit. These can be located on VU Collaborate.

Assessment: Poster, Illustrate a body silhouette reflecting through a gender lens popular culture influences with a short explanation., 20%. Journal, Post and respond in a blog format throughout the unit illustrating and reflecting upon learning., 30%. Exercise, Respond to a set of questions on the field trip, 15%. Project, Demonstrate social research skills in semi-structured interviewing through the creation of a podcast interview on gender and popular culture., 35%.

ACW3028 Gender, Community and Social Change

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores topics and approaches to understand social and cultural transformation utilising gender analysis discourse, a community focus and ideas about social change. Designed primarily for students undertaking the Gender Studies minor in Arts and the Food Technology specialisation in Education, this unit takes a global to local focus on key issues in gender equality and equity; food security and consumerism; sustainable households and communities; as well as sexualities, wellbeing, inclusion and belonging. As the interest is in change, current debates around empowerment, agency, transformation, mobilisation, collective action, engagement, and ideas of interconnection and belonging are explored. The unit explores the future of gender and community-based activism and political action in the context of new social spaces. Students are introduced to practical activist-based approaches, filtered through a gendered lens.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. On successful completion of this unit, students will be able to: Articulate the intersectionality of gender, sexualities, race, class, abilities and related categories of difference in the context of social action and change; 2. Exhibit an understanding of the dynamics of social movements and organising action for social change; 3. Apply, identify and articulate feminist approaches to inequality, oppression and change; 4. Examine and respond to contemporary debates by engaging with activist-based approaches and organising for change at a local to global level; 5. Analyse and apply critical thinking to issues of inequality and social and political change and transformation

Required Reading: This unit utilises a range of selected readings relevant to the field of gender and social transformation, feminist political action and activism, and other associated themes. These can be located via VU Collaborate.

Assessment: Exercise, Media analysis, 25%. Presentation, Group presentation on current social and political change action, 30%. Project, Campaign plan and report, 35%. Exercise, In class debate in philosophical question format, 10%.

ACX3005 Graduating Project 1

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete 36 credit points (equivalent to 3 units) of a Major prior to undertaking ACX3005 Graduating Project 1.

Description: The purpose of this initial capstone unit is to develop a project concept, partnership and plan; projects will be implemented in the final capstone unit, Graduating Project 2, ACX3006. These projects are guided by the students' specialisations, interests and career orientation and conducted in specialised or interdisciplinary groups to foster collaboration. Students are expected to utilise their learning throughout the course from their core units and specialisations. Projects may be undertaken with an industry and/or community partner.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate challenges affecting practical implementation of their learnings in their specialisation(s); 2. Investigate issues and propose professional solutions in working on real life projects; 3. Exhibit skills developed in interdisciplinary teamwork; and 4. Articulate and advocate, in written and oral formats, a project concept and plan for development and production.

Required Reading: Unit resources will be available via VU Collaborate.

Assessment: Annotated Bibliography, Annotated Bibliography with reflection, 20%. Assignment, Self development and career plan, 20%. Report, Project proposal, 40%. Presentation, Concept pitch (oral presentation), 20%.

ACX3006 Graduating Project 2

Locations: Footscray Park.

Prerequisites: ACX3005 - Graduating Project 1

Description: The purpose of this unit is to execute the project planned and developed in ACX3005 Graduating Project 1. This project provides the opportunity for students to implement knowledge and practise skills acquired across their course and to choose their own area of interest within their specialisation. Students are expected to produce a product or outcome which enhances their graduate employment prospects. Students are encouraged to assist each other, and working groups will be maintained (or established where appropriate) to support student collaboration. Projects may be undertaken with an industry and/or community partner.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Manage the challenges encountered during a project, in particular those relating to timelines, technical matters, human resources and budgets; 2. Collaborate effectively in achieving interdisciplinary team outcomes with responsibility and accountability for own learning and professional practice; 3. Produce, present and publish for a professional project; and 4. Present a professional progress report demonstrating critical reflection on goals and achieved and intended outcomes.

Required Reading: Set readings will be located on VU Collaborate.

Assessment: Report, Project Mid-point Checklist & Reflection, 10%. Journal, Working journal including self-evaluation, 20%. Project, Project documentation, 50%. Presentation, Final presentation, 20%.

ACX3007 Studio Project 1

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: The purpose of this first semester project unit is to develop a project concept and plan; projects will be implemented in the second semester unit Studio Project 2. The ways that these are developed will vary with the students' specialisations, interests and career orientation. Projects may be developed

individually in specialised groups or interdisciplinary groups. In developing this project, students are expected to utilise their learning throughout the course in their core units and specialisations. Students are encouraged to assist each other, and working groups will be established to support student collaboration. Projects may be undertaken with an industry and/or community partner.

Credit Points: 12

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

1. Identify, evaluate and reflect on resources relevant to their specialisation(s);
2. Evaluate challenges affecting practical implementation of their learnings in their specialisation(s);
3. Investigate issues and propose professional solutions in working on real life projects; and
4. Articulate and advocate, in written or oral formats, a project concept and plan for development and production.

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

Assessment: Annotated Bibliography, Annotated Bibliography including Reflection, 20%. Assignment, Draft project report, 10%. Assignment, Project Report, 50%. Presentation, Oral presentation, 20%.

ACX3008 Studio Project 2

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: ACX3007 - Studio Project 1

Description: The purpose of this unit is to execute the project planned and developed in ACX3007 Studio Project 1. This project provides the opportunity for students to implement knowledge and practise skills acquired across their course and to choose their own area of interest within their specialisation. Students are expected to produce a product or outcome which enhances their graduate employment prospects. Students may work in groups, but there is also scope for individual assessment within the group project.

Credit Points: 12

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

1. Manage the challenges encountered during a project, in particular those relating to timelines, technical matters, human resources and workplace health and safety (WHS);
2. Collaborate effectively in achieving interdisciplinary outcomes with responsibility and accountability for own learning and professional practice.
3. Produce, present and archive a professional project.
4. Document and share project evaluation demonstrating critical reflection on goals and achieved and intended outcomes.

Required Reading: Readings will be provided by the lecturers and located on VU Collaborate.

Assessment: Report, In Class Oral Progress Report, 10%. Journal, Reflective Journal, 30%. Presentation, Presentation of the completed project, 30%. Creative Works, Portfolio of Project artefact(s), 30%.

ADL6001 Engaging Learners in Digital Environments

Locations: Online.

Prerequisites: Nil.

Description: The focus of this unit is an in-depth exploration of a variety of approaches to engage learners across a range of digital environments. Students will investigate key affordances of digital learning strategies and how these can enhance learner engagement. These insights will be contextualised by multi-faceted dimensions of accessibility, including learner contexts with the intention of motivating learners and adapting content to best meet individual learner needs. Students will apply these insights to emerging forms of technology, such as chatbots, to prototype developments incorporating new technology. Students will be encouraged to add their prototype to the course-based portfolio. The unit will conclude with an evaluation

of the impact of prototype designs and identify research questions for further investigation as a response to future-proofing learning.

Credit Points: 12

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

1. Recommend relevant accessibility strategies as integral to designs for digital learning environments
2. Evaluate the affordances of different forms of technology to engage students with specific learning needs
3. Create and prototype design and practical projects for a range of individuals and groups
4. Synthesise theoretical knowledge and apply to a practical outcome
5. Collaborate with peers to understand the complexities of learner user experience

Required Reading: Nil. Recommended Readings will be provided in VU Collaborate

Assessment: Review, Online use experience (UX) Design Discussion Participation (an online short-course review), 20%. Portfolio, Portfolio Structure, including Accessible Design Demonstration, 40%. Project, New Technology Prototype to enhance learner engagement, 40%.

ADM5001 Visuals, Digital Media and a Global World

Locations: City Flinders.

Prerequisites: Nil.

Description: Visual image development is different to the processes traditionally adopted by designers. This unit introduces students to new processes and approaches to the design of digital screens, including mobile devices. Grounded in the context of the research area of user experience (UX), students develop practical skills to create images and 'clickable wireframes'. The unit explores the role of branding in a globalised world where designers need to respond to a variety of communication styles to connect with different audiences. Using a range of case studies, students explore how industry communicates with different demographic groups and critique assumptions made about different groups. The unit covers the latest developments and assesses the viability of trends. Other topics explored include processes to create a design concept, relationship between text and image, handling different file types and employment contexts for designers.

Credit Points: 12

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

1. Critically review the function of design in digital media productions;
2. Interrogate the theoretical processes involved in design research (both creative and technical);
3. Devise innovative design solutions that meet the needs of niche audiences;
4. Exhibit the technical skills required for digital production;
5. Resolve intricate cross-disciplinary problems from a digital media design perspective;
6. Devise and develop artefacts using both written and oral communication to demonstrate design concepts to a range of stakeholders;

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

Assessment: Report, User testing assignment (1,250 words), 25%. Presentation, Oral presentation outlining how designers target a specific demographic (group assignment) (Equivalent to 1,250 words), 25%. Portfolio, Design portfolio consisting of design documentation and visual content (group/individual work) (Equiv. to 2,500 words), 50%.

ADM5002 Video Production

Locations: City Flinders.

Prerequisites: Nil.

Description: In this unit, students examine some of the technological developments that have made computer mediated forms of artistic expression and communication possible. Students explore some of the conventions of visual and aural language, techniques for creating digital sound, video ad other forms of moving image. They

undertake production and post-production of digital audio and video. Students also storyboard, shoot, digitise and edit video clips and create digital sound effects and sound tracks. Readings cover the history of video and sound technologies, technical theory and technique. The aesthetics of combining audio and video are considered through introductory discussion of film theory.

Credit Points: 12

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

1. Interpret theory and principles of video and sound design theory to create productions that will serve as an innovative portfolio pieces in a dynamic industry;
2. Convince and persuade others using industry terminology concerning digital sound and video production;
3. Critically review the impact of moving image technology on communities;
4. Negotiate a producer role for one aspect of a digital video production and advocate for certain contextualised decisions; and
5. Exhibit project management skills.

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

Assessment: Presentation, Present an example of innovative moving image, 25%. Creative Works, Project Documentation, 25%. Creative Works, Portfolio of innovative video examples, 50%.

ADM5003 Web Technologies

Locations: City Flinders.

Prerequisites: Nil.

Description: Web technology is at the core of today's entrepreneurial and innovative culture and in this unit we explore how individuals can negotiate current industry contexts, including lean and scrum environments. We explore how to understand and apply knowledge about trends in digital cultures. Focusing initially on the notion of the 'minimal viable product', we generate, manage and prototype ideas for web technologies in different social settings. The unit will familiarise students with the means and tools to develop digital environments in an era when those with some training, for instance in Javascript and CSS, can co-opt different technologies for their own purposes. We also review topical issues such as content strategy and search engine optimization and keyword research. Students develop their own portfolio website.

Credit Points: 12

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

1. Formulate responsible, well-informed and ethical judgments in considering the role of the practitioner in a complex and highly dynamic digital media industry;
2. Exhibit the ability for agile and SCRUM thinking in complex environments;
3. Critically evaluate the strengths and limitations of industry standards regarding web technologies;
4. Devise and develop a prototype using web technology;
5. Analyse and interpret trends concerning web technology

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

Assessment: Presentation, Research the advantages and disadvantages of a nominated piece of web production software OR an innovation in the area of web production., 30%. Project, Create a podcast., 35%. Creative Works, Develop a website / Develop a professional digital media presence., 35%.

ADM5004 Analysing the Web and Social Networks

Locations: City Flinders.

Prerequisites: Nil.

Description: Interconnected digital environments create a growing pool of data in the form of web analytics and social network information. In this unit we explore how to harness this data to inform decisions and the methodologies used in industry. This

unit reviews use made of such data using case studies from a range of fields. Learning analytics are a form of web analytics gaining importance for students and academics. We review the implications and the 'actionable insights' from this type of data. Students will learn about analytical tools available to professionals, in particular, those that measure the performance of digital environments or products. They will learn how such tools inform research into the behaviour of users, product or service developments and improvements in campaign or project outcomes. For instance, we explore how to analyse 'hashtags' in order to inform design and marketing practice. The unit is grounded in the consideration of the complexities in the field including those of trust, privacy, and information injustice.

Credit Points: 12

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

1. Formulate responsible, well-informed and ethical judgments in considering the role of the practitioner in a complex and highly dynamic digital media industry;
2. Exhibit the ability for agile thinking in complex environments;
3. Critically evaluate the strengths and limitations of industry standards as they apply to gathering information from digital environments;
4. Propose and resolve a professional web and social network analysis tasks;
5. Analyse and interpret trends on social media.

Required Reading: Links to recommended texts for this unit will be provided to students via VU Collaborate.

Assessment: Presentation, A presentation of a research development in the area of web analytics or social network analytics, 30%. Case Study, A case study using web analytics data to provide strategy guidance, 35%. Report, A research report that draws on knowledge of social network analysis, 35%.

ADM6002 Digital Media for Sport and Health

Locations: City Flinders.

Prerequisites: Nil.

Description: Digital media is expanding into many areas of everyday life. The use of digital media to support sport and health is a burgeoning area. Digital media applications are developed for a range of purposes from tackling obesity to improving the strategy of elite sportspeople. We explore the area through the lens of UX (user experience). In this unit, we focus on building our skills as UX practitioners. Different UX methodologies to gain insights into the user's perspective are examined. Example methodologies include 'personas' and 'user journeys'. The similarities between UX and the relatively new field of Service Design are reviewed. Controversial issues in the research field are debated including the sharing of information, and privacy, and designing for motivation. Problems of a technical nature are also addressed, including the development of information 'silos' and the limits of GPS technology.

Credit Points: 12

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

1. Interpret case studies exploring the delivery of sport and health digital media products
2. Explicate the ideologies behind different voices discussing sport and health
3. Argue sensitively the needs of a target market
4. Advocate for a design intervention aimed a specific target market using theory and evidence ?
5. Argue, using academic theory, the validity design decisions to a group of stakeholders
6. Contribute to a team that devises and develops an innovative practical outcome guided by theory

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

Assessment: Presentation, Present a case study of a digital application that responds to a problem in the area of health or sport (individual oral presentation) (Equivalent to, 20%. Report, Write a 'working document' for a sport or health digital application (group) (Equivalent to 1500 words), 30%. Creative Works, Respond to a brief,

develop a prototype of a health /sport orientated mobile phone application (group) (Equivalent to 2500 words), 50%.

ADM6003 Cross-Platform Media Production

Locations:City Flinders.

Prerequisites:Nil.

Description:This unit investigates the notion of cross-platform production, the creation of a digital product that can function across different platforms. We review the elements that create an engaging user experience (ux) and study the fundamentals of 'Persuasive Design'. To create cross-platform projects, practitioners need to know how to create, produce, execute and promote productions. Currently there are industry offers solutions for digital media practitioners to 'co-opt' solutions so that individuals and teams can create their own projects quickly and easily. In this unit, students have the opportunity to build a game. Students acquire knowledge and experience of cross-media production in the research context of innovation management. Currently this is a burgeoning area in industry that does not have enough specialists who understand the nuances of different mediums.

Credit Points: 12

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

- 1.Elucidate the strengths and limitations of existing tools and the potential of emergent tools for cross-platform media production
- 2.Distil technical knowledge concerning cross-platform media production in order to learn how to cover the large amount of information of varying quality available on the internet concerning innovative production
- 3.Commentate on the value of technical and forecasting information pertaining to innovative digital media production
- 4.Critically reflect on academic theory about innovative digital media productions from both social and technical perspectives
- 5.Devise and execute an innovative and advanced cross-platform media production
- 6.Advocate for a certain production path to colleagues including recommendations of how to 'future-proof' a digital media production

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

Assessment:Creative Works, Online engagement, 20%. Report, Project Presentation, 30%. Project, Contribute to the production of a cross-platform product, 50%.

ADM6005 Design Management

Locations:City Flinders.

Prerequisites:Nil.

Description:The aim of this unit is to expose students to a range of management issues in the area of new technology design production. The unit opens with coverage of project management principles relevant to new technology development. Established and new industry approaches are critically appraised including; agile software development, product release methodology, and content strategy. Issues of intellectual property management are then reviewed. The unit closes with an investigation of employee management in the context of design, for instance, the difference between a producer, project manager and product owner. In the area of design, often work is completed through teamwork. We discuss the complexities, advantages and disadvantages to this mode.

Credit Points: 12

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

- 1.Research and critique theory exploring management of new media design projects;
- 2.Critically reflect on one's practice and how to 'future proof' a career;
- 3.Adjudicate the expectations of a range of stakeholders;
- 4.Persuade others regarding a design direction or process; and
- 5.Troubleshoot common workplace scenarios involved in leading design teams.

Required Reading:Links to recommended texts for this unit will be provided to

students via the Learning Management System (VU Collaborate)

Assessment:Report, Draft collaboration journal (group), 10%. Case Study, Design recommendation report (group), 35%. Presentation, Design Pitch (group), 40%. Report, Final collaboration journal, 15%.

AEB1501 Food and Nutrition Education

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit provides insight into food and nutrition education designed for individuals, families and communities. It describes the ways in which food contributes to an individual's health and wellbeing and the use of dietary selection models. It considers the socio-cultural, political and economic factors that influence food and its use, food habits and lifestyle, and gastronomy. The unit covers aspects affecting food and eating including: trends in food consumption, food supply, food safety and security, food policy and public health and nutrition. It takes into account techniques and considerations of providing food and nutrition education within diverse communities with a specific focus on schools as a setting for health promotion.

Credit Points: 12

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

- 1.Examine the role of food contributing to an individual's health and wellbeing
- 2.Evaluate influences on food availability and selection;
- 3.Interpret information about food consumption trends, food safety and security;
- 4.Analyse food policy in the context of public health promotion; and
- 5.Formulate a range of approaches to the teaching of food and nutrition within a health promotion framework.

Required Reading:There are no required texts for this unit. Students will be provided with a range of resources via the VU Collaborate system.

Assessment:Assignment, Investigation and evaluation of socio-cultural, political and economic factors on food and nutrition education (1000 words in 2 Parts), 30%. Report, Review a range of literature on approaches to food technology and nutrition education using an explicit health promotion focus (1500 words), 50%. Presentation, Present a commentary on the significance of food and culture (10 minutes), 20%.

AEB1502 Learning the Service of Food and Beverage

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit provides students with insight into the development and contemporary requirements of providing food and beverage service. Specific government requirements and consumer expectations are considered. It describes the ways in which food and beverage production service is undertaken in educational settings in safe and dependable ways. This includes Occupational Health, and Safety (OHS); personal and food hygiene; food purchasing and storage. It explores how menu development both contributes to and is shaped by the food and beverage service.

Credit Points: 12

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

- 1.Interpret legislative requirements in food production and service;
- 2.Evaluate influences on the provision of food hygiene and safety;
- 3.Analyse menus and consider their impact on food and beverage provided to customers; and
- 4.Investigate a range of approaches to the safe and responsible service of foods

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

Assessment:Assignment, Investigation of an aspect of menu development and its influences on food and beverage service (800 words), 20%. Assignment, Investigation of an aspect of menu development and its influences on food and

beverage service (800 words), 20%. Test, Complete Safe food handling, allergens and OHS tasks (800 words or equivalent), 15%. Case Study, Evaluation of kitchen health and safety practices in response to a range of stimulus materials in context of legislative requirements (1600 words), 45%.

AEB2303 International Teaching and Learning Context

Locations: Footscray Park, St Albans.

Prerequisites: College permission required

Description: Through participating in an international practicum preservice teachers will examine the country's language, culture and society. In addition preservice teachers will engage in experiential learning through living in the country and dealing with real-life intercultural teaching and learning experiences. In this unit preservice teachers will be asked to identify initiating questions such as, 'How is learning shaped in international contexts?', 'How does culture impact on teaching and learning?' and 'how does an international experience inform my current teaching and learning practices and ideologies?' In this unit there will also be a series of workshops designed by the lecturer to follow up topics explored in the international classroom experience. All applications to undertake this unit of study must firstly be approved by the preservice teacher's course co-ordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of other cultures and societies through teaching in an international context; 2. Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; 3. Make connections between an international practicum experience and a range of theories/approaches of teaching and learning; 4. Demonstrate greater personal insight into the impact of culture and history on teaching and learning contexts; 5. Focus on the implementation of diversity in classrooms in relation to pedagogical approaches within an international context; and 6. Actively participate in and international Project Partnership experience and engagement in reflexive practices.

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

Assessment: Report, A series of lesson plans, 30%. Journal, Praxis Inquiry journal, 60%. Presentation, Presentation of a report which is peer assessed., 10%. Satisfactory Practicum Report (Hurdle Requirement) is needed for a satisfactory pass in this unit Total effective word limit 3000 words Please note that when the unit is delivered in the ABEC course (Early childhood/Primary) Praxis Inquiry takes the form of Pedagogical Narration.

AEB2501 Culinary Arts Education

Locations: Footscray Nicholson.

Prerequisites: AEB1502 - Learning the Service of Food and Beverage EFT2001 - Food Science and Technology Education

Description: This unit of study prepares pre-service food technology teachers for the delivery of practical food classes. Through the practical sessions, students will develop skills in food preparation, methods of cookery and technologies used in the production of food. Students will apply safe food handling practices particularly those in simulated work environments (e.g. school or community settings). This unit culminates in students independently constructing a simulated practical session that demonstrates the incorporation of dietary, cultural and social factors

Credit Points: 12

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Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate culinary preparation, cooking and presentation styles through use of a range of recipes; 2. Analyse food preparation methods through recipes to determine required commodities by classification, purchasing, costings and storage conditions, safe food handling and preparation; 3. Utilise food production methods and technology in a simulated kitchen environment; and 4. Interpret how a range of factors including diet, cultural and social influences on food preparation and provision.

Required Reading: There are no required text for this unit, students will be directed to VU Collaborate for relevant material.

Assessment: Laboratory Work, Successfully complete 3 practical sessions demonstrating professional practice in 3 principles in a kitchen setting. Submitted at end of Session 3., 15%. Laboratory Work, Students to successfully complete 5 practical sessions demonstrating professional practice in 5 principles in a kitchen setting, 45%. Exercise, Investigation, preparation for and delivery of a simulated food related class (1200 words), 40%. The Laboratory Work is a hurdle task where it is an expected requirement that students successfully complete every principle.

AEB2802 Ethics and Youth Work Practice

Locations: Footscray Park, Werribee, Online.

Prerequisites: Students enrolled in ABYW must complete all First Year core units.

Description: This unit focuses on developing ethical approaches to all aspects of youth work in Australia and internationally. From an initial examination of the personal values and beliefs that shape individual practice, students are encouraged to analyse, evaluate and develop a framework for professional youth work practice. Knowledge of Human Rights and applying the YACVic Code of ethics to practice will enable students to integrate and embed an ethical approach to their work. This unit will also include the principles of youth work practice, aspects of professional conduct, and communication standards.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review the role of personal values and ethics within youth work practice respecting and valuing diversity; 2. Develop strategies to maintain professional relationships with clients and other workers, 3. Analyse the national and international development of ethics in youth work; and 4. Integrate appropriate ethical practice in a range of situations and scenarios in both local and global communities applying professional code of ethics.

Required Reading: Further links to recommended readings for this unit will be provided to students via the Learning Management System (VU Collaborate) Sapin, K (2013), Essential Skills for Youth Work Practice London: Sage Publications

Assessment: Test, An uninvigilated quiz to test knowledge of YACVic Code of Ethical Practice, 20%. Presentation, Facilitate class discussions to analyse ethical dilemmas. (20 mins), 30%. Essay, Submit written report outlining the Code of Ethical Practice for Youth Workers in Victoria, its purpose, relevance to current practice (1500 words), 50%. Total effective word limit 3000 words.

AEB2803 Holistic Practice With Young People

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: This unit introduces students to the theoretical and practical frameworks used to effectively understand the role of practitioners working with young people in supporting and referring young people with social, health and wellbeing issues. The unit aims to ensure good practice in relation to youth workers acting as referral points and working collaboratively with specialist practitioners. Youth workers work from a strengths-based framework of practice and as such, students consider various

strategies to use while working with young people who present with various forms of wellbeing issues including, bullying, challenging behaviours and other causal circumstances such as homelessness. This is primarily a practice unit to enable students to understand the parameters of their professional ethical practice, identify strengths-based practice, and learn how to utilise complementary practitioners to ensure the holistic health and wellbeing of young people.

Credit Points: 12

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

1. Demonstrate a developing understanding of social, health and wellbeing issues that affect young people; 2. Appraise the theoretical underpinnings of strengths-based practice with young people; 3. Explain the practical and theoretical interventions and practice frameworks needed to work with young people with a range of social, health and wellbeing issues and in ways that respect and value diversity; and 4. Articulate the need for self-care while working with young people.

Required Reading: Sapin, K (2013), *Essential Skills for Youth Work Practice*. London: Sage Publications. Readings as specified by the lecturer.

Assessment: Case Study, Complete a needs assessment review for a highly vulnerable young person with complex needs. (600 words), 20%. Case Study, Identify theoretical principles for working with young people using a strengths based approach. (1500 words), 50%. Case Study, Write a conclusion and follow-up protocol for your case study. (900 words), 30%.

AEB31 67 Language and Literacy in Primary

Locations: Footscray Park, St Albans.

Prerequisites: ECE2001 - Practice in Partnership 1

Description: This unit aims to assist pre-service teachers develop their knowledge and understanding of the development of children's language and literacy skills, together with an ability to plan effectively to fully develop children's literacy learning for 5-12 year old children in a primary school context. The unit also aims to link the learning and development of language and literacy in early childhood programs to the curriculum in primary schools, including the application of teaching strategies, appropriate assessment strategies and reporting to children's families.

Credit Points: 12

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

1. Interpret the structure of the English language as it applies to the needs, rights and interests of primary school students; 2. Review learning and teaching pedagogies of literacy appropriate to primary school children including current government guidelines; 3. Critically evaluate relevant theoretical perspectives that underpin your role as a teacher of literacy; 4. Articulate relevant assessment strategies appropriate for primary school students, taking into account an ethical use of ICT in reporting assessment outcomes to families; 5. Apply principles of how children learn to plan appropriate literacy teaching, monitoring, recording and assessment/evaluation strategies for young literacy learners, and consistent with AusVELS English Standards; and 6. Develop experiences for small group work and whole class discussion in literacy learning in which the role of active participation and social interaction with other students is demonstrated.

Required Reading: Readings will be available through VU Collaborate. Readings will be available through VU Collaborate.

Assessment: Assignment, Prepare a speaking and listening task, 30%. Review, Research the modelled and shared reading teaching models, 40%. Assignment, Research one of the writing teaching models (modelled/shared/interactive) and write a critical analysis of the model, 30%. Total effective word limit 3000 words for the graded assessment.

AEB31 73 Critical Contemporary Issues in Early Childhood

Locations: Footscray Park, St Albans.

Prerequisites: ECE3003 - Practice in Partnership 3AEB3285 - Inclusive Practice in Education

Description: The aim of this unit is to assist pre-service teachers to interpret and critically analyse current research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood and primary school programs.

Credit Points: 12

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

1. Debate the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts; 2. Analyse issues related to the provision of appropriate early childhood services in culturally diverse communities; 3. Generate an investigative report within which the basics of quantitative and qualitative research, research design and the significance of research findings are considered in relation to practice; and 4. Review a range of peer-reviewed research papers on a chosen issue in contemporary early childhood and/or primary education.

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

Assessment: Review, Critical review of two current research reports on early childhood development or education (900 words or equivalent), 30%. Report, Investigative report which considers the implications for practice of one identified current issue in early childhood education (2100 words), 70%.

AEB31 74 Change and Social Justice in Early Childhood

Locations: Footscray Park, St Albans.

Prerequisites: AEB3184 - Curriculum Theory ECE3003 - Practice in Partnership 3AEB3285 - Inclusive Practice in Education

Description: This unit of study provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the teacher profession by orienting themselves to the practices of the activist reflective practitioner. With a focus on the changing nature of education, children's services, schools and teaching, they will systematically explore how teachers can express commitment to social justice in education. In order to demonstrate that they are able to act individually and collaboratively as reflective practitioners pre-service teachers will ask how do I take responsibility for student/children's learning? What areas of competence do I need to work on if I am to become an activist reflective practitioner? They will recognise how children's services, schools and teachers can encourage students to be engaged with and to work for the improvement of their own communities. They will generate sustainable and effective approaches to the documentation of professional practice. They will investigate the professional knowledge, practice and engagement from the standpoint of education for a socially just society. They will also develop a personal educational philosophy that will inform their practice as they enter the profession.

Credit Points: 12

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

1. Elucidate a personal educational philosophy that will inform their practice as they enter the profession; 2. Formulate and communicate a cohesive, socially inclusive professional discourse about teaching and learning in a changing world; 3. Articulate understandings of historical and socio-political perspectives on social justice; and 4. Critically evaluate their knowledge and practice in relation to the Australian Professional Standards for Teachers (AITSL).

Required Reading: Links to readings and resources will be provided in VU Collaborate

Assessment: Experience in Partnerships informs all assessment tasks in this unit.

Essay, Researching one aspect of social justice and its relation to early childhood (900 words), 30%. Case Study, Analysis of a case study related to social justice in early childhood. Poster Presentation. (Equiv to 1050 words), 35%. Presentation, Presentation of an experience implemented on placement and related to social justice in early childhood. (Equiv 1050 words), 35%.

AEB3184 Curriculum Theory

Locations:Footscray Park, St Albans.

Prerequisites:ECE2001 - Practice in Partnership 1

Description:The aim of this unit of study is to enable pre-service teachers to explore a range of philosophical and psychological theories, pedagogical approaches and curriculum models from which to construct their own their emerging teacher identity. Through this exploration pre-service teachers critically analyse and apply a thorough understanding of a range of theoretical and practical approaches to teaching and learning.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Articulate the construction of their emerging professional teaching identity, making the links between their own philosophy and the influences underpinning their beliefs about learning and teaching; 2.Critically analyse and apply a range of approaches to teaching and learning; 3.Apply an understanding of theoretical and practical perspectives in early childhood settings and contexts; and 4.Critically examine curriculum design in early childhood and primary school education.

Required Reading:Please see VU Collaborate for readings for the unit.

Assessment:Assignment, Describe current teacher identity using theories, pedagogies, or other influences on what it means to be teacher (850 words), 30%. Exercise, Complete set readings and participate in class learning circle tasks and discussion (equivalent to 600 words), 20%. Essay, An academic paper that demonstrates an understanding of emerging teacher identity and how it links to pedagogy and curriculum design (1550 words), 50%.

AEB3252 Orientation to Primary Schools

Locations:Footscray Park, St Albans.

Prerequisites:ECE2001 - Practice in Partnership 1

Description:Partnership experience is the context for this unit. Pre-service teachers bring their deep knowledge of early childhood as they are introduced to the primary school setting, gaining knowledge of AusVELS and how it relates to the developmental, learning and educational needs of children in a primary school.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Articulate and justify the requirements of teaching in a primary school setting; 2.Demonstrate understanding of AusVELS and how it matches needs identified in early childhood; 3.Show familiarity with school focused policies and programs, including those focussed on the ethical use of ICT in teaching programs; 4.Identify the structure and functions of the Department of Education and Early Childhood Development; and 5.Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

Required Reading:Australian Institute for Teaching & School Leadership 2013, Professional Standards for Teachers: Graduates, retrieved from <http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers>

Assessment:Assignment, My teaching philosophy, 20%. Assignment, Reflection Praxis Inquiry, 30%. Portfolio, Placement portfolio, 50%. A satisfactory partnership (placement) report is required for successful completion of this unit. Refer to The Essentials Year 3 for Partnership Placement Requirements. .

AEB3285 Inclusive Practice in Education

Locations:Footscray Park, St Albans.

Prerequisites:ECE2001 - Practice in Partnership 1

Description:This unit aims to provide pre-service teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment.

Credit Points: 12

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

1.Apply and evaluate inclusive curriculum planning and teaching which takes account of the diversity of children's/students' abilities and of their social and cultural backgrounds; 2.Combine understanding of the developmental, curriculum, teaching and learning requirements of 0-12 year old children, together with the guidelines, procedures and resources available to support the implementation of an inclusive curriculum; 3.Consider and debate a range of sustainable early childhood service and classroom management practices whose goal is to engage students in learning; 4.Critically review the range of existing early childhood service and classroom management practices whose goal is to address students in learning; 5.Discuss and evaluate the forms of, and processes for, negotiating individual learning management plans, particularly to meet the learning and social needs of gifted and additional needs students; and 6.Discuss the diversity of human development; the likely impact of culture, family, and life experiences on learning and development.

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

Assessment:Essay, Policy analysis, 30%. Portfolio, Building inclusive practices, 50%. Presentation, Listening practices, 20%.

AEB3801 Youth Policy and Civics

Locations:Footscray Park, Werribee, Online.

Prerequisites:Nil.

Description:This unit of study is constructed around an inquiry by students into youth policy by understanding firstly the key drivers of policy change in our society. This unit considers postmodern social theory to questions of social justice and social action. Students will explore the connection between public policy and youth work and in particular the relationship between government youth policy and the funded youth programs of government. Students acquire the knowledge and skills needed to work as advocates for change. They will study state and federal youth policy, how policy is made, and how policy intersects and underpins the activities of youth workers.

Credit Points: 12

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

1.Critique the broad parameters of the study of social policy; 2.Articulate how youth policy impacts on young people, youth workers in local and national communities; 3.Analyse the broader impact of policy in constructing social indicators particularly in developing equitable outcomes; 4.Determine the role of policy in constructing a fair society; 5.Articulate their development of skills and knowledge about the theory/s that underpin and involves youth policy; and 6.Adapt knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy.

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Links to readings as outlined on VU Collaborate.

Assessment:Exercise, Newspaper article analysis, 10%. Presentation, Lead a discussion on newspaper article, 10%. Creative Works, Infographic on how policy impacts the work of youth workers, 35%. Report, A major analysis of a youth policy, 45%.

AEB3802 Professional Culture and Collaboration

Locations:Footscray Park, Online.

Prerequisites:Nil.

Description:This unit aims to introduce students to the theory and practice of inter-professional collaboration as a practice framework and method for working across disciplines to improve outcomes for young people. It provides students with an understanding of professional collaboration as a framework for engaging with other professionals such as teachers, policy planners, community development workers and health and legal personnel. The unit aims to develop a better understanding of collaboration and the principles and processes that underpin it. Students develop skills and knowledge of planning and learn to establish effective partnerships with key stakeholders, so as to better manage the competition that might arise, and drive a vision that is youth-orientated.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Conceptualise how professional frames of reference influence perspectives and practices when working with young people with complex needs; 2.Develop frameworks for practice that facilitate effective collaboration among the various professionals that often engage in complex work with young people; 3.Demonstrate a range of effective communication and collaborative skills which facilitate inter-professional collaboration; 4.Investigate the principles, benefits and challenges of inter-professional collaboration and inter-disciplinary service provision; 5.Identify an issue or complex problem affecting young people and participate in a disciplinary team to develop an effective inter-disciplinary approach to address the problem; 6.Critically reflect on their own learning and the process of collaboration as they experience and observe it in their class teams and in their agency placement; and 7.Evaluate current collaboration practice models.

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

Assessment:Exercise, Analysis of theories of professional collaboration. (750 word limit) ., 30%. Report, Group report investigating an issue and response. (2000 word limit) ., 40%. Presentation, Group presentation on multi-disciplinary responses to an issue. (15 mins), 30%.

AEB3803 Professional Practice 1

Locations:Footscray Park, Werribee, Online.

Prerequisites:Nil.

Description:Professional Practice provides the authentic context for a collaboration of student youth and community work practitioners, their community sector mentors and the university, to understand and enhance youth or community work professional practice. The practical experiences of student youth or community workers in partnerships are also the basis of their critical reflection and theorising on practice, which leads to sustainable improvement and change. Professional Practice is an opportunity for students to participate in a range of specific program or projects that youth or community services offer such as Youth and Community events, sports programs, sports programs and community recreation programs, Community Advocacy networks, Community Centres, National Youth Week, School Holiday Programs, Camps, Youth and Community Conferences or summits and much more. Each student has the opportunity to do one of their placements overseas whilst the other must be in a domestic setting. Undertaking a variety of experiences in line with emerging interests allows a student to reflect on the breadth of the industry and the diverse opportunities available to them as a Youth or Community Worker. Students will need to document their experiences by creating a reflective journal. As each placement is unique, students are required to negotiate their tasks, responsibilities and timelines with their agency supervisor and undertake regular supervision to

reflect on their practice.

Credit Points: 12

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

- 1.Demonstrate a range of engagement skills for working with and supporting vulnerable young people and other vulnerable cohorts in the community;
- 2.Contextualise and apply the theoretical knowledge and skills of youth work and community work in a practical setting to an industry standard;
- 3.Articulate the present and emerging issues of the youth or community work sectors and their impact on supporting young people and other vulnerable cohorts in a community; and
- 4.Develop and expand awareness of programs and services delivered to young people and other vulnerable cohorts in a community.

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Readings will be made available via VU Collaborate.

Assessment:Journal, Reflective practice report 1 (700 words), 25%. Report, Youth or Community Work Sector Report (1500 words), 50%. Journal, Reflective practice report 2 (700 words), 25%. The hurdle task that must be completed in this unit: 1. Work Integrated Learning Agreement signed by Host Organisation. 2. Placement supervisor Report.

AEB3805 Youth Policy, Civics and Culture

Locations:Footscray Park, Werribee, Online.

Prerequisites:Nil.

Description:This unit aims to provide students with the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. It looks specifically at the role of local government as an important player in shaping local communities and in supporting and connecting federal, state and community run services and activities within the community. As the third level of government, local government is often poorly understood and its impact on communities and their young people greatly underestimated. This unit allows students to gain insights into the council's role as a key planner for local, natural and built environments and the community, and a provider of numerous essential services, many of which play important roles in the lives of young people who live, go to school or recreate in that municipality. This unit seeks to provide an understanding of these impacts, their particular significance for young people, and how policy might shape them. The unit assessments also offer opportunities for students to demonstrate growing capabilities in becoming confident creative lifelong learners who can use their inter-cultural understanding of themselves and others to critically evaluate policies that enable or disable young people's civic and human rights. As such, students learn to become politically engaged and ethical citizens who are inter-culturally aware and respectful to the diversity of their local communities and understand the intricacies of balancing between individual and public good.

Credit Points: 12

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

- 1.Demonstrate an understanding of local government in Victoria: its functions, structure and operation including the intricate balance between the needs of the individual and public good;
- 2.Critically review local government's relationship with community and other levels of government;
- 3.Articulate an understanding of local governments' impacts, interactions and roles with young people; and
- 4.Collaboratively conceptualise the role of local government youth services; and the processes and systems used for youth policy and planning at local government level.

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications

Assessment:In addition to the graded assessments, students must complete a hurdle task which comprises attendance at a local council meeting and then a report back to peers in class. All assessments must be completed to pass the unit. Test, An un-

invigilated Online Test on key local government processes and the business of Youth Services, 20%. Essay, Analysis of a local government youth policy and its effectiveness to consult, engage and empower young people. (1700 words), 50%. Presentation, Group critical evaluation of a Local Government's approach to service delivery and participation of young people in governance. (20 mins), 30%.

AEB41 69 Mathematics and Numeracy in Primary

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit aims to assist pre-service teachers to develop their knowledge and understanding of the development of children's numeracy and mathematical understandings and skills and an ability to plan effectively to fully develop children's learning of mathematics. The unit aims to link the learning and development of mathematics and numeracy in early childhood programs to the curriculum and teaching in primary schools.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Identify the complex link between a child's life experiences, individual growth, family background and the development of mathematical understanding and skills;
2. Demonstrate an understanding of numeracy and mathematics processes for primary school children;
3. Show how technology can be used to support and enhance young children's numeracy and mathematics development;
4. Apply principles how children learn to planning appropriate mathematics teaching, monitoring, recording and evaluation strategies for young mathematics learners, and consistent with AusVELS Mathematics Standards;
5. Develop experiences for small group work and whole class discussion in mathematics learning in which the role of active participation and social interaction with other students is demonstrated.

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

Assessment:Assignment, Critique of one high quality unit for teaching primary school mathematics (900 words), 30%. Report, Workshop and report on teaching and learning mathematics (1200 words), 40%. Report, Mathematical investigation and discussion (900 words), 30%. Total effective word limit 3000 words.

AEB41 71 Humanities in Primary

Locations:Footscray Park, St Albans.

Prerequisites:ECE2001 - Practice in Partnership 1

Description:This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of Humanities with a focus on students in the primary years of schooling. The Victorian Curriculum and Australian Curriculum (ACARA) Foundation Level through to Level 6 will guide the work students do. This will be combined with an integrated approach using ACARA's Cross-Curriculum priorities to enhance Humanities education in primary school contexts, in inclusive ways. Doing this preservice teachers make authentic connections to the local environment to generate learning experiences that connect to real world experiences and then demonstrate ways educators communicate these experiences back to the stakeholders of education.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Formulate and conceptualise the complexities of the Australian Curriculum domain of Humanities (ACARA): History (Foundation to Level 6) curriculum by creating teaching and learning approaches to concepts such as continuity and change, time as present, past and future in real world contexts;
Formulate a range of teaching approaches for the content of geographical knowledge and understanding, geospatial skills and environmental issues, sustainability and societal changes;
Generate a range

of teaching approaches for the content of Civics and Citizenship (Foundation to Level 6) that views children as active citizens in their local communities; and formulate a range of teaching approaches for the content of Economics and Business, (Foundation to Level 6) that develop, questions and addresses an 2. Integrate the Cross-Curriculum Priorities into the Humanities curriculum as an interdisciplinary approach to professional mandates and Humanities curricula learning outcomes;
3. Investigate the most appropriate teaching and assessment strategies relevant to Humanities - History, Geography, Civics and Citizenship and Economics and Business; and
4. Reflect upon inclusive teaching and learning principles that act in relation to Humanities education and professional teacher practice - History, Geography, Civics and Citizenship, Economics and Business, Cross-Curriculum Priorities and Professional Standards.

Required Reading:A collection of readings focussed on each Humanities area will be available on e-reserve and/or a Libguide.

Assessment:Report, Construct a sequential curriculum unit with assessment for the first two strands of the humanities curriculum., 20%. Report, Construct a sequential curriculum unit with assessment for the final two strands of the humanities curriculum and the cross-curriculum priorities., 30%. Presentation, Explain how preservice teachers devised the content for the curriculum unit, including teaching & learning strategies & assessment., 50%.

AEB42 12 Joining the Teaching Profession

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It will be workshop-based and enable Year 4 pre-service teachers to work with colleagues, principals, centre directors, other school and early childhood service leaders, both early childhood and primary teachers in completing graduation requirements.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Critically analyse, their understanding of the legal and organisational responsibilities required of the beginning teacher in primary school settings
2. Articulate an understanding of the organisational and system conditions of teacher's work needed to make judgements about possible employment situations
3. Prepare a convincing application for relevant teaching in educational settings

Required Reading:Churchill, R Ferguson, P Godinho, S Johnson, NF Keddie, A Letts, W Mackay, J McGill M Moss, J Nagel, MC Nicholson, P & Vick, M 2011, Teaching – Making a difference, Wiley/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, Group activity to respond to the perceptions of the profession, 20%. Research Paper, Developing a resume and application in response to a perceived advertised position, 30%. Assignment, Assignment analysis of Key Selection Criteria, 50%. Successful completion of this unit also requires: 1. Satisfactory mid-year project partnership report. 2. An approved applied curriculum project plan.

AEB42 51 Understanding the Teaching Profession

Locations:Footscray Park, St Albans.

Prerequisites:Nil

Description:This unit gives pre-service teachers a critical overview of teachers' professional responsibilities as preschool directors and teachers and staff in schools and in school systems. The emphasis of the unit is ensuring that graduating pre-service teachers are aware of the organisational and legal conditions of teachers'

work in forming relationships with and teaching students, planning and managing curriculum and pedagogy and in working with colleagues with both schools and early childhood leadership teams.

Credit Points: 12

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

1. Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education
2. Contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

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

Assessment: Assignment, Group proposal, 20%. Research Paper, Research paper, 30%. Assignment, Assignment analysis of Key Selection Criteria, 50%.

AEB4268 Practice in Partnership 2 (ECE 0-6 Years)

Locations: Footscray Park, St Albans.

Prerequisites: AEB3184 - Curriculum Theory ECE3003 - Practice in Partnership
3AEB3285 - Inclusive Practice in Education

Description: This praxis inquiry unit provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to build on the experience of investigating the systematic processes by which teachers work together to engage students in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist, reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, students systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their fourth year project partnership. At the end of this unit, pre-service teachers are required to show that they are ready to teach.

Credit Points: 12

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

1. Refine a personal educational and child learning philosophy and explain how it informs their teaching identity, pedagogy and curriculum design as they enter the profession;
2. Build a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
3. Take full responsibility and critically reflect upon the planning and implementation of the educational program for both the whole group and small groups of 4-5 year old children;
4. Demonstrate, to the satisfaction of the assigned mentor teacher(s) and designated university personnel, their readiness to teach; and
5. Meet the Graduate Standards of the Preschool Teacher Validation System as indicated by Early Childhood Australia.

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

Assessment: Exercise, Summarise the domains of the Early Childhood Graduate Standards. Summarise three quality areas of the NQS and VEYLDF (600 words), 20%. Presentation, Plan and implement in class a whole group 10 minutes experience (Peer marked) (Equiv to 300 words), 10%. Portfolio, Portfolio and interview will demonstrate readiness to join the early childhood teaching profession. (Equiv to 2100), 70%. The professional portfolio requires evidence of critical reflection upon aspects of the graduating teacher's professional practice. Hurdle Requirement: A satisfactory Project partnership report (ungraded). Satisfactory progress reported by project partnership mentor teacher is required for successful completion of this unit. Refer to the Essentials booklet for details. Pedagogical narration: Pre-services teachers will write a pedagogical narration based on an aspect of professional practice. The critical analysis will frame their personal philosophy,

theoretical underpinning, beliefs and values of early childhood. Total effective word limit, 3000 words.

AED5001 Education Research Design and Methods

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Students are advised to complete 48 credit points in their course prior to enrolment in this unit.

Description: Research is an integral element of education. The intention of this unit is to provide students, both practitioner researchers and those who wish to advance in their trajectory as researchers with a conceptual and critical overview of educational research methodologies and methods. Students will familiarise themselves with methodological literature, explore current literature related to their chosen area of inquiry and experience developing a research proposal. Students are advised to complete this unit directly preceding the minor thesis or capstone.

Credit Points: 24

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

1. Analyse and critique contemporary perspectives and theories related to educational research;
2. Explicate the essential elements and processes involved in undertaking quality educational research;
3. Elucidate an understanding of the need for the ethical conduct of research, and an awareness of the processes for applying for ethics approval when undertaking educational research;
4. Critically reflect on and evaluate different approaches to research;
5. Investigate and design a research project; and
6. Defend and present a research proposal.

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

Assessment: Assignment, Research planning: Reflective writing and Scoping document, 20%. Assignment, Critical review., 20%. Research Paper, Research proposal, 60%.

AED5008 Evaluation

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training

Description: In this unit theories and processes of evaluation for use in various learning settings are presented. The meaning of evaluation and the importance of evaluation goals and objectives are explained and various evaluation models and their appropriate use analysed. The particular evaluation processes that are discussed include experimental, goal oriented, decision-focused, user oriented and responsive evaluation and the basic distinctions between formative (focusing on actual process) and summative evaluation (focusing on final product). The processes for conducting outcome-based evaluations, including the importance of ethics in an evaluation investigation and the methods of data collection and analysis and report writing, are considered.

Credit Points: 24

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

1. Analyse the historical, social, political and economic factors influencing evaluation in a range of cultural contexts;
2. Relate learning theories, principles and practices to evaluation;
3. Investigate and critique the values informing evaluation;
4. Analyse and compare models of evaluation;
5. Design evaluation that is flexible and responsive to the experiences of learners;
6. Appraise experiences of evaluation in a range of contexts; and
7. Investigate personal and professional needs and strengths in terms of knowledge of evaluation.

Required Reading: Required texts will be advised by lecturer

Assessment: Assignment, A critical exploration of key issues in this unit, as negotiated with lecturer, 30%. Research Paper, A reflective evaluation of a research project, 70%. Total assessment for this unit will be 8,000 words or equivalent.

AED5009 Innovation

Locations:Footscray Park.

Prerequisites:EED7003 - Current Issues in Education and Training

Description:This unit focuses on innovation and planned change at individual, enterprise and societal levels with a specific emphasis on education in various learning settings, including the workplace and community. It examines values underlying particular innovations and models and strategies for developing, promoting, disseminating and implementing change and factors affecting adoption and institutionalisation. 'Innovation' is synonymous with change and how people and organisations address change is incorporated into the study. The unit includes: the purposes and goals of innovation; theories that inform a culture of innovation; values underpinning change; change and innovation at individual, local, organisational and global levels; strategies for developing innovative education and training practices; professional development models for transformation; strategies for developing communities of inquiry and professional learning teams; case studies of innovation in community learning settings, workplaces and educational and training institutions.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Analyse the historical, social, political and economic factors influencing innovation in a range of cultural contexts; 2.Relate learning theories, principles and practices to innovation; 3.Identify and critique the values informing innovation; 4.Analyse and compare models of innovation; 5.Develop innovation that is flexible and responsive to the experiences of learners; 6.Collaborate experiences of innovation in a range of contexts; and 7.Investigate personal and professional needs and strengths in terms of knowledge of innovation.

Required Reading:Required texts will be advised by lecturer

Assessment:Assignment, A critical exploration of key issues in this unit, as negotiated with course co-ordinator, 20%. Presentation, Presentation (or other as negotiated with the course co-ordinator), 30%. Report, A critical analysis of an innovation in a specific educational or organisational setting, or by negotiation., 50%. Total assessment for this unit will be 8,000 words or equivalent.

AED5011 Approaches to Learning

Locations:Footscray Park.

Prerequisites:EED7003 - Current Issues in Education and Training

Description:In this unit of study students explore a wide range of fundamental theories of learning, following the development of learning and teaching through the 20th and early 21st Century. These ideas are considered for relevance in the present day contexts, and personal histories, of the participants. Through a process of analysis, comparison and prediction based on the various learning theories and perspectives, participants will construct a stronger understanding of the process of learning, and the role of the teacher, with particular consideration of 21st century learning requirements and the use of emergent technologies.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Evaluate commonly used theories of learning to personal contexts as a framework for understanding; 2.Articulate and defend an evidence-based stance on learning and teaching; 3.Analyse experiences of learning and teaching using established models and in a range of contexts 4.Compare and contrast the relevance of learning models to a range of contexts; 5.Analyse social, economic and political contexts on various forms of teaching and learning; 6.Formulate contextualised action plans for learning and teaching through the application of learning frameworks; and 7.Investigate personal and professional needs and strengths in terms of knowledge of teaching and learning.

Required Reading:Dumont, H., Istance, D., & Benavides, F. (eds.) (2010) *The Nature of Learning: Using Research to Inspire Practice* Educational Research and Innovation, OECD Publishing National Research Council. (2000) *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press Additional reading material to be advised by lecturer.

Assessment:Review, Review of key readings, 20%. Essay, Essay response on the topic of "Understanding", 30%. Presentation, Oral Presentation to inform the final essay., 10%. Essay, Essay in which individual contexts are interpreted and analysed., 40%. Total assessment for this unit will be 8000 words or equivalent.

AED5023 E-Learning

Locations:Footscray Park.

Prerequisites:EED7003 - Current Issues in Education and Training

Description:Students will apply the process of teaching and learning in an online learning environment, evaluating effective online communications technologies, working with online classroom dynamics, comparing learning management systems, producing e-learning content, and investigating emerging trends of e-learning in educational settings. The unit will investigate the dynamic congruence of teaching and learning pedagogies in using e-learning technologies and flexible delivery.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Critically review the range of different technologies and pedagogical approaches for e-learning; 2.Reflect critically on the issues of e-learning as they impact on the learning community; 3.Deconstruct and appraise diverse methodological tools, viewpoints and literature to analyse the implications of emerging e-learning technologies; 4.Design and implement an innovative research or inquiry project related to e-learning.

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

Assessment:Journal, Educational blog, 30%. Report, Research report on the contribution of e-learning to a specific learning community, 30%. Project, Create an e-learning package integrating appropriate content and technology, 40%. Total assessment for this unit will be 8,000 words or equivalent.

AED5030 Positive Education

Locations:Footscray Park, Footscray Nicholson.

Prerequisites:EED7003 - Current Issues in Education and Training

Description:This unit of study addresses issues of wellbeing in the context of educational settings. The focus of the unit is to investigate the factors that contribute to the ability of individuals, groups and organisations to flourish. The unit will draw on a range of research findings from the discipline of Positive Psychology (Seligman et al.) and examine their applications in educational settings. The unit will offer participants the opportunity to explore a range of topics contributing to wellbeing including resilience, flow, positive emotions, happiness, self-esteem and self-efficacy, beliefs as self-fulfilling prophecies, the pitfalls of perfectionism, goal setting and the use of character strengths. Students will explore these themes in practical ways related to their own educational contexts.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Evaluate theoretical frameworks that underpin positive education; 2.Interpret and apply concepts on positive education; 3.Investigate positive education tools and evaluate their impact on well-being; 4.Develop skills for self-reflection when applying positive education strategies.

Required Reading:Links to readings and resources will be provided in the VU Collaborate space or this unit.

Assessment: In this unit students will complete a series of exercises related to the tutorials, make a presentation on a positive education action research project and submit a written project report on the action research project. Exercise, Response papers x 2, 30%. Report, Written report on action research project within the field of positive education, 50%. Presentation, Presentation of action research project (10%) and peer review (10%), 20%. Total assessment for this unit will be 8,000 words or equivalent.

AED6001 Minor Thesis (Full-Time)

Locations: Footscray Park.

Prerequisites: EED7001 - Research Methods in Education. Students enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training, and two units from the Core Units. Students enrolled in EMED must have completed 144 credit points prior to enrolling in AED6001. Students enrolled in AMTL must have completed AED5001 Education Research Design and Methods with a Distinction or higher grade, and have completed an accredited Graduate Diploma in TESOL or equivalent. Students enrolled in EMTP and EMTS and EMTL must have completed EED7001 Education Research Methods.

Description: In this unit, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills to inform their problem or situation, and the capacity to respond to academic feedback. Developing the minor thesis, or negotiated alternative, involves a high standard of written communication skills. Each student has a supervisor who provides individual support.

Credit Points: 48

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

1. Work collaboratively and ethically in conducting research and communicating research outcomes;
2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability;
3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions;
5. Authoritatively and effectively communicate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review; and
6. Respond to feedback on their work, and show the capacity to engage in an academic discourse.

Required Reading: To be advised by Coordinator or Supervisor as relevant.

Assessment: Thesis, Minor thesis (15-20,000 words), Pass/Fail. The minor thesis will be a paper of no less than 15,000 or more than 20,000 words (or a negotiated alternative if choosing a creative work option). Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed subject to amendments being made to the satisfaction of the supervisor; or (c) failed.

AEG5123 TESOL Methodology

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an introduction to second language teaching methodology and the concept of language proficiency. Study of the nature of language teaching to younger learners, adolescents and adults is followed by an examination of current research and its implications for the teaching of speaking,

listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on communication and language learning are analysed, while integration of the four macro-skills with syntax, lexis, pragmatics and non-verbal communication is discussed. Other topics to be treated include language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and curriculum renewal.

Credit Points: 24

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

1. Critically review and theorise their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
2. Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
3. Investigate and conceptually map English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
4. Plan and execute substantial research and/or implement capstone experience relevant to their professional responsibilities and interests in the area of TESOL;
5. Investigate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility; and
6. Develop and apply critical and analytical skills in relevant research projects, and communicate and transmit these ideas to peers.

Required Reading: Brown, HD and Lee, H 2015 4th Teaching by Principles New York: Pearson Education

Assessment: Essay, Teaching contexts, 20%. Exercise, Lesson Plans, 40%. Creative Works, Curriculum-based unit plan, 40%. Students are expected to attend mentoring sessions as advised at the beginning of semester.

AEG5124 Professional Practice - TESOL

Locations: Footscray Park.

Prerequisites: AEG5123 - TESOL Methodology

Description: This unit of study will involve a 25-day placement (equivalent to 200 hours) in an approved ESL teaching context under the supervision of an experienced supervising teacher who holds a post-graduate TESOL qualification and who has taught ESL for at least two years. Placements can be undertaken in primary or secondary schools or a variety of adult settings. Student placements should be according to the sector they intend working in. The 25 day practicum should comprise a minimum of 20 days where the student teaches planned lessons and a further 5 days of focussed observation of qualified and experienced ESL practitioners. During the placement, the student must be visited on at least one occasion by a university supervisor. It is a requirement that students participate as fully as possible in the ESL program during their placement. As well as observing and teaching classes, activities must include: familiarisation with policies and procedures of the program; study of the curriculum documents used with the learners; familiarisation with assessment procedures and practices; observation of learner placement interviews; assisting individual ESL learners / small group work within a class; correction of learners' work; preparation of teaching resources; participation in excursions and other special activities; attendance at staff / planning / department / curriculum meetings. 20 days have to be spent in the classroom teaching (minimum 2 lessons of 50 minutes each per day) and 5 days have to be spent on observation.

Credit Points: 24

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

1. Exhibit competence in a range of key knowledge areas including curriculum planning, contemporary language-teaching methodologies and assessment which meet the diverse needs of students; 2. Contextualise and apply contemporary principles in planning language learning, techniques and resources for effective teaching and learning of spoken and written English; 3. Evaluate and develop strategies to foster a positive learning environment for diverse learners; 4. Implement enhanced teaching skills and critically reflect on professional practice in second language contexts; and 5. Apply and validate the theoretical and practical learning opportunities to become an accomplished and autonomous TESOL practitioner.

Required Reading: As this is a field placement unit of study, no single required reading is recommended as students will be in a variety of settings.

Assessment: Portfolio, Professional Practice Portfolio, Pass/Fail. Practicum, Supervised professional practice accompanied by the report, Pass/Fail. Essay, Planning principles, Pass/Fail. The Practicum is a hurdle task and must be satisfactorily completed prior to submitting the Professional Practice Portfolio. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete this assessment task.

AEK1006 Investigating Australian Humanities

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: The overall goal of this unit is to embed Aboriginal and Torres Strait Islander Peoples, places and positionalities and standpoints in education. Through acknowledging Aboriginal and Torres Strait Islander Peoples as the First Peoples of Australia, this unit aims to develop a deeper understanding of the diversity of Aboriginal and Torres Strait Islander Peoples cultures, histories and languages of to promote reconciliation. This unit aims to develop an awareness of how to engage with Indigenous Studies and resources and how to apply them appropriately in educational environments. This unit will increase your awareness of how policies and ongoing colonialism impact Aboriginal and Torres Strait Islander Peoples. This will be done by exploring elements of Humanities and engaging with content and place. This includes understanding key theories leading to an understanding of Aboriginal and Torres Strait Islanders self-determination and sovereignty.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate positionalities in relation to Aboriginal and Torres Strait Islander standpoints; 2. Develop a deeper understanding of Indigenous studies in educational environments through a humanities framework of Aboriginal and Torres Strait Islander connections to people and place 3. Review and critically reflect on policies and resources in order to identify culturally appropriate approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander standpoints in educational environments with a view to promoting reconciliation; and 4. Develop an understanding of key theories that support Aboriginal and Torres Strait Islander self-determination and sovereignty.

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

Assessment: Review, Reflection on an Aboriginal and Torres Strait Islander standpoints (750 words), 25%. Essay, Critical review of theories and policies (900 words), 30%. Project, Visual Journal demonstrating an understanding of place (1350 words), 45%.

AEK2203 Indigenous Perspectives On Sustainability

Locations: Footscray Park.

Prerequisites: AEK1105 - Aboriginal Traditions and Policy or AEK1204 - Aboriginal

History and Political Movements

Description: Aboriginal Perspectives on Sustainability focuses on the contemporary environmental movement and urban Aboriginal landscapes. Students will explore the relationship and connection of Aboriginal people with the environment and their traditional sustainable practices and investigate the impact of colonisation/dispossession to the urban biota. Students will be introduced to the local provenance of Aboriginal plant resources and the ways in which colonised spaces and places are incorporating and reintroducing these species. The unit will cover topics related to contemporary Aboriginal self-determination and self-management in the control of cultural heritage, landscapes and land management. Students will be introduced to the agency of Aboriginal people in relationships and negotiations with third parties over land and resources and the impact of climate, policy and practice on access to land, cultural practices and resources.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate and conceptualise the key issues of environmental land management and sustainability from the perspective of Aboriginal people; 2. Critically describe and evaluate the relevance of Aboriginal perspectives to contemporary environmental issues in Australia; 3. Demonstrate an understanding of the complexities of Aboriginal access to land, cultural heritage and traditional owners; and

Required Reading: Presland, G 2004, Aboriginal Melbourne: The last land of the Kulin people, Melbourne: McPhee Gribble. Pascoe, B 2014, Dark Emu. Black Seeds : Agriculture Or Accident? n.p.: Broome, Western Australia : Magabala Books

Assessment: Review, Review articles and other relevant materials on issues discussed in classes., 30%. Essay, Major essay on relevance of Aboriginal perspectives on contemporary issues of sustainable environmental management., 70%. Total effective word limit 3000 words.

AEK2205 Politics of Aboriginal Art

Locations: Footscray Park.

Prerequisites: AEK1105 - Aboriginal Traditions and Policy or AEK1204 - Aboriginal History and Political Movements Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: Aboriginal art is a global multi-million dollar business, and for many non-Aboriginal people, the stereotypical view is that Aboriginal art is only authentic if it is in the form of dot paintings. Contemporary Victorian Aboriginal art, however, emanates from range of lifestyles, landscapes, cultural experiences and beliefs. Many Koori artists work from ancestral designs and their continuing connection to the land, producing possum skin cloaks, carving emu eggs and creating artefacts such as shields, boomerangs and jewellery, while others are inspired by contemporary issues, blending cultural traditions with personal, political views and contemporary modes. Many urban Aboriginal artists use their art practice to affect change across their communities through the provision and delivery of community cultural development projects to enable positive outcomes in colonised and disadvantaged families and groups. Contemporary Aboriginal art practice is an expression of Aboriginal story/stories and is a way of articulating cultural sovereignty, autonomy, survival and resistance to dominant colonial and patriarchal narratives. In this unit, students investigate and understand the range of Victorian Indigenous art, its cultural underpinnings and its style and medium. Students analyse the impact of colonisation on Victorian Aboriginal communities, the art practices in relation to outcomes in disadvantaged communities, the reclamation of cultural practices and oral traditions and subsequent effects on art style and subject matter. Students also reflect on their own understandings and undertake comparative research on Aboriginal art in an Australian and global Indigenous context.

Credit Points: 12

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

1. Analyse the impact of colonial settlement on the cultural, health and social outcomes of urban Victorian Aboriginal populations and their art; 2. Describe how different art styles and subject matter have shaped and framed Victorian Aboriginal resistance and reclamation of cultural practices; 3. Critique the impact and role of Indigenous art, its impact on Aboriginal communities and how art and community development can transform place and space and impart oral tradition; 4. Recognise the importance of and reflect on how culturally appropriate and culturally safe urban Indigenous art projects impact and produce positive outcomes in Aboriginal communities; and 5. Argue how contemporary Indigenous art practice, in all mediums, are fundamental products and processes of Aboriginal sovereignty.

Required Reading: Readings will be available in VUC.

Assessment: Journal, Journal reflections (3 x entry) (1000 words), 30%. Essay, Written assessment (2000 words), 40%. Presentation, Individual presentation, 30%.

AEK3203 Working Ethically in Aboriginal Community

Locations: Footscray Park.

Prerequisites: AEK1105 - Aboriginal Traditions and Policy or AEK1204 - Aboriginal History and Political Movements and AEK2203 - Indigenous Perspectives On Sustainability or AEK2205 - Politics of Aboriginal Art. Students enrolled in LBLA are required to have the following pre-requisites: AEK2203 OR AEK2205. Students enrolled in SBOL and NBSC are required to have the following pre-requisites: AEK2203

Description: This unit of study will introduce students to ethical issues facing anyone wanting to work in Aboriginal communities. Students will be introduced to Aboriginal people's practices of working ethically in Aboriginal communities as well as the contested roles and practices of non-Aboriginal people in community and social movement settings. Students will explore: the importance of land and self-determination; how 'race' shapes lives and social experiences; and the complexities of conducting ethical solidarity, collaboration and dialogue.

Credit Points: 12

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

1. Identify and reflect on Aboriginal peoples' contemporary agendas including land and self-determination. 2. Critically investigate a range of perspectives on 'working ethically with Aboriginal people'. 3. Apply critical whiteness theory and self-reflection in regards to personal narratives, interactions and social conditions.

Required Reading: Students will be provided with other relevant readings, as required. Jordan, Mary Ellen (2005), *Balanda: my year in Arnhem Land*, Allen and Unwin.

Assessment: Presentation, Presentation on Aboriginal case studies., 10%. Essay, Personal statement on appropriate advocacy, 40%. Journal, Autobiography and Critical Reflection on unit issues., 50%. Total effective word limit 5000 words.

AEK3204 Aboriginal Political and Reflective Learning

Locations: Footscray Park.

Prerequisites: AEK1105 Aboriginal Traditions and Policy; OR AEK1204 Aboriginal History and Political Movements

Description: Aboriginal groups and Indigenous Peoples globally are challenged by development, climate change and globalisation. How might Indigeneity be asserted to ensure an equitable and respected place in a 'multicultural', globalised context? In this unit students will investigate the links between Aboriginal and Torres Strait Islander rights colonisation and globalisation. They will also consider how global citizens might practice solidarity with Indigenous movements to address issues that

impact all communities. Students will build on prior learning to investigate complex issues, through multi-discipline group work.

Credit Points: 12

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

1. Investigate the colonial and global systems and structures that impact Aboriginal people and their rights in Australia; 2. Integrate and manage their own discipline-specific practices, responsibilities and accountabilities within a diverse group; 3. Articulate and demonstrate respect for cultural difference, diversity within Indigenous communities in Australia, and the value of an Aboriginal life experience as a social concept; 4. Critically review and apply methods of problem-solving consistent with Aboriginal worldviews in socially and culturally diverse settings

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

Assessment: Report, Briefing Note, 20%. Report, Report and Group presentation, 40%. Presentation, Advocacy Paper and Group presentation, 40%. Students enrolled in this unit will be involved in discipline and multi-discipline group work involving a community-based wicked problem via research project or 'on-the-ground' project work in a localised setting that will be used as the basis for their assessment. The assessment tasks in this unit represent a 3000 equivalent word count.

AEK7001 Indigenous Perspectives in Learning and Teaching

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: This unit connects with the unit learning outcomes of articulating and embodying the ideologies, epistemologies and cosmologies of socially-just education through critically reflective and reflexive teaching, Indigenous-led learning, equity and access, as well as critically applying knowledge of educational issues to improve classroom practice and strengthen students' relations with their local community. The overall goal of this unit is to embed Aboriginal and Torres Strait Islander peoples, places, and positionalities in compulsory school curriculum content and pedagogy through the acknowledgement of the past and present and future aspirations held by Indigenous peoples, particularly the First Nations people of Australia, and their communities of belonging, in order to value the wealth and diversity of our shared future. This unit aims to develop critical understandings of curriculum design and content; ongoing connections of people to place and space; theoretical constructs including post-colonialism and decolonisation; engagement beyond dominant culture discourses, descriptions and solutions; key issues of self-determination and sovereignty; culturally appropriate pedagogical and curriculum materials; privileging of Indigenous and post-colonial ways of knowing, being and doing education in the 21st Century; challenges in addressing systemic change required to meet the needs of Indigenous students and Indigenous educators; strategies for inclusion that value Aboriginal and Torres Strait Islander students in school; and understanding how to challenge the colonial standpoints that hinder equitable outcomes for Indigenous students.

Credit Points: 12

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

1. Critically review Indigenous education curriculum and pedagogies to gain deeper understanding of Aboriginal and Torres Strait Islander practices, theories and philosophies; 2. Critically review curriculum materials and resources in order to identify approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society; 3. Clarify the professional complexities in Indigenous-related teaching policy and how these align with student needs and articulate a standpoint of practice that can negotiate these complexities.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via VU Collaborate.

Assessment:Annotated Bibliography, Critical review of curriculum for Aboriginal content in response to Respect, Reconciliation and Relationship, 30%. Essay, Complex analysis of narrowed topic based on theme and focus of choice, 50%. Presentation, Presentation of Indigenous pedagogies that integrates Aboriginal and Torres Strait Islander priorities and standpoints., 20%. All written assessment tasks are equivalent to 5000 words.

AEK7002 Post-Colonial and Indigenous Approaches to Education

Locations:Footscray Park.

Prerequisites:EED6001 - Contemporary Issues in Education and Training

Description: In this unit, theoretical concepts behind post-colonial, decolonising and Indigenous responses to formalised teaching and learning. A historical overview of colonial education provides students with critical language and concepts to make connections to national empire building and the production of colonial identities in compulsory schooling, early childhood education, vocational, adult and higher education. Students investigate how previous colonies of the European empires have sought independence, with focus on post-colonial and Indigenous theorists' descriptions of challenges in decolonising teaching and learning. Considering the key issues of self-determination, sovereignty and the rights of colonised and Indigenous peoples in education, students explore the production of pedagogical and curriculum materials that have embedded Indigenous and post-colonial ways of knowing and knowledge. The contribution of Indigenous and Post-Colonial theorists provides alternative standpoints and critiques of learning and teaching in a 'global' 21st century.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Critically review social and educational philosophies in regard to Indigenous and post-colonial theory; 2.Appraise definitions and complexities of colonialism, decolonised, and post-colonial education; 3.Elucidate a post-colonial and/or Indigenous professional practice in teaching and learning; 4.Explicate and evaluate the complexities of turning policy into local practice; 5.Critique historical and current Indigenous Education policies at a local, national and international level; and 6.Elucidate a social justice philosophy that considers post-colonial educational theories.

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

Assessment:Literature Review, Prepare a detailed literature review of key readings within one of the following: self-determination, curriculum methods or knowing and knowledge., 30%. Essay, A theoretical essay that critically frames colonialism, post-colonial education and the student's own professional practice., 70%. Total assessment for this unit will be 8,000 words or equivalent.

AEN2001 Problem Discovery

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit offers students the opportunity to learn how to identify local and global problems, and test solutions to these problems in practical ways to strengthen individual creative and innovative thought. It is based on the premise that Understanding the anatomy of successful projects in complex environments is fundamental for being able to initiate and see a project through to completion. This unit introduces the Search vs. Execute frameworks and how the Discover and Validate processes tie into this framework. Students briefly explore a number of ideation techniques in groups to determine the direction of their project. Building on these introductions, the students take a deep dive into the discovery process. They will focus on developing an understanding of the people, problems and solutions

involved in their project by gathering information from key stakeholders and collating this information in a Lean Canvas that gets updated weekly. The Lean Canvas is a tool that allows students to capture all key information on one page. Students use the gathered information to analyse their potential solutions, and determine next steps for their ideas. The unit contributes to the development of sought-after entrepreneurial capabilities, which may be applied in any work context including in local or global 'start-ups' or in organisations seeking to drive business in a competitive globalised economy. It strengthens students' capability as collaborators, who are able to initiate and develop new ideas, and consider opportunities and consequences for local and global communities.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Brain storm and evaluate solutions to real-life problems; 2.Evaluate and discuss different theoretical approaches to discovering problems worth solving; 3.Collaboratively devise and apply creative strategies combining these theoretical approaches and 4.Illustrate how ideas evolve through testing desirability, feasibility and viability.

Required Reading:Ash Maurya, 2012 2nd ed Running Lean: Iterate from Plan a to a Plan that Works O'Rielly Media, Inc, Also used in AEN2002.

Assessment:Portfolio, Portfolio of Lean Canvases (3 parts), 30%. Journal, Praxis Reflective Journal (3 parts), 45%. Presentation, Group presentation, evolution of ideas informed by action and theory., 25%.

AEN2002 Solution Validation

Locations:Footscray Park.

Prerequisites:Nil.

Description:In this unit, students will learn how to take their solution beyond a hypothetical . This unit develops the underpinning knowledge and understanding of how Minimum Viable Products (MVP) are used to establish viability through the experiment-driven process of validation. Students develop research, computational thinking and analytical skills in the assessment, evaluation and analysis of market information that can determine a success or failure of a project. The unit contributes to the development of sought-after entrepreneurial capabilities, which may be applied in any work context including in local or global start-ups or in organisations seeking to drive business in a competitive globalised economy. The unit aims to strengthen students' capability and skills in 'sense-making' and decision-making and raise their awareness about the complexity that can arise in business when individual interests conflict with public good.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Collaboratively design, test and modify a MVP (Minimum Viable Product) through at least two iterations; 2.Evaluate a startup value proposition using 'validation' processes; 3.Justify evidence-based decision-making to manage business risks and consequences; and 4.Argue the potential of the startup value proposition in a pitch-style presentation.

Required Reading:Ash Maurya, 2012 2nd Running Lean: Iterate from Plan a to a Plan that Works O'Rielly Media, Inc, also used in AEN2001

Assessment:Portfolio, Portfolio Item 1: Steps to Minimum Viable Product (MVP), 15%. Portfolio, Portfolio documenting the development of the Minimum Viable Product (MVP) (2 parts), 30%. Journal, Praxis reflective journal (3 parts), 30%. Presentation, Pitch-style, group presentation arguing the potential of the startup value proposition to make a positive impact in a sustainable fashion., 25%.

AEN3001 Storytelling for Impact

Locations:Footscray Park.

Prerequisites:AEN2002 - Solution Validation

Description: In this unit, students learn how to make an impact through words and visuals in order to expand on their Minimum Viable Products (MVP). Stories are a powerful tool for persuasion and useful in the context of understanding customers, building brands and leading teams. This unit develops effective communication capabilities by using a diverse set of tools in a variety of contexts. Students define a clear purpose and create the narrative to gather support for their entrepreneurial initiative, which get translated into a communication strategy for their project. Students generate an understanding of the role of culture, values and dispositions in affecting achievement of goals. Multiple narratives are created for different channels and audiences, developing respect and valuing diversity in the process. These narratives are tested through a variety of channels after which the results are critically analysed, evaluated and interpreted.

Credit Points: 12

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

1. Explore and conceptualise the key dimensions of effective communication;
2. Collaborate effectively as a member of a team to communicate complex ideas in oral, written, and visual forms across different presentation contexts and to a range of audiences;
3. Identify and compose an appropriate narrative based on purpose, promise and positioning in combination with target audience;
4. Collaboratively design communication plan;
5. Evaluate and make recommendations based on responses to narratives.

Required Reading: Aaker, J.L., Smith, A., & Adler, C. (2010). *The dragonfly effect: Quick, effective and powerful ways to use social media to drive social change*. San Francisco: Jossey-Bass

Assessment: Other, Design of communication plan outlining the rationale, analysis of target audience and content of the storytelling strategy. (1,000 word equiv), 40%. Essay, Critically review and reflect on response to the communication plan and recommend future audience focus and channel. (1,250 word equiv), 40%.

Presentation, Present and justify the target audience, narrative and chosen channel alignment. (750 word equiv), 20%. The cumulative assessment tasks in this unit represent a 3000-4000 equivalent word count.

AEN3002 Hacking Growth

Locations: Footscray Park.

Prerequisites: AEN3001 - Storytelling for Impact

Description: Students will design and experiment with several growth strategies to prepare for a pitch-style event in an authentic 'live' context. At the pitch-style event students have to explain clearly and coherently the rationale and results of their growth experiments to convince a panel of judges; they will have to argue the future potential of what they have been working on. Students will have to plan and organise self and others to identify, anticipate and solve problems ranging from simple to important, complex and unpredictable. Students develop capacities required to contribute to a more equitable and sustainable world, these include curiosity, courage and resilience. They will gain insight into the challenges involved in initiating and developing an idea, convincing other people of future potential of their developed idea and in the process develop much sought-after entrepreneurial skills including personal initiative, teamwork and effective communication.

Credit Points: 12

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

1. Critically review research relating to growth drivers;
2. Integrate theoretical, practical and contextual knowledge to devise and coordinate three growth experiments relevant to the project;
3. Collaborate with peers across established disciplines to draft and refine a pitch providing a clear overview of the problem, solution and achievements to date;
4. Advocate for further support of the project as a

5. Negotiate outcomes in a multidisciplinary context at a pitch-style event by assuming leadership role;
6. Exhibit ability to effectively and critically communicate complex ideas in oral, written, and visual forms to a range of audiences.

Required Reading: Mares, J. & Weinberg, G. (2014) *Traction: How Any Startup Can Achieve Explosive Customer Growth* New York: Portfolio/Penguin Patel, S. & Taylor, B. (2015) *The Definitive Guide to Growth Hacking*. Retrieved from Quicksprout. <https://www.quicksprout.com/the-definitive-guide-to-growth-hacking/>.

Assessment: Other, Collaboratively initiate growth experiments and present the rationale behind these growth experiments. (750 word equiv), 20%. Essay, Explore and critically reflect on the process and how skills and knowledge acquired can be applied in a multitude of settings. (1250 word equiv), 40%. Presentation, Pitch-style presentation. (1500 word equiv), 40%.

AET4001 Foundations of Learning and Teaching in Tertiary Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces participants to the tertiary education environment through contemporary adult learning theories, frameworks and principles. This introduction is consolidated by the application of contemporary learning and teaching approaches to participants' practice. Drawing on their experiences and evidence-based research, participants will address the critical elements of quality teaching and learning promoted by the VU Block model when students study one subject at a time; active, collaborative, engaged and flexible tertiary education for all. Participants will apply those elements to specific disciplines or fields of study, and link theory and practice through a range of interactive activities. A variety of teaching and learning contexts and modes of delivery for diverse student cohorts or learning spaces are explored. To further develop participants' teaching practices, this unit of study includes peer review and teaching observation of active teaching and learning techniques accompanied by constructive feedback. Participants will also demonstrate and justify the selection of relevant teaching frameworks by creating purposeful lesson plans.

Credit Points: 12

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

1. Critique and advocate use of contemporary adult learning theories to inform their teaching practice in innovative tertiary education environments such as the VU Block mode;
2. Contextualise the elements of learning and teaching, and articulate how these elements influence their own teaching practice;
3. Evaluate teaching practice through reflection including observation and constructive feedback for continuous improvement
4. Reconstruct their own teaching practice; with a justification of changes combining theoretical knowledge, peer observation, feedback and learner performance.

Required Reading:-

Assessment: Assignment, Teaching Observation: provide constructive feedback, and analyse and reflect on impact, 20%. Review, Critique observations of teaching through adult learning theories frameworks, 35%. Portfolio, Scholarly informed and evidence-based teaching plan, 45%.

AET4002 Curriculum Design and Student Assessment

Locations: Footscray Park.

Prerequisites: Nil.

Description: This learner-focussed unit provides a framework for studying and evaluating course design. Assessment strategies are introduced as an integral component of both course design and evaluation of student learning. Participants explore a variety of curriculum models and their relevance to specific cohorts and

learning outcomes. Instructional approaches may include blended, project and problem models, as well as emerging trends in active and experiential learning. Through the unit's assessment tasks, participants examine their own curriculum and assessment practices and propose evidence-based adjustments with consideration of implementation constraints and institutional settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically evaluate a range of approaches to course design and delivery, mindful of student learning needs; 2. Use evidence-based evaluation to inform curriculum design; 3. Make connections between practice and current theories and research on curriculum development and assessment design to prepare recommendations for change; 4. Apply systematic curriculum design processes and principles of alignment to learning goals, teaching and learning activities, and assessment tasks for effective learning; and 5. Design assessment that identifies and reports student learning, provides feedback to students about their learning and informs further learning.

Required Reading: Biggs, J, & Tang, C 2011 4th ed Teaching for quality learning at university Maiden Head: Open University Press/McGraw Press Further readings will be advised during the semester. These will be chosen on the basis of their applicability to the whole student cohort.

Assessment: Review, Peer feedback (800 words), 15%. Assignment, Evidence-based curriculum recommendations (approximate word equivalence 1800 words), 35%. Portfolio, Assessment portfolio with scholarly reflection justifying design (approximate word equivalence 2500 words), 50%.

AET4003 Improving Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit is to provide an opportunity to examine evidence-based pedagogic literature, think more deeply about the role of an educator, and to engage in a systematic and evidence-based investigation of teaching and learning practice in order to improve practice. Students will develop a proposal to undertake an evidence-based approach to improve their teaching practice. The unit supports the consideration of ethical aspects of both evaluating teaching and making improvements to practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Utilise evidence-based and scholarly strategies to independently identify a critical issue in their educational practice; 2. Source and use evidence-based literature to inform improved practice related to this issue in a variety of contexts; 3. Design a detailed educational investigation based on your systematic review of the literature and ethical principles; and 4. Develop ethically appropriate data collection instruments.

Required Reading: There are no required texts for this unit. Links to recommended readings and resource will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Learning and teaching issue (Part 1) (20%) Peer-review (Part 2) (20%) , 40%. Report, Proposal: Educational investigation and dissemination, 60%. The 2 parts of the first assignment are interconnected: students develop a multi-faceted description of an issue (Part 1), then provide colleagues with feedback via the review (Part 2).

AET4005 Supervision of Student Research

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to give supervisors of student research knowledge of

relevant national and institutional regulations on supervision and introduce them to effective supervisory practice. The unit gives supervisors the opportunity to monitor and evaluate their supervision and enhance their practice in a collaborative, peer-supported environment. The unit is designed primarily for staff involved in supervising Higher Degree by Research students, but is also relevant for staff teaching research components of coursework masters and Honours programs. Many staff involved in supervision already engage in continuing professional development of their supervisory practice, and this unit consolidates and give credit for such development. The unit is delivered via a combination of face-to-face workshops and online engagement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate knowledge of the national code and guidelines and institutional supervision-related policies; 2. Critically reflect on effective supervisory practice within their disciplinary context and monitor and evaluate their own practices against these; 3. Monitor and evaluate their own supervisory practices and their effectiveness in supporting quality and timely student outcomes; 4. Critically examine the work of a research student against institutional and national standards; 5. Research and plan an appropriate strategy for improving an aspect of student research within their disciplinary context; and 6. Engage in continuous improvement of their supervisory practices and management of student research through continuing independent learning and professional development.

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

Assessment: Presentation, Presentation defining problem, 15%. Test, Supervisor compliance test, 15%. Portfolio, Reflective portfolio, 25%. Project, Practice-enhancement project report, 45%. Minimum effective word limit 5000 words.

AET4010 Blended Learning Design and Development

Locations: Footscray Park.

Prerequisites: AET4002 - Curriculum Design and Student Assessment

Description: This unit builds upon participant knowledge and skills in contemporary Learning Design. Participants will investigate, design and develop blended learning in a tertiary setting using an inquiry-led approach. They will explore contemporary conceptual and theoretical blended learning frameworks and principles to underpin designs and approaches suitable for diverse learners and their contexts. Participants will examine the potential learning affordances of digital tools to inform the design and development of an authentic blended learning experience.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise and recommend contemporary blended learning frameworks and principles suitable for diverse learners and their contexts; 2. Propose and justify a blended learning design underpinned by an appropriate framework and principles in order to promote the learner experience; 3. Create a constructively aligned blended learning product informed by pedagogical design and incorporating digital learning tools; and 4. Collaborate with peers to inform student learning within a blended learning environment.

Required Reading: Readings will be advised in the VU Collaborate space for this unit. There is no required textbook for this unit.

Assessment: Review, Appraise blended learning frameworks and principles, 20%. Report, Propose, justify and peer review a blended learning design, 35%. Project, Create a blended learning product, 45%.

AET6001 Teaching for Learning in Tertiary Education: Foundations and Beyond

Locations: Footscray Park.

Prerequisites: Nil.

Description: Participants establish a shared foundational understanding of effective and responsive teaching practice in tertiary education informed by contemporary adult learning theories, frameworks and principles. This introduction to teaching for learning is informed by the application of contemporary learning and teaching approaches to participants' practice. Drawing on their experiences and evidence-based research, participants address the critical elements of quality teaching and learning promoted by the VU Block model; studying one subject at a time guided by active, collaborative, engaged and flexible strategies to enhance education for all students. Participants will apply those elements to specific disciplines or fields of study, and link theory and practice through a range of interactive activities. They will explore a variety of physical and online teaching and learning contexts and modes of delivery for diverse student cohorts. To further develop participants' teaching practices, they will engage in observation of active teaching and learning techniques, and provide collegial, constructive feedback through structured peer review. Participants will also justify the selection and application of relevant teaching frameworks by creating purposeful lesson plans.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critique and advocate use of contemporary adult learning theories to inform their teaching practice in innovative tertiary education environments such as the VU Block mode; 2. Investigate key elements of learning and teaching, and articulate how they are contextualised in their own teaching practice; 3. Evaluate teaching practice through reflection including observation and constructive feedback for continuous improvement; 4. Reconstruct their own teaching practice; with a justification of changes combining theoretical knowledge, peer observation, feedback and learner performance.

Required Reading: Links to recommended readings for this unit will be provided to students via VU Collaborate.

Assessment: Assignment, Teaching Observation: provide constructive feedback, and analyse and reflect on impact, 20%. Review, Critique observations of teaching through adult learning theories frameworks, 35%. Portfolio, Scholarly informed and evidence-based teaching plan, 45%.

AET6002 Curriculum Design and Assessment for Learning

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit takes a learner-focussed approach to studying and evaluating course design, specifically focusing on contemporary approaches to curriculum and assessment. Assessment strategies are introduced as an integral component of course and unit design that fosters student learning. Participants evaluate a variety of contemporary curriculum models and their relevance to specific cohorts and learning outcomes. The unit's social-constructivist instructional approach is focused on authentic experiential learning. Via technology moderated experiential opportunities, the unit offers a highly collaborative learning and assessment process. Through the unit's authentic assessment tasks, participants interrogate their own curriculum and assessment practices and propose evidence-based adjustments with consideration of implementation constraints and institutional settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate curriculum designs to recommend approaches relevant to diverse learning needs; 2. Make connections between practice and current theories and research on curriculum development and assessment design to prepare recommendations for change; 3. Apply systematic curriculum design processes and principles of alignment

to learning goals, teaching and learning activities, and assessment tasks for effective learning; and 4. Design assessment that identifies and reports student learning, provides feedback to students about their learning and informs further learning. 5. Communicate improvement-oriented feedback in a professional and respectful manner.

Required Reading: Nil.

Assessment: Review, Recognising/identifying assessment challenges, 15%. Exercise, Justifying curriculum alignment, 20%. Assignment, Assessing student learning, 45%. Review, Professional communication and peer feedback, 20%.

AET6003 Evidence Based Effectiveness of Educational Innovation

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this highly student-focused unit, participants identify a research critical issue related to a teaching innovation and develop a proposal to undertake an evidence-based investigation to improve their own teaching practice. Participants will examine evidence-based pedagogic literature that evaluate teaching innovations. They will design and develop ethically appropriate data collection instruments and propose how that data will be collected and analysed. The assessments are authentic, drawn from participants own practice. The unit's social-constructivist approach is technology moderated to support peer-to-peer collaboration. The unit provides an entry into further scholarship in teaching and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply evidence-based and scholarly strategies to independently identify a researchable critical issue in innovative teaching practice; 2. Design a detailed educational investigation based on a systematic review of the literature, informed by ethical principles; 3. Develop appropriate data collection instruments in relation to a proposed investigation; and 4. Critique proposals and provide professional, improvement-oriented feedback.

Required Reading: Links to recommended readings for this unit will be provided to students via VU Collaborate.

Assessment: Assignment, Investigation of question related to a teaching innovation (Part 1) (20%) Peer-review (Part 2) (20%), 40%. Report, Proposal to conduct research into a teaching innovation, 60%. The 2 parts of the first assignment are interconnected: students develop a multi-faceted description of an issue (Part 1), then provide colleagues with feedback via the review (Part 2).

AET6004 Design and Development across Learning Environments

Locations: Footscray Park.

Prerequisites: AET6002 - Curriculum Design and Assessment for Learning

Description: This unit builds upon participant knowledge and skills in contemporary learning design to optimise and authentically assess learning across the combination of physical learning environments, including work/community-based settings/simulated spaces, laboratories and field trips, and online/blended environments. Using an inquiry-led approach, participants will investigate the dynamic relationship between place, space and learning relevant to their practice. Participants will design and develop learning for a combination of physical and online environments. They will explore contemporary literature to inform designs and approaches suitable for diverse learners in these contexts. Participants will examine the potential learning affordances of multiple learning environments to inform the design and development of an authentic learning experience for either a regular period of study or an intensive mode of study such as the VU Block.

Credit Points: 12

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

1. Critically review a variety of learning environments and their impact on learning; 2. Propose and justify a learning design for a learning environment with a focus on maximising learning for diverse learners in their multiple contexts; 3. Create and review a constructively aligned learning product for a learning environment informed by pedagogical design and incorporating digital learning tools; and 4. Collaborate with peers to inform student learning within a learning environment.

Required Reading: Links to recommended readings for this unit will be provided to students via VU Collaborate.

Assessment: Review, Review contemporary physical and online learning environments, 20%. Assignment, Propose and justify a learning design plan, 25%. Project, Create and peer review a learning product (2 Parts), 55%.

AET6005 Digital Learning Platforms

Locations: Online.

Prerequisites: Nil.

Description: This unit investigates the technical and interactive design elements of learning design, within the context of the systems and technologies, some proprietary, some open source, by which learning experiences are delivered. Participants will integrate learning and teaching theories, frameworks, and methodologies that are deployed within a DLP such as gamification, communication and automated responses (e.g. Intelligent agents), academic integrity, and analytics to detect at-risk students. Participants will gain hands-on experience with; managing content (storyboarding); using bespoke authoring tools to create and edit interactive content (H5P for example); setting up and managing communication; providing solutions using DLP to assess students; space personalisation and enhancing the user experience; for both synchronous and asynchronous delivery. The industry practice of design thinking will underpin our explorations. On completion of this unit, participants will be equipped with the skills and capabilities for their work-ready portfolio.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate Digital Learning Platforms and strategize how one might use them to communicate with, educate, and assess students; 2. Implement teaching and learning strategies in the design, development, and delivery of digital learning interventions; 3. Create and critique online educational instruction artefact for a specific educational context; 4. Recommend contemporary digital learning platforms and learning design practises to stakeholders based on diverse learners and their contexts; 5. Analyse and interpret data that can inform the improvement of digital environments.

Required Reading: Nil. Recommended Readings will be provided in VU Collaborate.

Assessment: Assignment, Design Proposal, 20%. Project, Artefact Development and justification report, 60%. Presentation, Demonstration of Artefacts, 20%.

ANI2001 Stop Motion Animation

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will explore the historical significance and influence of stop animation in the film and visual effects industry. This unit provides students fundamental techniques in the construction and manipulation of characters for the creation of stop-motion animation. Students will synthesis knowledge of anatomy and human movement, and will become familiar with the use of cameras, lighting, and animation techniques in the production of a self-directed stop motion animation project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse, evaluate and critically reflect on stop motion works and texts; 2. Apply

pre-production techniques and design methodology, including storyboarding and animatic creation; 3. Demonstrate creative thinking when combining fundamental principles of visual and narrative design with motion principles; 4. Apply stop motion principles and animation techniques to create a stop motion project using appropriate production techniques.

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

Assessment: Essay, Analysis of animation techniques, 25%. Assignment, Illustrated animatic storyboard, 30%. Creative Works, Narrative stop motion project, 45%.

ANI2002 Animation and Visual Effects Studio 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: The purpose of this unit is to develop an animation or visual effects project concept and plan. The production of the projects will be implemented in the second unit, Animation and Visual Effects Studio 2. Students will develop a project around their specialisations, interests and career orientation in the area of animation and visual effects. In developing this project, students are expected to utilise their learning throughout the course to develop project and production outcomes reflective of industry standards.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify, evaluate and reflect on animation and visual effects industry practices; 2. Evaluate challenges affecting practical implementation of theory and technical knowledge related to the animation and visual effects industry; 3. Investigate issues and overcome challenges associated with planning an industry project; 4. Articulate and advocate, in written and oral formats, a project concept and plan for development and production.

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

Assessment: Creative Works, Project Brief, 25%. Creative Works, Project Report and Rationale, 45%. Presentation, Oral Presentation, 30%.

ANI2003 Animation and Visual Effects Studio 2

Locations: Footscray Park.

Prerequisites: ANI2002 - Animation and Visual Effects Studio 1

Description: The purpose of this unit is to execute the industry-based project planned and developed in Animation and Visual Effects Studio 1. Students will demonstrate and implement their knowledge and skills acquired within the degree, through the production of an animation or visual effects project that is reflective of industry standards. Students will produce a project outcome which enhances their graduate employment prospects and contributes to their portfolio of work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Formulate solutions for challenges encountered during production of animation and visual effects, particularly relating to project workflows, timelines and technical matters; 2. Determine effective outcomes reflective of industry professional practice; 3. Compose and present an animation or visual effects project reflective of industry standards; 4. Interpret peer and teacher feedback to implement improvements to creative work outcomes.

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

Assessment: Presentation, Project Presentation, 25%. Report, Progress Report, 30%. Creative Works, Creative Project, 45%.

ASA2033 Management in Non-Government Organisations

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change. These range from service-providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Critically analyse how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies; 2.Identify the theoretical perspectives informing organisational development and apply it to scenarios in class exercises; 3.Examine the difference between governance of organisations 4.Demonstrate an understanding of the role of social enterprises in a community

Required Reading:Kenny, S., 2016, Developing Communities for the Future, Australia/Cengage Learning

Assessment:Kenny, S., 2016, Developing Communities for the Future, Cengage Learning Australia Report, Report on the key governance instruments of a non-government organisation 750 words, 25%. Presentation, Class Presentation on a social enterprise operating in Victoria, 25%. Essay, Discuss the role of non-government organisations in Australia 2,000 words, 50%.

ASA2034 Project Design and Implementation

Locations:Footscray Park.

Prerequisites:Nil.

Description:The unit introduces students to concepts and practices in development and social economic change projects and programmes. Given the centrality of community participation in sustained development, the unit draws on evolving participatory practices used by the not-forprofits sector and other agencies and their governing bodies to engage communities in the whole project cycle, including decision making, implementation and monitoring, and evaluation. The main thrust of this unit is to enable students at the end of the study to design a project.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Assess models of project design; 2.Investigate and defend the need for, and applicability of project designs in a specific social and cultural context; and 3.Review and construct key components of a project design.. 4.Integrate contemporary technology in project design.

Required Reading:Links to recommended readings and resources for this unit will be provided to students via VU Collaborate.

Assessment:Report, Participatory situation analysis, 30%. Exercise, Design a proposed project, 30%. Project, Complete key components of design for a specified project, 40%.

ASA3023 Theory and Practice of International Development

Locations:Footscray Park.

Prerequisites:Nil.

Description:We live in a world of extraordinary global inequality, both in terms of access to resources and in terms of power. Why extreme poverty occurs and why some countries experience poverty on a scale so much larger than others are key global questions today. The global disparities of resources and power shape the

major social issues today, such as climate change or the way work and global production is organised. This unit examines the forms of global disparities today, how nation-states, NGOs, civil societies and corporations are shaping and contesting these, and how these issues have been studied in the discipline of international development.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Analyse the major theoretical frameworks of international development and distinguish the key differences between these frameworks; 2.Evaluate the applicability of these theoretical frameworks today; and 3.Collaboratively appraise and compare the role of key actors in international development, including nation-states, non-government organisations and intergovernmental organisations.

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

Assessment:Test, Online quiz, 15%. Essay, Written essay, 50%. Report, Written report and group presentation, 35%.

ASA5001 Community Development: Theory and Practice

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit critically reviews a variety of contemporary community development perspectives. The focus is upon understanding the context of international social, economic and political development. Students will critique how they understand their own location and how their views have been shaped by the dominant economic paradigm. The unit focuses also on various development frameworks and their stance regarding environmental sustainability, equality and human rights. Further, the unit engages learners in a self-critique as global players in development and social change. Students interrogate practices in poverty reduction, marginalisation, community organisation and conscientisation, to develop clarity of their own praxis.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Advocate their own position and motivation to undertake community development work; 2.Commentate upon key principles of communicate development in international and local contexts; 3.Deconstruct contemporary development-related issues; and 4.Interrogate the roles of culture, politics, economy and different social contexts in community development.

Required Reading:Students will be provided with an up to date text list via VU Collaborate.

Assessment:Review, Review an item in the unit reading list., 20%. Journal, Weekly reflections on topics covered. Students can focus on one or more ideas., 30%. Presentation, Lead class discussion and analysis of article/chapter reviewed., 10%. Essay, Essay on one of the suggested topics., 40%.

ASA5002 Community Development: Project Planning and Management

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study focuses on project planning and design for community development work in a development setting. The principles of project design are examined and debated in relation to their role and application to international community development work. Students will investigate and selectively apply methodologies and techniques used in project work and its evaluation. Particular emphasis will be placed on participatory approaches such as Participatory Rural Appraisal (PRA), and the impact of gender on outcomes and development strategies. Students will critically review culturally relevant project monitoring, reporting and

evaluation methodologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interrogate the central theoretical aspects of community development project design, implementation and evaluation, and exemplify contextualised practical application; 2. Critically investigate and evaluate the success and sustainability of community development projects; 3. Creatively design, implement and monitor community action plans, strategies and projects that would contribute to professional practice; and 4. Cogently advocate recommendations through corroborating evidence to a variety of audiences.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Exercise, Respond to prompts to interrogate theoretical aspects of CD project design., 15%. Assignment, Conduct a situational analysis of a community project., 30%. Project, Project proposal: it involves evaluating and designing of a community project, budgeting and timeline., 40%. Presentation, Presentation of situation analysis and new project that could address the community problems., 15%.

ASA5004 Engaging Communities for Sustainability

Locations: Footscray Park.

Prerequisites: Nil.

Description: The key focus of this unit is to prepare and empower participants to work with communities in a variety of contexts to achieve effective student learning and action for environmental sustainability. The unit covers the range of key sustainability issues important for communities, at local and international levels, including reducing environmental impacts on water, waste management, greenhouse gas production and biodiversity. Students will learn the most up-to-date methods for engaging communities to achieve productive, equitable and effective change for sustainability. Further, the unit emphasises developing appropriate approaches to community sustainability, given the diversity of contexts and challenges and interconnections between community development issues. Students may engage in a practical community and sustainability project or a critical investigation of a project aiming to assess how holistically it considered issues of sustainability.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Advocate a multi-dimensional definition of what community sustainability is and why and how it is important to a particular group and its wider community; 2. Commentate upon how communities are responding to the challenges of living sustainably using theoretical propositions; 3. Devise ways of using social media and other technology to enhance sustainability action and networking; 4. Interpret knowledge of community sustainability to issues and opportunities for action in a practical arena, using good practice engagement principles for sustainability approaches; and 5. Critically review small-scale community sustainability initiatives.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Exercise, Using 3 slides argue the case for an environmental policy change in 3 minutes, 20%. Presentation, Group presentation with individual written report, 30%. Assignment, Option 1: Develop a project management plan. Option 2: Essay or Report on a contemporary environmental topic., 50%.

ASA5010 Transnational Gender Issues and Human Rights

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores how gender is deeply embedded in the ways we define

our world and act within it, how our bodies are regulated and surveilled and hence how power enters into both the enhancement and suppression of capabilities through definitions of gendered bodies and their interactions and intersections. The gendered dimension is considered from a global perspective through the lens of human rights and how the latter attempt to intersect some traditional modes of gendered identities and interactions by injecting questions about opportunities and outcomes of a social, political, economic or cultural nature. All of this is then disseminated and applied to the work of development and community development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review key gender issues in a global context; 2. Apply the concept of human rights to a particular gender issue and analyse its impact through a justified theoretical framework; 3. Decode/debate/interpret/validate some of the features of transnational human rights instruments, agencies and networks and their advocacy around gender; 4. Interrogate debates about the contradictory impact of globalisation on gender relations; and 5. Cross-examine transgender issues as they arise in an organisational setting highlighting an individual's responsibilities within the workings of local and global communities.

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

Assessment: Review, Reflective review of article on gender and human rights chosen from a set list, 25%. Presentation, Group presentation on an allocated topic plus post presentation reflection., 25%. Essay, Individual essay interrogating a contemporary question or issue in gender and human rights., 50%.

ASA5012 Migration, Culture and Identity

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this interdisciplinary unit students examine migration as part of broader changes at the national, regional and global levels, flagged by the UN and other multilateral bodies as a core component of the human development agenda. Students compare a variety of different forms of migration, including forced, labour and temporary migration. The unit analyses key issues relating to migration, including in particular, the roles played by political organisations, social networks and transnationalism within the migratory experience. In looking at these issues, students critically engage with key debates around culture, race, diaspora and identity that are vital to understanding the social and political context of migration. Included here are debates pertaining to cultural pluralism, acculturation and multiculturalism. The complexities of identity and community making in the context of migration are also examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interrogate the different forms that migration takes from primary and secondary sources, and critically analyse these forms; 2. Conceptually map the ways migration and related micro-experiences, connect to broader social processes; 3. Critique the key debates around culture, race and identity, as they relate to migration through the selection of theoretical propositions; and 4. Advocate effectively to specialist and non-specialist audiences including multi-disciplinary teams, diverse cultural communities and other professional organisations.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Poster, Using a visual medium map a particular type of migration and present your 'map' to the class., 25%. Essay, Research-based essay on a topic of

contemporary migration issues and contexts, 50%. Exercise, Weekly summaries shaped by the Learning Outcomes, 25%.

ASA5023 Building Capacity and Mobilising Civil Society

Locations: Footscray Park.

Prerequisites: Successful completion of 2 units of the course.

Description: This unit of study critiques key developments and debates about civil society, its history and evolving roles and functions in international community development. Students examine civil society's relationships with other actors, including other civil society organisations (CSOs), governments, international institutions and the private sector. They will critically assess the relationships between civil society in developed and developing countries, including in relation to supporting capacity building of Indigenous civil society to mobilise communities to claim rights, hold governments and authorities to account, connect communities and representatives, and plan and implement community development initiatives. Students interrogate the concept of capacity development and its relationship to processes of self-determination, democratisation and state development and consider the appropriateness and sustainability of capacity development strategies. Case studies are used to provide real world illustrations of key issues and tensions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically examine key development and civil society theories in terms contributing to a more resilient community, and a more equitable and sustainable world; 2. Conceptually map the links between public policies, government and civil society organisations in building capacity; 3. Debate the competing conceptions of civil society and deconstruct its roles and functions in international community development; and 4. Theorise and transform thinking about key concepts, issues and debates in relation to capacity building in international community development contexts.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Journal, Responses to issues explored in first 4 sessions., 15%. Review, Review of an event, campaign or, field activity in a digital media format with an explanatory note., 40%. Essay, A critical essay answering a specific question supported by case studies., 45%.

ASA5024 Management in Non-Government Organisations

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study investigates and appraises different forms of organisational structures involved in organising and mobilising for social change in Australia and overseas. These range from service providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. Students critique relevant theories, and through reflective development of their practical skills in selected areas of organisational management, praxis will be enhanced.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies; 2. Recognise the difference between governance and management of an organisation; 3. Collaborate with others in creating various contextual scenarios and designing Civil Society Organisations (CSOs) that would adapt to various local-global socio-economic changes with a view to developing a problem solving praxis with responsibility for personal outcomes and commitment to achieving group outcomes; and

4. Demonstrate competent decision-making to address emergent or complex problems in contemporary non-government organisations.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Assignment, Discuss the external pressures and internal solutions for today's NGOs, 25%. Essay, Structuring, resourcing and financing today's NGOs, 40%. Portfolio, Portfolio of critical appraisal of CSO structures and leadership in current global socio-economic context, 35%.

ASA5050 Conflict Resolution in Groups and Communities

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study debates the application of conflict resolution theory to conflicts at both group and community levels. Through this process a sophisticated, multi-layered definition of the nature of conflict will be derived. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intragroup conflicts, cultural and intergroup conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students' own styles in dealing with conflict.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate skills and knowledges for effective communication for diverse audiences and contexts 2. Exemplify initiative and leadership in a dynamic community environment, acting consistently, ethically and socially responsibly; 3. Demonstrate accountability in autonomous and collaborative judgements and innovative strategic thinking in response to conflict management challenges; and 4. Perform authentically as a reflective conflict management practitioner to formulate, implement and evaluate community-specific investigations to resolve complex professional problems and inform decision-making.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Exercise, Conflict Mapping, 25%. Workshop, Apply conflict resolution strategies and approaches through conflict role-play and simulations and reflections, 25%. Essay, Build on conflict mapping assignment, discuss what efforts have been made to de-escalate the conflict? Critique the approach and explore other options, 50%.

ASA5055 Regional and International Organisations and Policy

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines the roles and functions of organisations vis-a-vis international security, food, education, health, the environment, trade, economic development, human rights and the status of women. A comparative approach is adopted in examining operations of international organisations, states, the corporate sector and civil society. The roles, functions and operations of the UN's specialised agencies are investigated vis-a-vis influence on their member nation's policies. Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. Various regional bodies and international financial and trade organisations are reviewed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically view current debates and discussions within the arena of international community development; 2. Conceptually map how the internationalisation of

economic, political and cultural processes is redefining the role of nation states and communities; 3. Demonstrate interpretive skills with respect to the formation and delivery of community development programs in specific cultural settings; and 4. Cogently advocate recommendations through corroborating evidence to a variety of audiences.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Essay, Short essay discussing key issues in the international relations field., 25%. Essay, Essay examining a contemporary regional or global issue and how it has been approached by different organisations, 50%. Presentation, Write-up of presentation given to class., 25%.

ASA6003 Research Thesis (Part 1)

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: AAA5002 - Research Methods Students must have scored 75% or above in AAA5002 Research Methods in order to undertake ASA6003 Research Thesis (Part 1) and ASA6004 Research Thesis (Part 2).

Description: This unit of study is the first part of the Research Thesis and provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis on topics related to community development or digital media. The final topic will be negotiated between the student and supervisor and will be a research area within the field of community development or digital media either in Australian and/or international context. The research will usually be text-based, but may include fieldwork to gather data. The student who undertakes fieldwork must demonstrate a high-level knowledge of ethical fieldwork procedures and seek timely ethics approval.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate and distil previous research in a designated area; 2. Critically reflect on a range of conceptual and empirical materials and justify conclusions; 3. Argue findings through written communication; 4. Conceptually map the intersection between theory and practice; 5. Elucidate potential ethical problems and implement ethical research processes under supervision; and

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Literature Review, Reviewing the literature relevant to the topic of study, Pass/Fail. Assignment, Developing a comprehensive research proposal with the guidance of the supervisor, Pass/Fail. Other, Complete and submit ethics application to be reviewed by VU's ethics committee (where applicable), Pass/Fail. During the first part of this unit students will learn, under supervision, by doing the preliminary steps of the research process to allow time for data collection in the intervening period. Each assignment is designed as separate research/learning milestones for students to complete the research thesis. Feedback will be provided in each research milestone to prepare students for the final thesis submission. Students are required to submit a completed research thesis of 15,000-20,000 words by the end of ASA6004 Research Thesis (Part 2).

ASA6004 Research Thesis (Part 2)

Locations: Footscray Park.

Prerequisites: ASA6003 - Research Thesis (Part 1)

Description: This unit of study follows Research Thesis (Part 1) and provides students the opportunity, under guidance from a supervisor, to progress in the research process and management. Further to developing a research question and designing the study with an ethics process, the learner will undertake data analysis and its management, and draft the study report which goes to the final thesis. Students,

undertaking creative/practical work, can include their project work with the word count. This is an opportunity for learners to demonstrate they are able to conduct ethical studies in the domains of field, practical/creative, communications research report and interpret the findings and communicate them to various audiences. Again, this part of the research thesis aligns with AQF standards at this level and is deemed as contributing towards a ready practitioner embedded in a community of practice.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically reflect on a range of conceptual and empirical materials and justify conclusions; 2. Argue findings through written communication; 3. Conceptually map the intersection between theory and practice; 4. Devise innovative creative solutions in response to academic theory; 5. Troubleshoot and manage a practical project to successful completion; and 6. Implement ethical research processes under supervision.

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

Assessment: Thesis, Completion of research thesis of 15,000 - 20,000 words, 100%. Each assignment is designed as separate research/learning milestones for students to complete the research thesis. Feedback will be provided in each research milestone to prepare students for the final thesis submission. Students are required to submit a completed research thesis of 15,000-20,000 words by the end of this unit. .

ASA6005 Community-Based Research (Part 1)

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: AAA5002 - Research Methods

Description: This unit is the first Community-Based Research unit, which is followed by Community Based Research (Part 2) Students are required to enter into a Work Integrated Learning (WIL) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skills; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write an assignment that outlines the processes and outcomes of the project.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Implement the skills and knowledge acquired in their international community development studies in a professional setting; 2. Assess 10 core competencies valued by employers across industries (personal management; communication; information management; research & analysis; project, task & organisational skills; teamwork; commitment to quality; professional behaviour; social responsibility; continuous learning); 3. Design, plan and implement a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; 4. Anticipate risks and suggest mitigating measures; and 5. Critically reflect on research experience.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Exercise, Field activity proposal, 30%. Journal, Learning journal, 20%. Assignment, Community Based Project Research Project proposal and plan., 50%.

ASA6006 Community-Based Research (Part 2)

Locations: Footscray Park.

Prerequisites: ASA6005 - Community-Based Research (Part 1)

Description: The unit is the second Community-Based Research unit. Students are

required to enter into a Work Integrated Learning (WIL) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report on their project.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Implement the skills and knowledge acquired in their international community development studies in a professional setting; 2. Assess 10 core competencies valued by employers across industries (personal management; communication; information management; research & analysis; project, task & organisational skills; teamwork; commitment to quality; professional behaviour; social responsibility; continuous learning); 3. Design, plan and implement a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; 4. Anticipate risks and suggest mitigating measures; and 5. Critically reflect on research experience.

Required Reading: Students will be provided with an up to date text list via VU Collaborate.

Assessment: Presentation, At Community Development Symposium, 25%. Performance, End-of-project evaluation from the agency supervisor., 20%. Report, Community-Based Research Report., 55%.

ASC2005 Change and Community Justice

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: This unit will build your knowledge by considering how theoretical frameworks that link to Youth Work and Community Justice work can be applied to our understanding of service users. The unit will use the context of culture, socio economic status, family, education and employment to build a greater conceptual understanding of why particular groups of people are so marginalised that they engage in a range of activities outside of community norms. Current Youth Work, Community Development and Criminal Justice graduates need to be able to develop strong theoretical frameworks that drive their practice and this subject will enable that foundation to be built. Community practitioners must also be strong advocates for the human rights of their service users and reject social practices that often result in further marginalisation of the most vulnerable. It is particularly important that youth, community development and community justice workers are working with young people and other service users in the context of the rapid economic changes that they are experiencing across the world. The unit will contribute to a better understanding of the changing landscape of the global economic environment and the resultant impacts on the most vulnerable.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and examine the different theories that impact on the local and global community in relation to young people and community service users' opportunity and aspirations; 2. Analyse current global trends and research work that is focusing on marginalised communities and their ability to participate in civil society; 3. Explore strategies that enable youth, community development and community justice workers to understand the diversity of people and their marginalisation; 4. Evidence an understanding of the theoretical foundation of human rights and how it drives community worker practice seeking to change the community discourse on the most vulnerable of our community.

Required Reading: Texts will be provided on VU Collaborate

Assessment: Case Study, Part A: Write a case study that details a marginalised community. (1200 words), 40%. Case Study, Part B: Explore the reasons for the marginalisation of that community and the impact of global economic change. (1200 words), 40%. Presentation, Consider how your professional role can contribute to building individual and community change., 20%. Effective total 3000 words.

ASC3007 Research in the Community

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: This unit introduces students to social research in youth and community-focused settings. Students will participate in and be able to articulate practices in professional and bureaucratic contexts and will develop skills in: preparing literature reviews; planning for change; goals and outcomes setting; framework and tool development, data collection, interpretation and analysis in social research; and planning, writing and presenting to professional audiences. The unit of study encourages students to work collaboratively, whilst also assisting them to be reflective and analytical practitioners.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate the importance of being a reflective practitioner within a local and global community; 2. Design and apply evaluation tools for a range of programs and community research; 3. Critically review a range of research tools and implement with an understanding of ethical, legal, and financial considerations, and how they impact individuals and the community; 4. Review examples of research proposals and reports that contribute to work and community networks; and 5. Evaluate and analyse relevant literature that is useful to and identifies good practice; in youth work, community and professional practice debates.

Required Reading: Readings will be provided via VU Collaborate.

Assessment: Literature Review, Short review of relevant vocational literature, 20%. Literature Review, Extended review of an exploration of vocational literature that applies to a chosen research interest or area, 40%. Research Paper, Development and presentation of a research briefing paper (800 word limit and a 3 min pres)., 40%.

ASC3095 Conflict Resolution in Groups and Communities

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study explores how a community development framework of practice can build more inclusive communities. Through discussion and analysis, experiential exercises, role-plays, and problem-solving tasks the unit of study aims to develop student skills and understanding of how to build the capacity of a community, in particular communities that have disparate elements such as a wealth divide, cultural diversity, generational differences, families and the elderly. Using a case study approach on a community the unit will utilise theories such as social inclusion, social capital and community advocacy and participation with the principles and practices of community development. The unit will consider the processes that can be utilised to build an inclusive community by also looking at a number of local communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse key theoretical and practical frameworks on social inclusion, advocacy and social capital; 2. Appraise structural, systemic, and political frameworks of fractured and dysfunctional communities; 3. Critically review a broad range of community programs, actions and strategies; 4. Assess the suitability of community development

program responses; 5. Exhibit reflective skills in writing.

Required Reading: Miall, H, Ramsbotham, O & Woodhouse, T 2011, 2nd edn, Contemporary conflict resolution, Cambridge, UK: Polity Press.

Assessment: Report, Report reflecting on a case study of a community., 30%. Presentation, Peer review of community development theory and practice used in the report., 20%. Report, Develop a range of community development programs for across the age span suited to the Community case study., 50%.

ASL2002 Criminal Justice Systems 2

Locations: Footscray Park, Werribee.

Prerequisites: Nil.

Description: This unit will provide students with an understanding of the range of alternative justice systems that operate within the community context and the important role they play. These include Community Justice centres, Diversion programs, Koori Courts, Drugs Court and mediation programs. The aim is to consider firstly how these approaches have a range of impacts that may include lowering recidivism rates, engaging community involvement and secondly how community and justice workers can use such practices to support offenders so that they are empowered through the process. There is a growing number of diversion and community justice programs within Corrections and in the Community; this unit considers the opportunities and limitations of the diversion strategies in diverse societies.

Credit Points: 12

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

1. Identify a range of strategies that may mitigate criminal justice sentencing
2. Evaluate the impact of alternative justice strategies
3. Explore the benefits of criminal justice diversion programs particularly as an intervention with young adults.

Required Reading: There will be no required texts but readings and reports that are current on the success and otherwise of these initiatives will be utilised as a part of the students learning.

Assessment: Assignment, Case Study of an alternative justice program (800 words), 30%. Essay, Analyse the benefits of alternative community justice strategies (2,000 words), 40%. Test, Multiple Choice, 30%.

ASL2003 Ethics

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit includes a survey of the legislation, charters, declarations and rules governing the conduct of public institutions, the development of the various aspects of human rights as emphasised in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct. It also includes an examination of evidence and critical thinking within ethical practice. What techniques are deployed by individuals in the context of ethical decision-making? Students will apply ethical frameworks and concepts to real-world dilemmas and present their case.

Credit Points: 12

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

1. Demonstrate a foundational understanding of ethical frameworks and theories that underpin professional practice in criminal justice contexts;
2. Apply the study of ethics to the practices and relations of criminal and social justice;
3. Apply ethical principles to 'real life' problems and issues in professional practice within the criminal justice system.

Required Reading: Readings are listed in the unit outline, available in the Library Reserve and on VU Collaborate

Assessment: Test, 1 x 2 Multiple Choice tests 15 % each, 30%. Essay, Analyse

ethical and moral perspectives related to criminal justice, 30%. Exercise, A review of a case and present (Report, Debate and Presentation on the findings), 40%.

ASL3001 Criminal Justice 3

Locations: Footscray Park, Werribee.

Prerequisites: ASL1003 - Criminal Justice Systems ASL2002 - Criminal Justice Systems 2

Description: This unit will provide students with a clear understanding of the factors that lead to fundamental reform within the criminal justice system. Students will explore a range of theories and best practice models from a national and international perspective, that have been implemented by a variety of stakeholders within the criminal justice system. Students will also learn about the legal and financial implications of reforms enacted by both the government and non-government sector and how these impact those involved in the criminal justice system.

Credit Points: 12

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

1. Identify a range of factors that influence the need for criminal justice reform and explore the processes involved
2. Evaluate the impact of government funding on criminal justice reform
3. Critically review theoretical models and practical applications
4. Develop an understanding of the 'lived experience' of people involved in the criminal justice system both clients and stakeholders

Required Reading: Required Readings and reports that are current and relate to reform will be provided via VU Collaborate.

Assessment: Report, Minister Advisor funding report (500 words), 30%. Essay, Analyse theoretical models and critically review their practical applications (1500 words), 40%. Presentation, Group presentation identifying a range of factors that influence the need for criminal justice reform and exploration of the processes (1000 words), 30%.

ASN2001 Cross Media Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: The ways in which audiences engage with narratives is changing due to developments in media distribution and technological convergence. Media narratives are interwoven across platforms and devices and are experienced in a combination of real and virtual environments. In turn, target audiences and fans actively participate in, share, create, curate and influence these narratives. In this unit, students will investigate transmedia production, narratives, and 'story worlds' and analyse the use, impact and potentials of participatory culture and user engagement.

Credit Points: 12

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

1. Analyse the use of media platforms in association with cross media narratives;
2. Conceptualise effective cross media project plan to engage with a target audience;
3. Present and appraise project pitches that exhibits industry cross media practice; and
4. Utilise a range of media platforms in the planning and creation of cross media projects.

Required Reading: Required reading is provided to students via VU Collaborate.

Assessment: Research Paper, Case study analysis of cross media practice, 20%. Assignment, Project proposal, 30%. Creative Works, Cross Media Project Teaser, 30%. Presentation, Pitch presentation, 20%.

ASN2002 Visual Effects

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines both the historical significance of technology in the development of the visual effects field and the contemporary industry practices and standards. The aim of this unit is to equip students with the knowledge and technical skills to plan, design and implement effective visual effects for media production. Students will use various media including, video, text, animation, chroma keying and effects to create compositions that encompass visual effects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critique contemporary approaches to visual effects techniques; 2. Locate information and resources in a variety of formats and interpret them in both written and visual mediums; 3. Create and manipulate appropriately visual effects and video content elements for composition; 4. Map the workflow required to plan, design and create compositions; and 5. Operate appropriate software to create compositions.

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

Assessment: Essay, Reflective essay outlining impact of visual effects (1000 words), 25%. Exercise, Minor visual effects composition (1200 words), 30%. Creative Works, Major visual effects composition (1800 words), 45%.

ASN2003 Screen Media Careers

Locations: Online.

Prerequisites: Nil.

Description: In this unit students develop vital skills in planning, developing and gaining employment within the multifaceted screen media field. In addition to classroom content, students must complete work placement, where they will be directly supervised by a professional within the screen media industry. The work placement further facilitates the integration of classroom theory and practice with industry practice and may be undertaken in either block or concurrent mode. The unit focuses on students acquiring skills and knowledge critical for finding employment in the screen media industry, including the development of an industry standard media portfolio and industry contacts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically reflect on key issues in screen media workplace, including workplace culture, conduct and communications; 2. Present a professional career plan with reference to existing professional skills, attributes and interests; 3. Create and maintain a professional media portfolio demonstrating workplace experience and existing body of work and skills; and 4. Compose job finding resources suited for contemporary screen media workplaces.

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

Assessment: Assignment, Career plan (500 words), 20%. Journal, Reflective journal (800 words), 30%. Portfolio, Online digital portfolio, 50%. Total effective word limit 5000 words.

ASN2004 Post-Production

Locations: Footscray Park.

Prerequisites: Nil.

Description: This second year unit explores the range of techniques used in both picture and audio post production in the screen media industry. The unit includes both theoretical and practical exercises based around students' own production work and the post production workflow.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and evaluate a range of picture and post production techniques through research and written reflection, connecting to practice. 2. Evaluate the workflow for

specific areas of post-production; 3. Apply audio post techniques to produced project work; and 4. Apply picture post techniques to produced project work.

Required Reading: Students will be provided with weekly material on VU Collaborate to support the curriculum. Dion Scoppettuolo, Paul Saccone, August 14, 2018 2018 The definitive guide to DaVinci Resolve 15: Editing, Color, Audio and Effects Blackmagic Design

Assessment: Essay, Analysis of applied post production techniques, 30%. Creative Works, Post production of produced audio exercise and written reflection, 30%. Creative Works, Post production of produced picture exercise and written reflection, 40%.

ASN2005 From Concept to Production

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: This unit focuses on the ideation, development cycles and delivery of innovative music video production in the context of design and creative industries. Students are introduced to key innovation production management approaches, practices and theories, to further their understanding of how different design and creative disciplines relate to each other and evolve within particular historical, theoretical and philosophical contexts. In addition to being required to engage in critical analysis, students will work in groups to produce innovative projects of their own, and will utilise production equipment and facilities. Students undertaking this unit will further benefit from working collaboratively within a diversely-skilled team in response to innovative project demands. Weekly group discussions will explore critical dialogues focussing on significant practical and theoretical issues and the assessment tasks will develop aural, visual and written analytical skills across a range of appropriate technologies and techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and differentiate music video practices and relevant historical, theoretical and philosophical contexts; 2. Apply relevant skills and knowledge to produce and realise independent works, artefacts and forms of creative expression; 3. Identify and evaluate appropriate and meaningful information from text, web, audio-visual and studio-based resources; and 4. Critique and analyse ideas and concepts.

Required Reading: Readings and references relevant to the work being investigated will be posted on VU Collaborate.

Assessment: Assignment, Storyboard Analysis, 20%. Essay, Critical Review of Music Video Concept and Production, 40%. Creative Works, Music Video, 40%.

ASN2006 Cinematography

Locations: Footscray Park.

Prerequisites: ACM1006 - Digital Sound and Video

Description: The unit explores the area of cinematography through practical workshops, in the areas of visual storytelling, camera operation and movement, lighting, exposure and measurement. Students are provided the opportunity to undertake practice that reflects industry practice and standards. Underpinning the practical focus is an emphasis on the theoretical knowledge and critical thinking associated with the field of cinematography.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the various aspects and techniques associated with cinematography 2. Compose videos that utilises various cinematography techniques 3. Experiment with the implementation of cinematography lighting techniques 4. Coordinate the planning required for professional cinematography

Required Reading: In addition to the required text, additional reading materials will be

provided on VU Collaborate. Blain Brown/2016 3 Cinematography: Theory and Practice New York/Routledge

Assessment: Essay, Analysis of applied cinematography techniques, 15%. Creative Works, Minor cinematography exercise, 35%. Creative Works, Major cinematography exercise, 50%.

ASN2007 Media Placement

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit students complete a work placement, where they will be directly supervised by a professional within the media industry. The work placement further facilitates the integration of classroom theory and practice with industry practice. The unit focuses on students acquiring skills and knowledge critical for finding employment in the media industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically reflect on key issues in a media workplace, including workplace culture, conduct and communications; 2. Create and maintain workplace professionalism reflective of the media industry; 3. Adapt acquired skills, knowledge and practice for a contemporary media workplaces

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

Assessment: Portfolio, Placement Portfolio, Pass/Fail. Other, Placement, Pass/Fail. In order to achieve an overall pass in this unit, students must pass both assessments.

ASN3001 Screen Media Enterprise

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines the essential business skills required for success within the dynamic screen media profession. Students will develop a return brief for a real world external client, reflective of current industry practice. The return brief will include audience research and market and competitor analysis, along with project objectives, a budget, timeline and project deliverables. Students will investigate current media industry trends and data, practice persuasive client communication, including pitching video projects to clients, and develop the skill of interpreting and re-visioning briefs. They will learn how to effectively plan for competitive resourcing and budgeting incorporating contingencies using relevant industry tools and methods. Students will also have the option to study and work within the collaborative and vibrant setting of a student-led media agency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review and evaluate the requirements of screen media projects and the screen media industry; 2. Determine and present responses to client briefs for screen media projects; 3. Develop plans for resourcing and budgets for screen media projects.

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

Assessment: Report, Industry Analysis, 20%. Exercise, Return Brief, 30%. Project, Final response to Client Brief, 30%. Presentation, Pitch Presentation, 20%.

ASN3002 Screen Media Practice

Locations: Footscray Park.

Prerequisites: ASN3001 - Screen Media Enterprise

Description: This third year unit provides opportunities for final year students to produce real world screen media projects for clients, reflective of industry practice.

The unit provides the opportunity for students to collaborate in the production of video projects that may include, corporate, documentary, television commercials, promo, web, event and training videos. Past clients have included government, corporate, sporting and cultural agencies. Students will be expected to undertake the production of a screen media project for an external client. A brief will be prepared by the client and the planning, pre-production, production and post-production work will be accomplished by student teams under the guidance and mentorship of leading industry professionals. It is expected that the completed projects produced for Screen Media Practice will be an important part of the student's professional portfolio and form a bridge between the course and the type of work undertaken on the successful completion of the degree.

Credit Points: 12

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

1. Analyse and evaluate a screen media client brief.
2. Undertake the various production stages required for a specific screen media project.
3. Anticipate and resolve the business and production requirements for a specific screen media project.
4. Deliver a screen media project according to an external client brief.

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

Assessment: Report, Client Return Brief, 20%. Report, Progress report, 20%. Report, Presentation, 20%. Project, Major Project, 40%.

ASP2001 Political Economy of Colonialism and Neocolonialism

Locations: Footscray Park.

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

Description: The unit examines the phenomenon of colonialism and neo-colonialism since the 19th century in a range of regions, but including that of Southeast Asia. The unit introduces theoretical frameworks linked to the analysis of colonialism, neo-colonialism and the shift from the former to the latter. It asks students to apply these frameworks in the consideration of specific case studies. Through doing so, students gain an understanding of the purposes of colonial and neo-colonial exploitation, the forms of the power relationships involved in such exploitation, the varied responses employed in opposition to such exploitation, and some of the contemporary challenges that we face as a result of such acts of exploitation. The unit helps students to refine and employ skills associated with empirical and normative analysis.

Credit Points: 12

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

1. Map and critique the main theoretical debates about colonialism and neo-colonialism;
2. Survey the history of colonialism and neo-colonialism;
3. Investigate the ecological ramifications of colonialism and neo-colonialism;
4. Reflect critically on the readings and discussions and contribute, to the debate on relations between the Global North and South.

Required Reading: Book of Readings prepared by the lecturer. The readings will be compiled in part from the recommended (short) reading list.

Assessment: Assignment, Plan/bibliographic exercise, 20%. Essay, Major essay, 45%. Review, In class test, 35%.

ASP2007 Dictatorship and Democracy

Locations: Footscray Park.

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

Description:How should political systems be organised? This fundamental question remains entirely relevant today, as countries and organisations around the world seek to pursue complex objectives and to satisfy diverse stakeholders. In this unit, students tackle this question, drawing upon the writings of the theorists and practitioners of power themselves rather than solely via interpretations by others. The course begins with some general questions on dictatorship and democracy. It then moves on to examine the writings of a range of important political theorists. These writings will include examples from Ancient Greece, the Renaissance period in Europe, the Enlightenment period in Europe and America, the Totalitarian movements of the 20th Century, and some diverse contemporary political contexts.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Compare and contrast theories regarding the nature of democracy and dictatorship and the various forms in which these doctrines really exist; 2.Critically analyse and evaluate concepts and arguments related to political doctrines; 3.Inspect, gather and critically employ research regarding political theory; and 4.Articulate arguments and analysis in a precise and concise fashion, both orally and in written form.

Required Reading:A list of readings will be provided on VU Collaborate.

Assessment:Exercise, Comparison of political systems exercise, 20%. Essay, Academic essay, 50%. Report, Reflective report and presentation, 30%.

ASP2010 Origins of International Politics

Locations:Footscray Park.

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

Description:This unit provides an introduction to key historical events and concepts relating to international politics. It is designed to help students understand the origins of the political systems in which we live today, and to recognise the importance of political science as a means of investigating and evaluating political structures and practices at local, national, regional and global levels. We examine the origins of nation-states, corporations, and key international and non-governmental organisations, discussing how, where, when and why these political forms emerged and why they have persisted and proliferated.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Investigate the origin and character of key political structures, including nation-states, corporations, and international and non-governmental organisations; 2.Explain the emergence and persistence of such political structures to relevant theories drawn from Political Science and International Relations; 3.Locate, review and employ a range of sources related to the study of political structures; and 4.Articulate, orally and in writing, clear and convincing arguments regarding the origin, persistence and normative value of the political structures noted above.

Required Reading:Resources will be available in the unit VU Collaborate space.

Assessment:Assignment, Reflective paper: My involvement in international affairs (750 words), 20%. Essay, A fully referenced, academic essay (2000 words), 50%. Journal, Journal summary of session questions, reflections & presentation (750 words), 30%.

ASP2011 Foundations of Political Science

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit is designed to welcome you into the discipline of Political Science, to help you navigate this discipline, and to give you a sense of where the skills and knowledge associated with Political Science are used out in the real world. Rather than adopting a standard approach to this unit, one that examines each of a

range of diverse topics, this unit is centrally focused on the concept of 'power'. This is not because power is the only concept of importance within political science, but instead because it is both an important concept and a complex one. Concentrating on power offers two advantages. Firstly, the concept of power is central to much of political science, which means that it offers us a common entry point to discussions of many relevant ideas, concepts and theories. Secondly, grappling with a concept as complex as this one is an important part of university study – this approach gives us the time to untangle power and its many elements.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Analyse and compare core concepts of political science; 2.Apply political concepts to the examination of contemporary events; 3.Locate primary and secondary materials and review their content as it relates to political concepts and events; and 4.Articulate their ideas and arguments precisely and concisely in a range of settings and forms following academic conventions..

Required Reading:-

Assessment:Test, Online quizzes x 3, 15%. Essay, Analytical Essay, 50%. Journal, Responses to key questions, 35%.

ASP3002 International Security

Locations:Footscray Park.

Prerequisites:ASP2007 - Dictatorship and DemocracyASP2010 - Origins of International PoliticsASP2011 - Foundations of Political ScienceStudents enrolled in course code ABAB or IBLA must have completed two of the following units ASP2011 Foundations of Political Science, ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics.

Description:This unit provides an introduction to security studies, a field of inquiry that examines the political processes through which people seek security within the realm of international politics. The unit adopts a historical approach to the examination of this subject: we shall consider how our understandings of security have changed over time, which types of political actors have been most responsible for the maintenance of security, and what types of strategies these actors have adopted in their pursuit of security. Thus, this unit offers students the opportunity to examine some of the most important issues facing the international political system today.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Interrogate concepts and theories relating to the field of security studies and assess their relevance to events in international politics; 2.Probe complex security problems and develop a research project designed to elucidate these problems; 3.Critically review literature related to the field of security studies and employ that literature in the construction of a convincing research report; and 4.Reflect upon concepts, theories and events in the field of security and elaborate on their relevance and application both orally and in writing, in a clear and persuasive manner.

Required Reading:Required texts will be made available on VU Collaborate.

Assessment:Report, Security report (400 words), 20%. Portfolio, Tutorial portfolio (600 words), 30%. Essay, Essay (2000 words), 50%.

ASP3003 The Politics of the United States of America

Locations:Footscray Park.

Prerequisites:ASP2007 - Dictatorship and DemocracyASP2010 - Origins of International PoliticsASP2011 - Foundations of Political ScienceStudents enrolled in course code ABAB or IBLA must have completed two of the following units ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics and ASP2011 Foundations of Political Science.

Description: In this unit we will examine the politics and political system of the United States of America. The unit focuses on the following two general themes; normative political principles and their application in the United States, and key institutions and their operation. Studying the United States is important for two reasons. Firstly, because the United States is perhaps the most powerful state in the international system and a key ally of Australia, understanding how politics works in the US is of great practical importance to us. Secondly, the American model of politics is important in its own right. The founding of the US Constitution created one of the earliest democratic political systems of the modern era. Since then, peoples and states around the world have built upon the "American model" when constructing their own constitutions and political systems. It is important that we have comparative models that help us understand political systems and contrast them to political models around the world.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interrogate the normative challenges that emerged in the context of the formation of the political system of the United States of America; 2. Critique the institutional design of the federal government of the USA in light of the normative challenges faced in the context of its formation; 3. Critically review literature related to the field of American government; and 4. Articulate persuasive arguments in response to problems associated with normative theory and institutional design as relevant to the political system of the USA.

Required Reading: Jillson C. and Robertson D. B. 2010/2014 1st/2nd Perspectives on American Government London and New York: Routledge

Assessment: Other, Online assessment (VU Collaborate), 10%. Annotated Bibliography, Annotated Bibliography, 15%. Essay, Essay based on normative analysis (2000 words), 45%. Presentation, Presentation (Group), 30%.

ASP3004 Theory and Research in International Politics

Locations: Footscray Park.

Prerequisites: ASP2007 - Dictatorship and Democracy ASP2010 - Origins of International Politics ASP2011 - Foundations of Political Science Students enrolled in course code ABAB or LBLA must have completed two of the following units ASP2011 Foundations of Political Science, ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics.

Description: The purpose of this unit is to provide students with knowledge regarding some of the different theoretical lenses that can be used to interrogate international politics. These lenses, which include "rationalist" theories such as Realism and Liberalism and "reflectivist" theories such as Constructivism and Post-Structuralism, help us to interpret the world in different ways. They also form frameworks in which research on international politics can be undertaken and evaluated. This unit asks students to engage with and evaluate examples of academic research, in part as a means of preparing students to undertake their own research later in their studies. As such, this unit is particularly suited to supporting students' work in capstone units and in postgraduate study.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review complex academic work that utilises IR theory and compose a guide that elucidates that work to other students; 2. Investigate issues relating to international politics, interrogate those issues through the application of International Relations theories and formulate a research plan; 3. Locate primary and secondary materials relating to International Relations theory and international political issues, discriminate amongst such sources according to their relevance and cite such sources in the context of coursework; and 4. Compose and present clear, coherent and persuasive arguments regarding International Relations theory.

Required Reading: Jørgensen, K 2010, International relations theory: a new introduction, Houndmills, Basingstoke: Palgrave Macmillan.

Assessment: Assignment, 2 A4 page guide to an article on IR theory (500 words), 30%. Essay, Fully-referenced, academic essay on IR theories (1500 words), 40%. Examination, End of semester, two-hour, essay-based exam, 30%.

ASS2002 Social Worlds, Social Policy

Locations: Footscray Park.

Prerequisites: Nil.

Description: The unit provides an opportunity for students to develop and apply the skills of policy analysis and critique to current 'real world' policy issues. It focuses on the role of social policy in reshaping the everyday lives of ordinary citizens, social identities and the nation-state in these uncertain times. A key concern explored is the way in which neo-liberal conceptions of the social world are shifting the policy debates away from the 'public' citizen to that of the 'self-governing' private individual. Utilising insights from contemporary theories about how we are governed through a range of institutions, social networks and governmental strategies, the unit explores the 'invented' character of various policy debates from selected fields such as immigration, multiculturalism, education, health, employment, urban planning and emerging themes. Through these case studies, attention is directed to the categorisation of individuals and the processes through which they are treated as objects and objectives of government and how social identities become attached to specific social policy formulations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise contemporary debates about social policy and civic life; 2. Critically review the ways in which contemporary forms of governance are reshaping key social policy areas; and 3. Interrogate key social policy documents by placing these with broader social contexts.

Required Reading: Provided via VU Collaborate.

Assessment: Review, Analyse key concepts in policy analysis, 25%. Case Study, Contextualize a selected policy within a broader policy, 45%. Exercise, Response to questions, 30%.

ASS2004 Sociology of Social Control

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is interested in the regulation of normal and 'deviant' citizens, including corporate citizens, in contemporary Western societies. Interrogating the claim that both normality and deviance are 'managed', students are introduced to the ways in which deviance and normality has been thought about, identified and acted upon. Students are introduced to sociological analyses of deviance, and to questions concerning the contribution of sociological investigation to the work of social regulation. Broad topic areas explore normality and deviance in popular culture, and through medicalisation and crime and justice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse processes through which individuals and groups are constructed as 'deviant'. 2. Appraise key sociological approaches to the study of deviance and social control. 3. Critically reflect upon sociological approaches to deviance by relating these to contemporary examples.

Required Reading: The readings and other material for the unit available via VU Collaborate.

Assessment: Exercise, Exemplify knowledge of key concepts from sessions 1-3 of unit through a set of short answer questions. End of Week 1., 25%. Test, Assessing

knowledge of sociological theory and concepts at mid-point. End of Week 2., 15%. Case Study, Critically evaluate a key concept from the sociology of deviancy drawing upon a current example. End of Week 3., 40%. Portfolio, Tutorial portfolio (500 words) Written summary map and short presentation. End of Week 4., 20%.

ASS2009 Making Modern Identities

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study draws on recent social and cultural theory addressing questions of identity and difference to explore the historical production of contemporary identities. It seeks to juxtapose the notion that identity is unstable and historically conferred with those discourses that speak of identity as unitary and stable over time. The unit of study looks to the newly visible categories of 'women', 'migrant', 'gay' and 'black', and to slightly older categories like 'the homosexual', 'the delinquent', 'the Aborigine' to question more familiar narratives of identity formation and to explore the implications of those moves for understanding connections between identity formation and governmental activity.

Credit Points: 12

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

1. Develop a critical awareness of the contingency of identity; 2. Deconstruct essentialist thought; 3. Apply a broad-based knowledge of the different core issues in processes of identity formation across cultures and history; and 4. Critically reflect on contemporary theories of personhood and categories of person.

Required Reading: Readings are available via VU Collaborate.

Assessment: Literature Review, Review of readings, 25%. Essay, Write an academic essay based on questions on essential readings. Students select one question., 50%. Exercise, Respond to four questions. Each question is based on an essential reading prescribed for the week., 25%.

ASS2028 Contemporary Africa and Social Change

Locations: Footscray Park.

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

Description: The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit seeks to engage students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa's 'developmental' trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. The unit also explores past and present trends in Africa's socioeconomic affairs, and considers their impact. Students will consider both the salience of local communities' engagement with socioeconomic empowerment and the international community's engagement with socioeconomic empowerment and peace building.

Credit Points: 12

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

1. Investigate individually and as a team the complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions; 2. Critically evaluate cases of development and social change planning and implementation; 3. Appraise past and present trends in Australia's engagement with Africa; and 4. Explain as a team Africa's position in the global socioeconomic, environmental, security and other aspects of world affairs.

Required Reading: Readings and other resources will be provided on the VU Collaborate site.

Assessment: Essay, Essay Plan and Introduction, 15%. Essay, Theoretical essay on a set topic drawn from one of the weekly session topics (1200 - 1500 words), 25%. Test, Online quiz, 30%. Poster, Poster presentation on comparative trends in development between an African and another developing region (500 words), 30%.

ASS3007 Space, Knowledge and Power

Locations: Footscray Park.

Prerequisites: ASS2004 - Sociology of Social Control or ASS2009 - Making Modern Identities

Description: This unit explores questions about what does it mean to be a social scientist and how and why people, more or less, unconsciously adjust to their social milieu. The unit examines the influence of space on human behaviour; how knowledge is created within an individual's living space, and how different forms of power, legally or illegally acquired, are presented in the social sphere. The discussion between Michel Foucault and Paul Rabinow about how individuals' everyday life is influenced by and how people negotiate 'space, knowledge and power', is the starting point. These concepts are analysed from the sociological discipline and its theoretical framework.

Credit Points: 12

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

1. Analyse and articulate continuities and differences in theoretical and analytical materials that share a conceptual terrain 2. Exhibit an increased effectiveness in problem-solving via the application of social theory to questions to do with the organisation of 'everyday' social space. 3. Apply the knowledge and skills from the discipline and urban theory of sociology to problems in wider contexts.

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

Assessment: Exercise, Reflective Exercise, 20%. Essay, Essay, 40%. Case Study, Research report 25% 15% Presentation, 40%.

ASS3009 Sociology of Law

Locations: Footscray Park, Werribee.

Prerequisites: Nil.

Description: This unit of study is framed around classical and contemporary social theory as applied to law and order. Attention is given to how social life and law are intertwined, with a focus on the relationship between justice and crime from social and cultural perspectives. Students will have an opportunity to explore in-depth, particular areas of justice, such as the law and minority groups, Indigenous Australians, and contemporary issues, for example, surveillance, policing, corporate crimes, court proceedings, victimology, and explanations of the causes of crime.

Credit Points: 12

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

1. Critically review the main frameworks of understanding in the sociology of law; 2. Apply sociological theory to contemporary issues in law, regulation and social order; and 3. Research and lead analysis of a specific topic using knowledge of key concepts in the sociology of law.

Required Reading: Nil.

Assessment: Exercise, Short answer preliminary exercise (400 word limit), 20%. Poster, Visual map of draft major investigation (A3 page), 20%. Report, Major investigation on contemporary issue (1500 word limit), 40%. Presentation, Interactive Presentation based on major investigation (5 mins max), 20%.

ASS3014 International Social Policy

Locations: Footscray Park.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at

least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: This unit studies social policy from a global perspective. That is, it considers how policy decisions that are made in nation-states, in areas such as health, welfare and work are shaped by broader global contexts. In some cases this is because key international agencies such as the United Nations or the World Bank are very significant in making policy decisions. In other scenarios it might relate to the ways ideas spread between different nation-states, or the role of non-governmental organisations or corporations in shaping the policies governments make. The primary focus is on policy making in the post-colonial states.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate how social policy is constructed at local, regional and global levels; 2. Analyse key aspects of social policy in the post-colonial states; and 3. Critique the role of global and local actors and agencies in the construction of social policy.

Required Reading: Reading pack available

Assessment: Annotated Bibliography, Report abstract and Plan, 10%. Report, Social Policy Report, 40%. Journal, Written Responses (4), 30%. Presentation, Group Presentation, 20%.

ASS3033 Political Sociology

Locations: Footscray Park.

Prerequisites: Nil.

Description: Political sociology is concerned with questions of social and political power, particularly as they pertain to the interaction between state and civil society. This unit probes these central theoretical debates. This includes an examination of the ways in which class, racial and gender identities are constituted within a field of social differences and power.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse key theoretical frameworks of political sociology and distinguish key differences between these frameworks; 2. Contextualise the basis, and political significance, of writing on race, class and gender as problems; and 3. Reflect on the utility of political sociology as a way to understand social 'problems'.

Required Reading: Reading pack available.

Assessment: Examination, Take home exam interpreting a key theoretical frameworks, 20%. Presentation, Tutorial presentation and report, 30%. Essay, A reflective essay drawing on the concepts from political sociology to assess specific social and political issues., 50%.

ASS3050 Migration, Mobility and Globalisation

Locations: Footscray Park.

Prerequisites: Nil

Description: The aim of this unit is for students to have an understanding of the different forms migration takes today, and to develop a critical understanding of the key debates around migration. The underlying theme of the unit is to link migration to broader processes of social change at the global, regional and national levels. The unit will compare and discuss a variety of forms of migration, including forced migration, skilled migration and temporary migration. It will look at key issues, including migrant remittances, migrant political organisations and debates around identity, cultural pluralism and multiculturalism.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise the different forms of contemporary migration; 2. Critically analyse the connections between migration and the broader social processes globally,

regionally and nationally; and 3. Critically appraise debates around migration including those around cultural diversity and identity.

Required Reading: Readings are available via VU Collaborate.

Assessment: Essay, Critically discuss a key question in the migration literature., 25%. Report, Interview and case study of an individual migration experience., 45%. Journal, Reflection on readings., 30%.

ASX5000 Study Tour

Locations: Footscray Park.

Prerequisites: Completion of an Undergraduate degree

Description: This unit is designed for students undertaking an approved postgraduate program in a number of Colleges within the Cluster of Sustainable Industries and Liveable Cities. Students participate in an organised short-term or long-term study tour for the purposes of formal study combined with experiential learning in a particular culture and society. Through living, experiencing and engaging in different real-life intercultural interactions, students participate in a series of seminars hosted or organised by agencies, institutions or organisations approved by the students' course coordinators in respective Colleges.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically reflect upon other cultures and societies through experiential learning; 2. Demonstrate a good understanding of a particular theoretical framework and/or practical skills through cultural lens; 3. Critically commentate upon the role of culture in ethical decision making or problem solving; and 4. Persuasively advocate their recommendations in both written and oral form to socially and culturally diverse audiences. 5. Demonstrate specific disciplinary knowledge and skills in areas of the negotiated content related course of study to provide a theoretical framework through which to anticipate and respond to authentic complex intercultural interactions; 6. Develop analytical skills to probe, critically review, decode and evaluate culturally significant objects;

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

Assessment: Journal, 4 reflective journals completed during the study tour, 30%. Presentation, 20 minutes seminar presentation at the Community Development Symposium to various stakeholders, 20%. Report, Final report summarising key learning acquired from study tour, linking community development theories and principles, 50%.

AYW2001 Young People with All Abilities

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: This unit of study is an introduction to disability, and provides an overview of the history of disability in Australia. The predicated lifespan and opportunities of individuals will be explored and the impact that a disability has on the individual young person, family and community. The students will be introduced to a range of topics including disabilities/impairments that are developmental, acquired, genetic or hereditary. This unit then introduces students to the empowerment models of Person Centred Planning and Active Support when working with young people with diverse abilities. The concepts of access and inclusion will be considered from a youth work perspective. The unit will ask the student to examine their own values and ethics working with young people with diverse abilities. This unit will also deliver a specific public speaking component to empower students to be able to advocate for marginalised young people and to assist them in developing an important skill set in this work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Critique the history of disability in Australia; 2. Analyse how different models of disability have impacted the lives of young people with a disability; 3. Articulate the issues and barriers facing young people with disabilities in their daily lives; 4. Evaluate the impact of how personal values and attitudes impact on the life of a young person with diverse abilities. 5. Develop new skills in public speaking to collaboratively advocate for young people with all abilities.

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

Assessment: Test, Complete a quiz based on the History of Disability, 20%. Report, Written report on a Disability Access and Inclusion policy or plan (1500 words), 50%. Presentation, Research and present on a disability or impairment and present your work to your peers, 30%.

ECE2001 Practice in Partnership 1

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: In this unit, pre-service teachers undertake a period of teaching in an early childhood setting with children under three years of age. Pre-service teachers will engage in pedagogical documentation to build curriculum responsive to infant, toddlers, and families. Connections will be made illustrating contexts of caregiving; vision, strategy, and innovation in curriculum planning with infants and toddlers; understanding the power of relationships in working with infants, toddlers, families, and communities; and demonstrating practices and policy development reflective of infants and toddlers as capable and competent.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Analyse the diverse roles and responsibilities undertaken by early childhood educators in a range of contexts. 2. Demonstrate practices and policy development reflective of infants and toddlers as capable and competent. 3. Plan and build curriculum responsive to infant, toddlers, and families using pedagogical documentation. 4. Apply teaching practices grounded in reciprocal relationships with infants, toddlers, families, and communities.

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

Assessment: Presentation, Creatively design a quality classroom environment for infant/ toddlers. - 900 word equivalent, 30%. Assignment, Pedagogical documentation Part 1- 1050 word equivalent, 35%. Assignment, Pedagogical documentation Part 2- 1050 words equivalent, 35%. Hurdle requirement: A satisfactory partnership (placement) report.

ECE2002 Practice in Partnership 2

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: Dominant understandings of child development as defined in policy documents and curriculum frameworks view children from a narrow, normalised perspective often with no regard for diversity and context. In this unit, pre-service teachers will critically engage with major theorists and theories regarding children and childhoods (3-8 years) grounded in meaning-making, complexity, multiplicity, and context. As part of this work, pre-service teachers will analyse and debate related research and contemporary issues including transition. Pre-service teachers will utilise pedagogical documentation to inform curriculum creation based in context, complexity, and meaning-making. This unit includes placements with children 3-5 years (10 days in the 3-5 age group).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Compare major theorists and articulate theories regarding children and childhoods aged 3 to 8 years. 2. Analyse and debate current research and contemporary issues in relation to children 3-8 year olds (including transition). 3. Apply pedagogical documentation as a means to generate curriculum.

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: Assignment, Develop a set of open ended questions for families., 30%. Exercise, Devise a set of questions using the pedagogy of listening, 30%. Project, Utilise pedagogical documentation as a means to generate a curriculum through the pedagogy of listening., 40%. Hurdle: A satisfactory partnership (placement) report is required for successful completion of this unit.

ECE2003 History, Philosophy and Early Childhood Education

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: This unit introduces pre-service teachers to the historical and philosophical structures that shape contemporary life. By focusing on the forces that inform these structures, this unit provides pre-service teachers with the conceptual tools necessary to meaningfully situate themselves within the discourse of the history and philosophy of early childhood education. It introduces students to competing philosophical understandings of what constitutes reality and the 'good life'. Through this, pre-service teachers will gain insights into how such thinking shapes our attitudes to social and natural environments and the challenges these attitudes present for contemporary life. At the heart of this investigation lie the questions of how we should and do learn. Questions regarding education cannot be separated from debates concerning how should we live, thus this questioning must be understood as a fundamentally ethical undertaking. Given this, the unit seeks to raise awareness of the basic philosophical underpinnings of our culture in order to situate the pre-service teacher as a critical member of society.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate knowledge and understanding of both the historical and philosophical underpinnings of early childhood education. 2. Discuss the sources of social, political, intellectual and historical change. 3. Debate a range of key historical philosophical problems and perspectives.

Required Reading: Reading for this unit will be available via links in VU Collaborate

Assessment: Assignment, Exercise demonstrating and applying early childhood change unit based knowledge., 15%. Review, Reflection drawing on central themes of the unit., 50%. Presentation, Presentation linking theory to key questions and problems., 35%.

ECE2004 Engaging with Place through Rethinking Childhoods and Development

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: During this unit of study, preservice teachers are introduced to the ways to support and respond to children. Preservice teachers will recognise children's learning and childhoods (inclusive of a range of developmental, postdevelopmental and caring perspectives). Children's learning, development and caring pathways are integrated, complex, cumulative and subject to change over time. Teaching and learning pedagogies are underpinned by the concepts of critical place inquiry, image of the child and families as capable and reciprocal relationships. Pre-service teachers also undertake a period of teaching in an early childhood setting with children under six years of age (this is a half-day Project Partnerships placement – a hurdle requirement). Working with peers, pre-service teachers engage with families and

community members to support children's play, development and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply teaching and learning practices that foreground Aboriginal standpoints in early childhood teaching and learning contexts. 2. Construct teaching and learning pedagogies that are underpinned by the concepts of critical place inquiry, image of the child and families as capable and reciprocal relationships. 3. Demonstrate their knowledge and understanding of children's learning and childhoods, inclusive of a range of developmental, post-developmental and caring perspectives.

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: Exercise, Professional Conversations and blog reflections Part A, 20%. Exercise, Professional Conversations and blog reflections Part B, 20%. Exercise, Professional Conversations and blog reflections Part C, 20%. Essay, Pedagogical Narration, 40%. Hurdle Requirement: A satisfactory completion of Project Partnership report (Ungraded).

ECE2005 Engaging with Place through Play

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: In this unit pre-service teachers will construct knowledge, skills and attitudes to respectfully foreground Aboriginal perspectives in early childhood education contexts. Drawing on contemporary views of young children's play, pre-service teachers learn how to construct teaching and learning opportunities for young children. In this unit, pre-service teachers undertake a period of teaching in an early childhood setting with children under six years of age. Working with peers, pre-service teachers engage with families and community members to support children's play, development and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply Aboriginal standpoints in framing play-based teaching practices in early childhood contexts. 2. Illustrate ordinary events in early childhood contexts to build play-based teaching and learning opportunities for young children. 3. Integrate reciprocal relationships with peers, professionals, children and families in the university and professional experience context.

Required Reading: Links to recommended texts for this unit will be provided via VU Collaborate.

Assessment: Assignment, Draft Play Event, 30%. Assignment, Final Play event, 30%. Exercise, Blog Postings, 40%.

ECE2006 Materiality in Early Childhood: Visual and Creative Arts

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit of study pre-service teachers explore art materials as a way to reconsider taken-for-granted responses to materials and ideas in early childhood. Using materials as a mode of inquiry, pre-service teachers will investigate what materials do and how materials are joint participants in early childhood pedagogies. Through critical and reflective material inquiry that includes engaging with place from Aboriginal standpoints, pre-service teachers will examine their own attitudes towards visual and creative arts; develop an understanding of, and skills in, a range of early childhood visual and creative arts and technology experiences; and employ these understandings, attitudes and skills to suit the sociomaterial, sociocultural and aesthetic needs of the young child.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review visual and creative arts theories in relation to the needs and sociocultural

perspectives of young children. 2. Reflect on their own artistic influences and attitudes and the impact these can have on the implementation of effective visual and creative arts teaching programs that respond to engaging with place from Aboriginal standpoints. 3. Critically inquire about the role of the arts and culture in education and the community. 4. Devise and employ specific teaching strategies that incorporate philosophical inquiry and employ information technologies and concrete materials within co-operative group work in visual and creative arts.

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: Assignment, Art in the community: Reflective summary of art/cultural sites in the community- 350 words equivalent, 15.0%. Creative Works, Stop motion animation based on an artwork - 900 words equivalent, 30.0%. Creative Works, Digital Visual Journal: Engaging with materials- 1650 words equivalent, 55.0%.

ECE2007 Moving with Young Children

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: Dominant understandings of physical activity and health as defined in policy documents, stage development theories, and curriculum frameworks teach about movement through concepts of exercise, fitness, movement skills, and physical literacy. This unit focuses on constructing early childhood pedagogies that think with moving, rather than about movement, as pre-service students consider how moving happens in ways that do not fit pre-existing [or inherited] criteria for teaching, understanding, or describing movement. Intentional working with movement through inquiry and wonder offers students an experience in exploring how children move with/in the world, and how this informs teaching and learning that is complex, ethical, and political.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine physical activity and health as defined in policy documents, stage development theories, and curriculum frameworks. 2. Articulate what capable children can do with their bodies across early childhood settings. 3. Design curriculum reflective of moving with children that is complex, ethical, and political.

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: Exercise, In-class activities examining policy, stage theories, and curriculum frameworks defining physical activity and health, 30%. Assignment, Read and analyse a specific set of literature assigned focussed on moving with young children, 35%. Project, Create a curricular experience based in the conceptual idea of moving with young children; present through e-portfolio presentation, 35%.

ECE2008 Music, Movement and Dramatic Arts

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: This unit focuses on the languages of aesthetics and poetics from a philosophical perspective. These philosophical understandings inform how languages are articulated in early childhood centres of Reggio Emilia, Italy as a means for young children to express themselves as human beings. As part of the unit, pre-service teachers will engage with the languages of dance, music, and dramatic arts, developing an understanding of the structures of each of these languages and how these languages can inspire multidisciplinary experiences for young children to make meaning of their worlds.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review and articulate aesthetics and poetics from a philosophical perspective. 2. Discuss the language of dance, music, and dramatic arts in general and in the context of early childhood. 3. Apply the language of dance, music, and dramatic arts

to build rich, multidisciplinary experiences in early childhood settings.

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: Assignment, Short writing assignment discussing the languages of aesthetics and poetics and its implications for early childhood education-900 words equivalent, 30%. Creative Works, Using one language (music, dance, dramatic arts) create a response to a reading demonstrating an understanding of the language-900 words equivalent, 30%. Performance, Working across the languages of music, dance, and dramatic arts, create a sequence of early childhood experiences for children 0-5 and exegesis. 1200 w, 40%.

ECE3001 Thinking with Young Children: Language and Literacy

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: This unit focuses on making meaning through language and literacy when children (including children with English as an additional language) are viewed as capable. Through this perspective, children's approaches to learning are understood as complex, offering ways to build on children's experiences and understandings. Underpinning this unit is the recognition that language and literacy are a social act, representative of power in navigating life. Meaning making in regard to language and literacy includes experiences that hold purpose in rich, thoughtful environments and which include critical and multi-literacy experiences. 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Determine that language and literacy is a social act. 2. Articulate the many ways in which multi-literacies are generated by capable young children and contribute to how young children construct their literacy language. 3. Devise a range of curriculum that supports complex meaning making in language and literacy in diverse early childhood contexts. 4. Present an understanding of expressive and receptive language for capable young children, including children with English as an additional language.

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: Essay, Essay describing personal literacy language journey, 30%. Essay, Reflection on primary placement, 30%. Exercise, Using the view of children as capable, build a sequence of language and literacy experiences for a range of ages in early childhood., 40%.

ECE3002 Advocacy in Leadership and Management in Early Childhood Education

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: This unit prepares pre-service teachers to lead and manage in early childhood settings. Through the frame of advocacy and activism, pre-service teachers will develop knowledge and skills to work ethically with staff, families and communities within the operational and compliance systems in early childhood settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Justify how relationships contribute to generating an environment and engaging administrative practices. 2. Reflect upon and debate the image of the teacher as administrator and how they utilise advocacy and activism to influence the role and actions of administration. 3. Formulate a vision to frame administrative work in order to build and support community and manage and oversee an early childhood site.

Required Reading: Links to the required texts will be available in VU Collaborate.

Assessment: Presentation, Articulate your current philosophy of leadership,

underpinned by relationships with peers, families and communities., 30%.

Assignment, Paper that articulates leadership of an early childhood setting through an activist frame., 40%. Assignment, Video that discusses how the image of the teacher influences the role and actions of administration., 30%.

ECE3003 Practice in Partnership 3

Locations: Footscray Park, Online.

Prerequisites: ECE2001 - Practice in Partnership 1 ECE2002 - Practice in Partnership 2

Description: In this unit preservice teachers will undertake a period of professional experience that builds on their professional experience with children and families in Long Day Care settings. Preservice teachers will undertake 15 days professional experience in a funded kindergarten program, working collaboratively with staff, families and the community. Preservice teachers will begin to articulate and connect their philosophical and theoretical standpoints to generate illustrations of practice in the domains of teaching; professional knowledge, professional practice and professional engagement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically reflect on a personal educational philosophy that informs teaching and learning in early childhood settings. 2. Articulate knowledge of the broad principles of social justice, diversity and inclusion to inform curriculum design. 3. Present an illustration of practice that demonstrates professional knowledge, professional practice and professional engagement at the Graduate level of the Australian Professional Standards for Teacher 4. Negotiate with a mentor teacher to design, implement and critically reflect on an educational program that responds to VEYLDF and or the EYLF

Required Reading: McArdle, F, Gibson, M & Zollo, L 2015 1st ed Being an Early Childhood Educator: Bringing theory into Practice together Hang tai Printing Company Ltd, China

Assessment: Literature Review, Inclusive practices in early childhood using at least 5 references. Align to your philosophy, 30%. Research Paper, Research and create a poster about one of the approaches in EC education, 30%. Exercise, Complete a planning cycle of six observations and 5 experiences using the planning cycle form, 40%. Hurdle requirement: Satisfactory Professional experience report.

ECE3004 Critical and Contemporary Issues in Early Childhood Education

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: In this unit preservice teachers will engage formally and informally with place as a means of moving towards a reconciled and respectful teaching and learning practices in early childhood settings. Students will formulate an understanding of a diverse range of scholarship and contemporary research paradigms that respond to a range of educational contexts and situations, both locally and globally.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review formal and informal engagements with place, drawing from diverse theoretical scholarship and contemporary research paradigms, towards a reconciled and respectful practice. 2. Formulate critical actions that respond to diverse early childhood contexts and situations, both locally and globally. 3. Recommend strategies and challenges of collaborative engagement with peers, families and communities.

Required Reading: Links to required texts will be available in VU Collaborate.

Assessment: Essay, Policy analysis, 30.0%. Portfolio, Building inclusive practices, 50.0%. Presentation, Listening practices, 20.0%.

ECE3005 Equity, Social Justice and Diversity in Early Childhood Education

Locations:Footscray Park, Online.

Prerequisites:Nil.

Description:This unit provides an opportunity for pre-service teachers to critically engage as activist reflective practitioners and extend their view of the child as capable in terms of disability, inclusion, and diversity, offering the perspective of children with special rights. This unit builds on the understanding and acknowledgement that all children have rights (for example, right to be heard, right to contribute, right to learn). This unit examines the rights of children in terms of diversity, equity, and social justice and engages with responsive teaching practices that support inclusion, equity, and diversity. Reviewing related early childhood policy will also be part of the unit, further contributing to curriculum decision-making and foundational understanding of social justice in terms of teacher identity.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Critically analyse the perspective that all children have rights in terms of diversity, equity, and social justice. 2.Critically review early childhood policy regarding inclusion and diversity and its implication for curriculum across early childhood settings. 3.Design and actively contribute in pedagogical and curriculum based in responses that support inclusion, equity, and diversity. 4.Articulate and integrate standpoints and perspectives that are inclusive of the broad principles in education of justice, inclusion and difference.

Required Reading:Links to required texts will be available via VU Collaborate.

Assessment:Assignment, Writing assignment focussed on the rights of the child, 30%. Project, Design curriculum based in responsive teaching practices that support inclusion, equity, and diversity, 35%. Assignment, Articulate an understanding of social justice connecting to early childhood policy and teacher as activist reflective practitioner, 35%.

ECE3006 Thinking with Young Children: Science, Maths and Technology

Locations:Footscray Park, Online.

Prerequisites:Nil.

Description:Preservice teachers will continue to build their knowledge of how languages are articulated in early childhood centres of Reggio Emilia, Italy as a means for young children to express themselves as human beings, this unit focuses on the languages of maths, science, and technology. As part of the unit, pre-service teachers will engage with the languages of maths, science, and technology developing an understanding of the structures of each of these languages and how these languages can inspire multi-disciplinary experiences for young children to make meaning of their worlds.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Articulate the language of maths, science, and technology in general and in the context of early childhood. 2.Integrate the language of maths, science, and technology to build rich, multidisciplinary experiences in early childhood settings, which incorporate movement. 3.Contextualise math, science, and technology in relationship to the changing nature of education in an evolving local and global context.

Required Reading:Links to required texts will be available via VU Collaborate.

Assessment:Assignment, Writing assignment analysing current influences on maths, science, and technology in the Early Childhood setting, 30%. Creative Works, Create a short digital presentation, using place to describe one of the languages (maths, science, technology), 35%. Project, Integrating languages of maths, science,

technology, create a sequence of early childhood experiences reflective of early childhood age span., 35%.

ECE3007 Practice in Partnership 4

Locations:Footscray Park, Online.

Prerequisites:ECE2001 - Practice in Partnership 1ECE3003 - Practice in Partnership 3

Description:Preservice teachers will undertake an extended period of professional experience that is the final preparation to enter the teaching profession as activist and critical teachers that enact the broad justice principles of social inclusion and respecting difference. Preservice teachers will undertake 30 days of professional experience with a qualified childhood teacher mentor within an early childhood setting, working collaboratively with staff, families and the community. Preservice teachers will articulate and connect their philosophical and theoretical standpoints to generate illustrations of practice in the domains of teaching; Professional, knowledge, professional practice and professional engagement.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:
1.Articulate knowledge, practice and engagement at Graduate level of the Australian Professional Standards for Teachers. 2.Infer and conceptually map philosophical, theoretical and contemporary educational perspectives identifying self-situated practice. 3.Devise curriculum artefacts and objects that illustrate professional practice within the 3 domains of teaching (Professional Knowledge, Professional Practice, Professional Engagement). 4.Design illustrations of practice that demonstrate graduate competencies for employment opportunities.

Required Reading:Links to other relevant texts will be made available via VU Collaborate. McArdle, F, Gibson, M & Zollo, L 2015 Being an early childhood educator: bringing theory and practice together Allen & Unwin, Sydney

Assessment:Assignment, Paper that describes and analyses contemporary educational practices that identify self-situated practice 1500 words equivalent, 30%. Portfolio, Illustrations of practice that demonstrate competency at the Graduate level of the Australian Standards for Professional Teachers 4500 words equiv, 70%. Hurdle Requirement: Satisfactory completion of Professional Experience placement. .

ECE4001 Understanding Play: Pedagogy and Possibilities

Locations:Footscray Park, Online.

Prerequisites:ECE2003 - History, Philosophy and Early Childhood EducationECE2004 - Engaging with Place through Rethinking Childhoods and DevelopmentECE2005 - Engaging with Place through Play

Description:Play is central to learning in early childhood education, yet this ubiquitous concept is hard to define. This unit draws on current research of play to extend students' understanding of play as critical to human belonging, being and becoming. This unit draws on students' prior experiences in Early Childhood contexts to understand play more deeply and from different perspectives and generate creative and imaginative ways for students to advocate for children's right to play. In this unit students will examine Fler's conceptual playworld, Forest schools/bush kinder, and Edwards digital play. There will be a focus on children's transition to primary school, and the changing role of play in primary school environments. Play therapy, supporting play in the home, and the role of play in social justice will also be explored. On successful completion of this unit students will be able to: recognise the growth occurring through play in a range of contexts; reflect on the place of play in Early Childhood education and care; and advocate for children's right to play. This unit will be primarily taught via workshops, drawing on students' previous work and placement experiences in Early Childhood contexts, reading, role play, videos, experimentation, and engagement with play with ideas and objects; imaginative play will also form part of these workshops. Philosophical, practical, theoretical, and

cultural contexts; psychology, play research, and brain research inform the learning in this unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Articulate how belonging, being and becoming develops through play
2. Design contexts for play that nurture children's and teachers' lives
3. Locate play as a critical activity for human beings
4. Advocate for play in children's lives
5. Critically analyse contemporary theories and pedagogies of play

Required Reading: Links to relevant texts will be available via VU collaborate.

Assessment: Journal, Record incidences of play experienced and observed during week one, 10%. Presentation, Create a presentation to explain the benefits of play, 40%. Creative Works, Design a play event using material objects to advocate for the importance of play in early childhood education, 50%.

ECE4002 Early Childhood in a Global Context

Locations: Footscray Park, Online.

Prerequisites: ECE2003 - History, Philosophy and Early Childhood Education
ECE2004 - Engaging with Place through Rethinking Childhoods and Development
ECE2005 - Engaging with Place through Play

Description: This unit invites students to connect their knowledge of Early Childhood to the wider global context. It explores the ways that Early childhood is understood in different cultural contexts. Students analyse some of the large-scale research reports on the state of early childhood around the world. e.g. OECD, UNESCO, UNICEF and connect these reports to the concept of quality. The unit has the well-being of children, and the ways we understand and advocate for this, at the heart of the unit. In this unit students will develop a richer understanding of cultural, religious and ethical diversity, and the values and beliefs that impact this diversity within an Early Childhood setting. They will theorise their understandings by reference to research and scholarship on the global context of early childhood, and within established ethical frameworks. Students will further develop their communication skills by enriching their understanding of cultural meaning, and will examine global context as a way to developing deeper understanding of community and personal values. This unit may include 10 days in an international context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Understand a range of ways that early childhood education is practiced in different cultural contexts
2. Analyse the ethical frameworks in which Early Childhood education operates
3. Theorise their own practice as Early Childhood teachers within a global context
4. Use world-wide research to understand/debate quality early childhood education

Required Reading: Links to relevant texts will be available via VU collaborate.

Assessment: Annotated Bibliography, Review of international early childhood education practices, 20%. Exercise, Students represent and debate different cultural attitudes to Early Childhood Education, exploring understandings of quality, 50%. Other, Personal reflection situating own early childhood education practice within the global context., 30%.

ECE4003 The Image of the Child

Locations: Footscray Park, Online.

Prerequisites: ECE2003 - History, Philosophy and Early Childhood Education
ECE2004 - Engaging with Place through Rethinking Childhoods and Development
ECE2005 - Engaging with Place through Play

Description: In this unit students will engage deeply with the construction of the child, childhood and early childhood education. Students will understand on how these conceptualisations have changed over time and across place. Students will critically

reflect on the image of the child in the Australian and global context and analyse the positioning of early childhood education in society. The unit will equip students with the ability to discuss the concept of the child, childhood and early childhood education from a sociological perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Examine trends in early childhood education
2. Critically reflect on the changing nature of childhood, the image of the child and the role of early childhood education
3. Develop a deep understanding of early childhood education and children from a sociological perspective, considering the roles of culture and history

Required Reading: Links to relevant texts will be available via VU collaborate.

Assessment: Presentation, Early childhood education through time and place, 30%. Essay, The construction of childhood, 30%. Journal, Reflective journal entries on understanding of key concepts, 40%.

ECE4004 Research Methods in Early Childhood

Locations: Footscray Park, Online.

Prerequisites: ECE3007 - Practice in Partnership 4

Description: This unit provides students, both practitioner researchers and those who wish to advance in their interest as researchers, with a conceptual and critical overview of educational research methodologies and methods that can be applied in Early Childhood settings. Students will familiarise themselves with methodological literature, explore current literature related to their chosen area of inquiry and experience developing an inquiry project or research proposal. Students are advised to complete this unit in the same semester as they undertake their inquiry project units 1 and 2.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Analyse and critique contemporary perspectives and theories related to research in Early Childhood;
2. Demonstrate an understanding of ethical research in Early Childhood
3. Critically reflect on and evaluate different approaches to research;
4. Design an inquiry project;
5. Present and defend an inquiry proposal

Required Reading: Links to relevant texts will be available via VU collaborate.

Assessment: Poster, A visual and linguistic representation of three methods of inquiry appropriate for use in Early Childhood education, 20%. Assignment, Outline and analyse the benefits of a particular methodology for use in exploring their inquiry question, 30%. Presentation, Presentation and defence of their inquiry question and the methodology to be applied, 50%.

ECE4005 Ethical and Responsive Leadership

Locations: Footscray Park, Online.

Prerequisites: ECE3002 - Advocacy in Leadership and Management in Early Childhood Education

Description: In this unit students will analyse models of leadership and critically review their application in Early Childhood and other settings. As future leaders in their workplace, students will be asked to examine questions such as: how do we make good decisions in times of crisis? What informs my decision making? What processes of decision making are effective and impactful? How do we make decisions with the care and safety of children and vulnerable people at the forefront? What are our responsibilities to the people we work with? Students will also examine the role of mentoring.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Analyse models of leadership and identify those models that most align with their personal values;
2. Examine and explain their own decision-making processes, and

the ethical standpoints on which they are founded; 3. Critically reflect on contemporary issues and their impact on Early Childhood education; 4. Successfully engage in and reflect upon the process of mentoring.

Required Reading: Links to relevant texts will be available via VU collaborate.

Assessment: Workshop, Design and present a workshop outlining the practices of a specific model of leadership, 20%. Other, Reflection of a personal mentoring experience in the course, 10%. Case Study, Describe and analyse a real life scenario where leadership choices impacted on the outcome, 40%. Presentation, Work in a group to present a leadership scenario from practice (based around conflict), identifying a range of possible outcomes, 30%.

ECE4006 Politics, Policy and Impact

Locations: Footscray Park, Online.

Prerequisites: ECE3002 - Advocacy in Leadership and Management in Early Childhood Education

Description: In this unit students will examine the relationships between politics, policy and impact, in their chosen area (for most students this will be an Early Childhood context, but it does not have to be). Students will analyse the role of advocacy in influencing policy, and the implications of funding, government philosophies, and historical understandings of the policy framework. Students will undertake a study of the impact of changes of policy in their chosen field. They will analyse the ways in which various bodies interact to negotiate the policy constructions that frame their work. As policy is normally written in the context of a community of thought, students will undertake all assessments in this unit in small groups or pairs. Part of the learning in this unit involves negotiating their role and the roles of others within this working groups. Students will be supported through this process.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify the ways in which political agendas influence policy 2. Analyse the impact in the workplace of particular policies 3. Participate in the writing and development of policy

Required Reading: Links to relevant texts will be available via VU collaborate.

Assessment: Review, Critically review an existing policy, identifying the purpose and impact of that policy, 20%. Exercise, Write a policy document, 40%. Presentation, Present an explanation of the policy document from assessment 2, identifying key drivers in the policy and potential impacts of the policy, 40%.

ECE4007 Inquiry Project 1

Locations: Footscray Park, Online.

Prerequisites: ECE3007 - Practice in Partnership 4

Description: This unit forms part of the leadership focus in year 4. In this unit students undertake the development stage for a capstone project of their own choosing, with an emphasis on an aspect of leadership in the context of Early Childhood. They develop the necessary framework for the project by undertaking an annotated bibliography, literature review, and project design. Students will demonstrate skills in: analysis, communication, reporting, reflecting, synthesis and creation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Connect concepts of leadership with Early Childhood Education 2. Design, develop and report on an inquiry 3. Articulate a deep understanding of an issue relevant in Early Childhood Education

Required Reading: Links to relevant texts will be available via VU collaborate.

Assessment: Annotated Bibliography, Students select up to 10 texts relevant to their

inquiry, and briefly annotate their key points and relevance to the study, 20%. Literature Review, Literature Review, 40%. Other, Project design, 40%.

ECE4008 Inquiry Project 2

Locations: Footscray Park, Online.

Prerequisites: ECE3007 - Practice in Partnership 4 ECE4004 - Research Methods in Early Childhood ECE4007 - Inquiry Project 1

Description: In this unit students undertake a specialisation Inquiry project of their own choosing in the context of Early Childhood. It must build on the annotated bibliography, literature review and project design undertaken in the preceding specialisation inquiry project unit. The inquiry may take the form of an action research project, or a research project. It may be presented as a report, a piece of policy, a creative output or a curriculum object or document. Students will demonstrate skills in: analysis, communication, reporting, reflecting, synthesis and creation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Connect concepts of leadership with Early Childhood Education 2. Develop and report on an inquiry 3. Articulate a deep understanding of an issue relevant in an Early Childhood Education context 4. Investigate, analyse and offer solutions to a significant problem/issue/insight in the context of Early Childhood Education

Required Reading: Links to relevant texts will be available via VU collaborate.

Assessment: Presentation, Plan for Inquiry project is presented to peers for feedback, 30%. Project, Report of Early Childhood research project, 70%.

ECE6001 Early Childhood Development, Learning and Teaching 1

Locations: Footscray Nicholson, Online.

Prerequisites: Nil.

Description: Dominant understandings of child development as defined in policy documents and curriculum frameworks view children from a narrow, normalised perspective often with no regard for diversity and context. In this unit, pre-service teachers will critically engage with major theorists and theories regarding children and childhoods (0-8 years) grounded in meaning-making, complexity, multiplicity, and context. As part of this work, pre-service teachers will analyse and debate related research and contemporary issues including transition. Pre-service teachers will utilise pedagogical documentation to build curriculum that is responsive to infant, toddlers, pre-schoolers, school-aged children and families. Connections will be made by illustrating contexts of education and caregiving; vision, strategy, and innovation in curriculum planning with infants and toddlers, pre-schoolers and school-age children; understanding the power of relationships in working with infants, toddlers, pre-schoolers, school-aged children, families, and communities; and demonstrating practices and policy development reflective of all children as capable and competent. This unit includes professional experience placements with children aged birth-2 (15 days) and 3-8 years (15 days in the 3-5 age group and 5 days in a primary school F-Yr 2).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Implement Aboriginal standpoints in framing play-based teaching practices in early childhood contexts. 2. Critique major theorists and articulate theories regarding children and childhoods aged birth to 8 years. 3. Analyse and debate current research and contemporary issues, including transition to school, in relation to children birth-8 years (including transition to school). 4. Plan and design curriculum responsive to children aged birth -8 and families, using pedagogical documentation. 5. Formulate and apply teaching practices grounded in reciprocal relationships with children, families, and communities.

Required Reading:All readings will be available on VU Collaborate.

Assessment:Essay, An essay demonstrating the child as capable and its relationship to teaching and learning, 30%. Exercise, A poster that represent Child theories from five different perspectives., 20%. Project, Completion of pedagogical documentation and generation of a Planning Cycle informed by EYLE/VEYLD in response to the documentation., 50%. 5000 words or equivalent. Hurdle requirement: A satisfactory partnership (placement) report. .

ECE6002 Early Childhood Curriculum and Pedagogy 1: the Sciences

Locations:Footscray Nicholson, Online.

Prerequisites:Nil.

Description:Preservice teachers will build their knowledge of how languages are articulated in early childhood centres of Reggio Emilia, Italy as a means for young children to express themselves as human beings. As part of the unit, pre-service teachers will engage with the languages of maths, science, and technology developing an understanding of the structures of each of these languages and how these languages can inspire multi-disciplinary experiences for young children to make meaning of their worlds. Additionally, this unit will interrogate dominant understandings of physical activity and health as defined in policy documents, stage development theories, and curriculum frameworks that teach about movement through concepts of exercise, fitness, movement skills, and physical literacy. This unit focuses on constructing early childhood pedagogies that think with moving, rather than about movement, as pre-service students consider how moving happens in ways that do not fit pre-existing [or inherited] criteria for teaching, understanding, or describing movement. Intentional working with movement through inquiry and wonder offers students an experience in exploring how children move with/in the world, and how this informs teaching and learning that is complex, ethical, and political.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Elucidate the language of maths, science, and technology in general and in the context of early childhood. 2.Implement the language of maths, science, and technology to build rich, multidisciplinary experiences in early childhood settings. 3.Contextualise math, science, and technology in relationship to the changing nature of education in an evolving local and global context. 4.Critically review physical activity and health as defined in policy documents, stage development theories, and curriculum frameworks. 5.Design curriculum reflective of moving with children that is complex, ethical, and political, articulating what capable children can do with their bodies across early childhood settings.

Required Reading:All reading will be available through VU Collaborate

Assessment:Exercise, Create a podcast examining policy, stage theories, and curriculum frameworks defining physical activity and health, 20%. Presentation, Create a short digital presentation, using place to describe one of the languages of maths, science and technology, 30%. Project, Create a sequence of early childhood experiences reflective of the languages of maths, science and technology., 50%. 5000 words or equivalent.

ECE6003 Contemporary Issues, Social Contexts of Learning and Social Justice

Locations:Footscray Nicholson, Online.

Prerequisites:Nil.

Description:This unit introduces pre-service teachers to the historical and philosophical structures that shape contemporary life. By focusing on the forces that inform these structures, this unit provides pre-service teachers with the conceptual tools necessary to meaningfully situate themselves within the discourse of the history and philosophy

of early childhood education. In addition, preservice teachers will engage formally and informally with place as a means of moving towards a reconciled and respectful teaching and learning practices in early childhood settings. Students will formulate an understanding of a diverse range of scholarship and contemporary research paradigms that respond to a range of educational contexts and situations, both locally and globally.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Elucidate and implement knowledge and understanding of both the historical and philosophical underpinnings of early childhood education. 2.Critically review formal and informal engagements with place, drawing from diverse theoretical scholarship and contemporary research paradigms, towards a reconciled and respectful practice. 3.Formulate critical actions that respond to diverse early childhood contexts and situations, both locally and globally. 4.Evaluate challenges in collaborative engagement with peers, families and communities and recommend strategies for resolving them.

Required Reading:All readings will be available in VU Collaborate

Assessment:Essay, Write an essay drawing upon historical and philosophical perspectives on early childhood education, 30%. Assignment, Engage in case writing: Development of three critical cases that have unsettled practice, 50%. Presentation, Create illustrations of practice that respond to the Australian Standards for Professional Teachers, 20%. 5000 words or equivalent.

ECE6004 Languages and Literacy in Early Childhood

Locations:Footscray Nicholson, Online.

Prerequisites:Nil.

Description:This unit focuses on making meaning through language and literacy when children (including children with English as an additional language) are viewed as capable. Through this perspective, children's approaches to learning are understood as complex, offering ways to build on children's experiences and understandings. Underpinning this unit is the recognition that language and literacy are a social act, representative of power in navigating life. Meaning making in regard to language and literacy includes experiences that hold purpose in rich, thoughtful environments and which include critical and multi-literacy experiences. 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.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Determine that language and literacy are social acts. 2.Articulate the many ways in which multi-literacies are generated by capable young children and how they contribute to how young children construct their literacy language. 3.Devise a range of curriculum that supports complex meaning making in language and literacy in diverse early childhood contexts. 4.Present an understanding of expressive and receptive language for capable young children, including children with English as an additional language.

Required Reading:All readings will be available on VU Collaborate.

Assessment:Assignment, Create a podcast describing personal literacy language journey, 30%. Essay, Write an essay discussing current issues/debates/discussions in language and literacy including English as additional language, 30%. Exercise, Using the view of children as capable, create a sequence of language and literacy experiences for a range of ages in early childhood, 40%. 5000 words or equivalent.

ECE6005 Early Childhood Development, Learning and Teaching 2

Locations:Footscray Nicholson, Online.

Prerequisites:ECE6001 - Early Childhood Development, Learning and Teaching 1

Description: Preservice teachers will undertake an extended period of professional experience that is the final preparation to enter the teaching profession as activist and critical teachers that enact the broad justice principles of social inclusion and respecting difference. Preservice teachers will undertake 15 days of professional experience in a funded kindergarten program, continuing on from the 10 days undertaken in ECE6007. During the 15 days, preservice teachers will work collaboratively with staff, families and the community. Preservice teachers will articulate and connect their philosophical and theoretical standpoints to generate illustrations of practice in the domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Infer and conceptually map philosophical, theoretical and contemporary educational perspectives identifying self-situated practice. 2. Design, implement and record evidence of practice that demonstrates requirements of the Graduate level of the Australian Professional Standards for Teachers.

Required Reading: Links to other relevant texts will be made available via VU Collaborate. McArdle, F, Gibson, M & Zollo, L 2015 Being an early childhood educator: bringing theory and practice together Allen & Unwin, Sydney

Assessment: Assignment, Create a philosophy statement or representation that describes and analyses contemporary educational practices that identify self-situated practice, 30%. Portfolio, Create illustrations of practice that demonstrate competency at the Graduate level of the Australian Standards for Professional Teachers, 70%. 5000 words or equivalent Hurdle requirement: A satisfactory partnership (placement) report.

ECE6006 Early Childhood Curriculum and Pedagogy 2: the Arts

Locations: Footscray Nicholson, Online.

Prerequisites: Nil.

Description: This unit focuses on the languages of aesthetics and poetics from a philosophical perspective. These philosophical understandings inform how languages are articulated in early childhood centres of Reggio Emilia, Italy as a means for young children to express themselves as human beings. As part of the unit, pre-service teachers will engage with the languages of dance, music, and dramatic arts, developing an understanding of the structures of each of these languages and how these languages can inspire multi-disciplinary experiences for young children to make meaning of their worlds. Additionally, this unit will explore art materials as a way to reconsider taken-for-granted responses to materials and ideas in early childhood. Using materials as a mode of inquiry, pre-service teachers will investigate what materials do and how materials are joint participants in early childhood pedagogies. Through critical and reflective material inquiry that includes engaging with place from Aboriginal standpoints, pre-service teachers will examine their own attitudes towards visual and creative arts; develop an understanding of, and skills in, a range of early childhood visual and creative arts and technology experiences; and employ these understandings, attitudes and skills to suit the sociomaterial, sociocultural and aesthetic needs of the young child.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review and articulate aesthetics and poetics from a philosophical perspective. 2. Discuss the language of dance, music, dramatic, and visual arts in general and in the context of early childhood. 3. Apply the language of dance, music, dramatic, and visual arts to build rich, multidisciplinary experiences in early childhood settings.

Required Reading: All readings will be available through VU Collaborate

Assessment: Assignment, Create a podcast discussing the languages of aesthetics and poetics and its implications for early childhood education, 30%. Creative Works, 126

Using one artistic language create a response to a reading demonstrating an understanding of the language, 30%. Presentation, Working across the languages of music, dance, and dramatic arts, create a sequence of early childhood experiences for children 0-5 and exegesis., 40%. 5000 words or equivalent.

ECE6007 Professional Issues

Locations: Footscray Nicholson, Online.

Prerequisites: Nil.

Description: This unit prepares pre-service teachers to lead and manage in early childhood settings. Through the frame of advocacy and activism, pre-service teachers will develop knowledge and skills to work ethically with staff, families and communities within the operational and compliance systems in early childhood settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Justify how relationships contribute to generating an environment and engaging administrative practices. 2. Reflect upon and debate the image of the teacher as administrator and debate how they utilise advocacy and activism to influence the role and actions of administration. 3. Formulate a vision to frame administrative work in order to build and support community and manage and oversee an early childhood site.

Required Reading: All readings will be available through VU Collaborate

Assessment: Presentation, Develop a presentation describing leadership vision underpinned by relationships with peers, families and communities, 25%.

Assignment, Create a podcast articulating leadership practices of an early childhood setting through an activist frame, 50%. Assignment, Develop a short writing description discussing how the image of the teacher influences the role and actions of administration, 25%. 5000 words or equivalent.

ECE6008 Inclusive Practice in Education

Locations: Footscray Nicholson, Online.

Prerequisites: Nil.

Description: This unit provides an opportunity for pre-service teachers to critically engage as activist reflective practitioners and extend their view of the child as capable in terms of disability, inclusion, and diversity, offering the perspective of children with special rights. This builds on the understanding and acknowledgement that all children have rights (for example, right to be heard, right to contribute, right to learn). This unit examines the rights of children in terms of diversity, equity, and social justice and engages with responsive teaching practices that support inclusion, equity, and diversity. Reviewing related early childhood policy will also be part of the unit, further contributing to curriculum decision-making and foundational understanding of social justice in terms of teacher identity.

Credit Points: 12

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

1. Extrapolate the perspective that all children have rights in terms of diversity, equity, and social justice. 2. Critically review early childhood policy regarding inclusion and diversity and its implication for curriculum across early childhood settings. 3. Design curriculum based in responsive teaching practices that support inclusion, equity, and diversity. 4. Articulate and implement standpoints and perspectives that are inclusive of the broad principles in education of justice, inclusion and difference.

Required Reading: All readings will be available through VU Collaborate

Assessment: Assignment, Essay/podcast script Inclusion resource analysis discussing the rights of the child., 30%. Presentation, Listening practice., 35%. Project, Articulate through writing an understanding of social justice connecting to early

childhood policy and teacher as activist reflective practitioner., 35%. 5000 words or equivalent.

ECP3101 Junior Secondary Curriculum and Pedagogy

Locations:Footscray Park.

Prerequisites:EEC1113 - Creativity and the Arts in EducationEEC2101 - Engaging Students: High Expectations for AllEEC2103 - Teaching Primary ScienceEEC2105 - Primary MathematicsSatisfactory completion of Year 2 primary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education students.

Description:This unit incorporates professional experience in Secondary schools, which will form part of the assessment. The unit provides pre-service teachers with a sound understanding of curriculum and pedagogy in their specialisation discipline areas at the 7-10 level. They will critique and investigate a range of existing resources to teach their specialisation areas, including ICT. Specific information regarding curriculum and the teaching styles that practitioners in this discipline area use to facilitate student engagement will be examined. This unit supports students' capacity to plan for and implement effective teaching and learning sequences, and create specific lesson and unit plans. In addition, students will develop their capacity to differentiate learning activities and manage classroom activities and environments through the effective use of verbal and non-verbal communication strategies.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Articulate an understanding of key content in the year 7-10 Victorian Curriculum in their specialisation areas, and concepts and content in their specialisation areas, and apply this to develop a sequence of lessons. 2.Analyse the principles and practices of pedagogy in their specialisation areas for teaching Years 7 – 10 with a focus on engaging and differentiating learning for diverse student cohorts in safe and challenging learning environments 3.Critique a range of pedagogical approaches and resources, including ICT, that engages school students in their learning. 4.Plan for, and critically reflect on the teaching of their particular discipline specialisation/s in supervised teaching practice.

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

Assessment:Report, Teaching Pedagogies assignment, 30%. Project, Unit plans, 50%. Review, Microteaching, 20%.

ECP3102 Secondary Specialisation Assessment and Reporting

Locations:Footscray Park.

Prerequisites:EEC1113 - Creativity and the Arts in EducationEEC2101 - Engaging Students: High Expectations for AllEEC2103 - Teaching Primary ScienceEEC2105 - Primary MathematicsSatisfactory completion of Year 2 primary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education students.

Description:This unit provides pre-service teachers (PSTs) with a comprehensive knowledge of assessment in their specialised discipline areas for teaching secondary school students in years 7-12. PSTs will develop their skills and understanding by engaging in the complete cycle of assessment within the class. They develop skills of collaboration when evaluating and analysing student data to improve future learning outcomes for students in their specialisations, as well as feedback and reporting methods. PSTs will also engage in moderation procedures of sample assessments in their specialisation area as well as reflecting on their own learning for improving assessments using a variety of education models. This content will provide graduates with the skills and capacities to participate as competent and reflective members of the teaching profession.

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Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Evaluate diagnostic formative and summative assessment tasks that can be used to assess students' learning in years 7-12 2.Analyse student achievement against rubrics and standards and construct high quality feedback 3.Collaborate with colleagues to facilitate moderation to enable consistent and comparable judgements of student achievement. 4.Articulate student achievement and learning in reporting to parents and carers, and contribute to accurate and reliable records of student achievement.

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

Assessment:Project, Reflection and critique assessment practices, 30%. Report, Report on assessments and reporting in specialisation, 30%. Exercise, Assessment task and data evaluation and feedback, 40%.

ECP3103 Senior Secondary Curriculum and Pedagogy

Locations:Footscray Park.

Prerequisites:EEC1113 - Creativity and the Arts in EducationEEC2101 - Engaging Students: High Expectations for AllEEC2103 - Teaching Primary ScienceEEC2105 - Primary MathematicsSatisfactory completion of Year 2 primary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education students.

Description:This unit incorporates professional experience in Secondary schools, which will form part of the assessment. This unit provides pre-service teachers (PSTs) with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline areas for teaching year 11 and 12 students. PSTs will focus on engaging their peers in a student-centred learning environment in order to practice innovative and engaging pedagogies for senior secondary students. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine student's knowledge using formative and summative assessment. This content will provide graduates with the skills and capacities to participate as competent and reflective members of the teaching profession.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Derive innovative and engaging lessons and lesson sequences from the VCE specialisation area curriculum and study guide. 2.Analyse the pedagogies, principles and practices of teaching senior students in their specialisation areas in comparison to year 7-10. 3.Articulate knowledge of how students learn at senior secondary levels in their specialisation area, and the role of differentiation in developing effective teaching plans. 4.Design, trial and evaluate a sequence of lessons which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement at the senior secondary level 5.Evaluate relevant assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess senior secondary students' learning.

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

Assessment:Review, Review of Senior Secondary pedagogies, 30%. Report, Series of lesson plans including relevant assessment, 40%. Presentation, Peer Presentation of a SAC, 30%.

ECP3104 Innovations in Secondary Curriculum and Pedagogy

Locations:Footscray Park.

Prerequisites:EEC1113 - Creativity and the Arts in EducationEEC2101 - Engaging Students: High Expectations for AllEEC2103 - Teaching Primary ScienceEEC2105 -

Primary Mathematics Satisfactory completion of Year 2 primary school practicum.
Successful completion of the Literacy and Numeracy Test for Initial Education students.

Description: This unit provides pre-service teachers (PSTs) with the opportunity to expand their knowledge of curriculum, pedagogy, and assessment in their specialised discipline areas for teaching secondary school students in years 7-12. PSTs will collaborate with their peers to determine major challenges within their specialisation areas, and identify potential innovative solutions to these. PSTs will seek input from end users (school students, teachers), experts, and entrepreneurs to assist them in developing a prototype of an innovation which can be applied in their specialist areas to improve student learning outcomes. PSTs will present their ideas to the class and the broader community and may implement their innovation in schools or other educational settings. This process will provide graduates who operate with an innovation mindset, so that they can teach the next generation of students who will need entrepreneurial skills, and also enhance their own opportunities for employment through traditional and non-traditional paths.

Credit Points: 12

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

1. Investigate the major challenges in education in their specialisation area.
2. Collaborate with peers, experts, entrepreneurs and end users to facilitate the development of an innovative educational product.
3. Design and develop their innovation, and develop the appropriate ICT, communication, and other skills that are required to engage in this process.
4. Experiment and revise their product through pilot testing and conversations with experts, entrepreneurs and end users.
5. Convince their peers, community members, and a panel of experts of the need, value, and contribution of their innovative educational product.

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

Assessment: Project, Description of educational challenge and brief literature review, 20%. Project, Prototype of Curriculum and Pedagogy innovation, 60%. Presentation, Project pitch competition, 20%.

ECY2001 Young People and Substance Use

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: This unit will introduce students to the social, historical and political contexts of young people and substance use. Students will also be provided with the opportunity to build skills in the assessment and planning of appropriate interventions, advocacy and referral when working with young people who use Alcohol and Other Drugs (AOD). An overview of community-based youth specific AOD services will be provided with consideration of evidence based practice models. Students will also explore and analyse drug policy and the impact those policies have on young people in the Alcohol and Other Drugs (AOD) sector.

Credit Points: 12

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

1. Contextualise the use of AOD by young people within their social, political and historical settings.
2. Examine theoretical models of effective work with young people who are using AOD.
3. Demonstrate knowledge and skills to be able to relate to young people with AOD use including methods of effective communication and, workplace protocols and procedures. Make evidence based judgments to assess plan treatments and recommend therapeutic interventions;
4. Interrogate methods of Youth Work practice that are appropriate to be used in a range of AOD that are aligned with the Youth Work Professions Code of Ethical Practice and key stakeholder views.

Required Reading: Sapin, K (2013) 2nd edition Essential Skills for Youth Work 128

Practice London: Sage Publications Texts as suggested by the Lecturer, links will be provided on VU Collaborate

Assessment: Test, Test (30 mins, 1 attempt, 20 questions), 10%. Case Study, Interrogate a case related to a young person. (1500 word limit), 30%. Presentation, Group presentation. (10 mins, 10 slides), 20%. Essay, Consider a Harm Minimisation model of professional practice, 40%.

ECY3000 Supporting Young People in Dual Diagnosis Settings

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: This unit introduces the knowledge and skills required by workers encountering young people with dual diagnosis - mental health and alcohol and other drugs (AOD) issues. This unit will reflect on the historical context of the sector and consider the essential values and philosophies that guide effective work with young people who are experiencing AOD and mental health issues. A range of different models of AOD work, and an understanding of mental health diagnoses and youth appropriate interventions will be theoretically and practically taught. This unit will also identify personal values and attitudes regarding Mental Health and AOD use including the views of key stakeholders and official representatives. This unit will develop knowledge of the range of settings supporting young people with dual diagnosis including; ethical guidelines, methods of effective communication, cultural differences, resolution of conflict, issues of access and equity and workplace protocols and procedures.

Credit Points: 12

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

1. Contextualise the evolution of Dual Diagnosis within the history and changing social, political and economical developments in the youth sector;
2. Determine associated models of mental health and/or AOD work, guided by an understanding of the risks, philosophies, and the views of key stakeholders;
3. Exemplify primary knowledge and skills related to Dual Diagnosis issues including ethical guidelines, methods of effective communication, cultural differences, resolution of conflict and addressing organisation standards and workplace protocols and procedures;
4. Identify personal and community values and attitudes regarding Dual Diagnosis
5. Understand and be able to work towards effective public health responses that support young people with Dual Diagnoses within a local and global community context.

Required Reading: Texts as suggested by the Lecturer, links will be provided on VU Collaborate

Assessment: Test, This quiz aims to consolidate factual knowledge around mental health and alcohol and other drugs practices. (25 questions, open book, 60 mins), 25%. Report, Discuss a specific mental health diagnosis and demonstrate an understanding of how it may be impacted on by any co-occurring substance use or misuse., 25%. Case Study, A report demonstrating understanding of how the principles of the Victorian Code of Ethical Practice should be applied to youth with a dual diagnosis., 50%. Effective total of 3000 words.

ECY3001 Working with Young People with Complex Issues

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: This unit introduces the knowledge and skills required by Youth and Community workers encountering young people with complex attachment and trauma issues — particularly young people in therapeutic residential care settings which is a major industry employer of Youth Workers. The unit incorporates theories of attachment, trauma and the development of children and young people that can lead to complex, challenging and trauma-related presentations. A range of different

frameworks, theories and models that is related to Youth and Community work practice will be explored, informing practice when working with young people in therapeutic care or the assessment of these presentations in adults with a previous out of home care experience. In addition providing a context to the presentation and behaviour of adults who have had an out of home care experience as a child. This unit will identify the particular context in which these young people live or have lived to inform good practice and will develop knowledge of the range of settings supporting young people with complex needs, including; ethical guidelines, methods of effective communication, cultural differences, resolution of conflict, access and equity and addressing workplace risk and reporting protocols and procedures. This unit meets the elements of the following units of competency: CHCCS009 Facilitate responsible behaviour CHCMHS007 Work effectively in trauma informed care CHCPRT009 Provide primary residential care This unit introduces the knowledge and skills required by workers encountering young people with complex issues – particularly young people in residential care settings. This unit will reflect on the historical context of the residential care sector and consider the essential values and philosophies that guide this work. A range of different models of youth work, along with essential understandings of personal safety risks will be theoretically and practically taught. This unit will identify the particular context in which these young people live to inform good youth work practice and will develop knowledge of the range of settings supporting young people with complex needs, including; ethical guidelines, methods of effective communication, cultural differences, resolution of conflict, access and equity and addressing workplace protocols and procedures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise the framework that incorporates theories of attachment, trauma and the development of children and young people that can lead to complex, challenging and trauma-related presentations as children, adolescence and or adults; 2. Critically review theoretical models with a focus on therapeutic care when working with young people presenting with complex needs, complex trauma and attachment issues 3. Evaluate and review strategies for Youth and Community workers to identify and manage complex behaviours.; 4. Analyse primary knowledge and skills related to young people with complex issues including ethical guidelines, methods of effective communication, cultural differences, resolution of conflict and addressing organisational and trauma informed care standards, workplace risk and reporting protocols and procedures.

Required Reading: Texts as suggested by the Lecturer, links will be provided on VU Collaborate

Assessment: Test, Graded quiz (15 questions, 30 mins), 20%. Case Study, Respond to a case study of a young person with complex issues (2000 word limit), 50%. Report, A report outlining strategies to assist positive education outcome (1000 word limit and 10 pp slides), 30%. Effective total of 3000 words.

ECY3002 Professional Practice 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: The unit supports Youth Work, Community Development and Criminal Justice students to plan for and succeed in their careers. Students will be provided with the necessary skills, knowledge and practical experiences required to successfully transition from education to employment. The unit focuses specifically on career planning with an emphasis on 'employability' in the context of the 21st century world of work. Career planning is supported with the development of skills in job search, applications, interviews, networking and transitioning into the professional workplace. Through the development of an individual framework of

practice, students will have the opportunity to reflect on their academic and personal lives to recognise their values, interests and abilities that both support and challenge their transition to employment, as well as identifying strategies they can implement to ensure they have the competencies they need to fulfil their life and work goals. In this unit students engage in Work Integrated Learning (WIL) through a 200-hour placement or authentic industry project, in collaboration with industry professionals.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Consolidate and synthesise discipline specific skills, to transferrable employability skills and labour-market trends to determine employment and career progression opportunities; 2. Critically reflect upon personal attributes, strengths and values and explore the implications and opportunities these present for a successful transition to employment; 3. Demonstrate a range of career planning skills including job search strategies, application writing, interview techniques, networking and personal marketing; and 4. Demonstrate the application of their learning through a placement or project in an authentic industry setting (WIL component).

Required Reading: As listed in VU Collaborate.

Assessment: Exercise, A draft job application including a resume and responses to key selection criteria, 20%. Essay, Short essay linking values and attributes to a practice framework for a specific career path., 30%. Portfolio, A portfolio of activities demonstrating readiness for transition from education to employment., 50%. In addition to the graded tasks, students are expected to complete the WIL related components satisfactorily: 1. Work Integrated Learning Agreement 2. Placement Progression and Completion Reports 3. Attendance Record 4. Supervisor's Report.

ECY3003 Youth and Community Industry Preparation

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: The unit supports Youth Work, Community Development and Criminal Justice students to plan for and succeed in their careers. Students will be provided with the necessary skills, knowledge and practical experiences required to successfully transition from education to employment. The unit focuses specifically on career planning with an emphasis on 'employability' in the context of the 21st century world of work. Career planning is supported with the development of skills in job search, applications, interviews, networking and transitioning into the professional workplace. Through the development of an individual framework of practice, students will have the opportunity to reflect on their academic and personal lives to recognise their values, interests and abilities that both support and challenge their transition to employment, as well as identifying strategies they can implement to ensure they have the competencies they need to fulfil their life and work goals.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Consolidate and synthesise discipline specific skills, to transferrable employability skills and labour-market trends to determine employment and career progression opportunities; 2. Critically reflect upon personal attributes, strengths and values and explore the implications and opportunities these present for a successful transition to employment; 3. Demonstrate a range of career planning skills including job search strategies, application writing, interview techniques, networking and personal marketing.

Required Reading: As listed in VU Collaborate.

Assessment: Exercise, A draft job application including a resume and responses to key selection criteria (6 pages), 20%. Essay, Short essay linking values and attributes to a practice framework for a specific career path. (700 words), 30%. Portfolio, A portfolio of activities demonstrating readiness for transition from education to employment. (2000 word limit), 50%.

ECY3004 Youth and Community Industry Placement

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: In this unit you will work alongside professional colleagues engaged in the provision of youth, community and criminal justice services. This work based learning experience consists of a structured and supervised University organised field work placement or authentic industry project where you will link and apply theory with community and criminal justice practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Negotiate and validate a plan for professional learning consistent with the placement context of practice. 2. Apply knowledge, values and ethics to a particular field of practice in accordance with relevant codes of ethical practices 3. Demonstrate cultural responsiveness, sensitivity and inclusive practice that promotes the rights of Aboriginal and Torres Strait Islander peoples and their cultures; 4. Establish respectful and accountable professional relationships and communications with a diverse range of individuals, groups, colleagues and communities; and 5. Effectively demonstrate use of youth, community and criminal justice theories and methods informed by a critically reflective approach to practice.

Required Reading: Links to recommended readings for this unit will be provided to students via the VU Collaborate.

Assessment: Practicum, Students are expected to complete the WIL related components satisfactorily. , Pass/Fail. WIL related components for satisfactory completion are: 1. Work Integrated Learning Agreement 2. Placement Progression and Completion Reports (1500 word limit) 3. Attendance Record 4. Supervisor's Report.

EDC1000 Academic and Professional Learning

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: In this unit you will 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 the arts and blended learning activities designed to stimulate descriptions of, and reflection on, how to successfully engage in academic writing for university settings. You will also learn about academic discourse techniques, written forms of theoretical discussion, and will familiarise yourselves with library resources.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Participate in an academic community of discourse through reflective and critical engagement in academic texts; 2. Elucidate knowledge and understanding of theories in relation to how students learn and examine the implications of this for teaching; 3. Articulate academic, professional and personal learning needs with a focus on evaluating their own learning needs; 4. Critically review and reflect on cases of learners from diverse cultural, economic and religious backgrounds including those from Aboriginal and Torres Strait Islander backgrounds. 5. Explore creativity through engagement with arts practices.

Required Reading: A list of readings will be provided via VU Collaborate.

Assessment: Creative Works, Presentation, 30%. Project, Planning, participating in and reflecting on class production, 45%. Essay, Case and commentary essay, 25%.

EDC1001 Sociological Orientation to Education

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: This unit is designed both to introduce you to key issues and concepts in the sociology of education and to build the academic reading and writing skills that will enable you to describe and analyse aspects of the social world from competing theoretical perspectives. In this unit you will examine a range of social factors, including socio-economic status, gender and ethnicity, which impact on students' learning and development, on their access to educational opportunities and on their life chances. You will apply the concept of "sociological imagination" in educational contexts, analyse and interpret a range of sociological texts, and investigate the above mentioned social factors through the "lenses" of competing sociological theories. You will compare and contrast a range of responses to the social factors mentioned above, and examine competing ideological orientations to curriculum and teaching and learning practices; and in this context you will investigate the concepts of learning spaces and learning communities. Just as importantly, in this unit you will also develop competencies in various forms of academic writing — including exposition, analysis, comparison and contrast, and argument; these competencies will be developed in a sequenced way through a series of writing tasks, each of which is designed to be progressively more complex and to incorporate skills introduced in the previous task.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and analyse key themes and problems in the sociology of education and key sociological concepts applied in the field of education; 2. Apply the concept of "sociological imagination" to a range of educational issues; 3. Describe and analyse social factors impacting on students' learning and development from contrasting theoretical perspectives; 4. Analyse and critically evaluate two theoretical accounts of the role of education in society and social factors impacting on education.

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

Assessment: Exercise, Compare and contrast two sociological theories, 30%. Essay, Argumentative essay, 45%. Presentation, Debate applying a sociological theory to an education issue, 25%.

EDC1004 Investigating STEM Education

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: The aim of this unit is to explore Science, Technology, Engineering and Maths (STEM) education. This unit focuses on developing your confidence, creativity and collaborative skills through hands on activities and problem-based approach. Throughout this unit you will be provided with opportunities to develop an understanding 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.

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 education and in everyday life; 2. Demonstrate knowledge of Science, Technology, Engineering and Mathematics concepts and the interconnectedness of these disciplines in STEM Education; 3. Collaboratively plan and carry out investigations by applying scientific reasoning, evidence-based approaches and innovative practices; 4. Reflect on their development as STEM educators and as life-long-learners.

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

Assessment: Journal, Portfolio - Part A, 20%. Journal, Portfolio - Part B, 30%.

Presentation, Group Presentation, 30%. Project, Develop STEM model STEM Invention, 20%.

EDC1005 Health, Physical Activity and Wellbeing Education

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: This unit provides you with content knowledge for teaching and leading health, physical activity and wellbeing, social/emotional learning at the early and middle years of childhood. The unit facilitates the development of health literacy skills and knowledge required to make educational settings and communities healthy, safe and active places through building children's health-related skills and understandings. 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 young people's learning about health, wellbeing and activity; enhance your own and others' health and physical activity practices; and recognise, respect and connect with 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 curriculum materials and resources in order to identify approaches and strategies that support children's learning in the areas of health, physical activity and psychosocial well-being. 2. Design health education focused activities that draw on a range of teaching strategies to cater for the diversity of children's interests and capabilities; 3. Collaboratively examine a range of frameworks for health promotion at the early and middle years of childhood; 4. Appraise community-based approaches to health and wellbeing and potential partnerships between educational settings and the community; and 5. Develop activities that foster children's engagement in physical activity

Required Reading: Callcott D, Miller J and Wilson-Gahan S. 2018 3rd Health and physical education. preparing educators for the future. Cambridge : Cambridge University Press.

Assessment: Report, Develop a plan for health promotion in an educational setting that links to community programs and resources., 30%. Presentation, Utilise a range of pedagogies to engage in micro-teaching of movement skills to children., 40%. Portfolio, Compilation of personal and professional learning resources and evaluations., 30%.

EDC1006 Investigating Australian Humanities

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: The overall goal of this unit is to embed Aboriginal and Torres Strait Islander Peoples, places and positionalities and standpoints in education. Through acknowledging Aboriginal and Torres Strait Island Peoples as the First Peoples of Australia, this unit aims to develop a deeper understanding of the diversity of Aboriginal and Torres Strait Islander Peoples cultures, histories and languages of to promote reconciliation. This unit aims to develop an awareness of how to engage with Indigenous Studies and resources and how to apply them appropriately in educational environments. This unit will increase your awareness of how policies and ongoing colonialism impact Aboriginal and Torres Strait Islander Peoples. This will be done by exploring elements of Humanities and engaging with content and place. This includes understanding key theories leading to an understanding of Aboriginal and Torres Strait self-determination and sovereignty.

Credit Points: 12

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

1. Investigate positionalities in relation to Aboriginal and Torres Strait Islander standpoints; 2. Develop a deeper understanding of Indigenous studies in educational environments through a humanities framework of Aboriginal and Torres Strait Islander Peoples connections to people and place 3. Review and critically reflect on policies and resources in order to identify culturally appropriate approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander standpoints in educational environments with a view to promoting reconciliation; and 4. Develop an understanding of key theories that support Aboriginal and Torres Strait Islander self-determination and sovereignty.

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

Assessment: Review, Reflection on an Aboriginal and Torres Strait Islander standpoints (750 words), 25%. Essay, Critical review of theories and policies (900 words), 30%. Project, Visual Journal demonstrating an understanding of place. (1350 words), 45%.

EDC1007 ICT in Education and Learning

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: 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. 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 students 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. Demonstrate an understanding of the literacy and numeracy demands of ICT.

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

Assessment: Portfolio, Develop an eportfolio of ICT resources and reflections, 30%.

Presentation, Show and tell, 20%. Creative Works, Plan create and present a digital artefact, 50%.

EDC1008 Learning Through Literacy

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: This unit considers how language and literacy are learned and taught in a range of educational and cultural settings. The unit is informed by diverse theoretical perspectives in order 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. Students will examine how children and adults, as readers and writers, speakers and listeners, use and modify language and literacy for different purposes in a range of contexts. The unit embeds the development of students' personal literacies, and addresses skills, knowledge and understandings of the concepts, substance and structure of English. In this unit students will develop knowledge of the language and literacy continuum in Early Childhood and Primary years, and more

generally, to adulthood. They will learn about the pedagogies, practices and principles for teaching and assessing speaking and listening, reading, writing across print and multimodal texts. 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 implementing curriculum. Through the unit students will demonstrate an understanding of a broad and coherent body of knowledge of content connected to pedagogy, curriculum and assessment in relation to the changing nature of language and literacy education.

Credit Points: 12

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

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

Assessment: Exercise, Identification of topic for assessment 3; at least three annotated sources for use in assessment 3 (500 words), 10%. Project, Development of a Literacy artefact for personal or professional use (1250 words), 45%. Project, Folio representing work done in a literacy-based project to initiate change in the community. This includes a public speaking task (1250 words), 45%.

EDC1009 Learning Through Numeracy

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: The focus in this unit is number processes (addition, subtraction, multiplication and division) measurement and geometry, statistics and probability, and fractions and ratios. Through an applied focus students will assess and develop their own numeracy skills. Key concepts in each area will be covered. In addition students will engage in mathematical problem solving involving rich tasks, open questions and cross curricular contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review the research on how learners learn, common conceptions and misconceptions aligned with mathematical concepts such as measurement, geometry, statistics and probability 2. Create a repertoire of learning, teaching and assessment strategies relevant to the measurement and geometry, statistics and probability curriculum and develop cross curricular connections; 3. Evaluate their own experience of learning mathematics 4. Demonstrate an understanding of the literacy demands of personal and professional mathematics.

Required Reading: Reys, RE, Rogers, A, Bennett, S, Cooke, A, Robson, K & Ewing, B 2017 2nd Helping children learn mathematics Wiley, Milton, Queensland Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Review of personal strengths and areas for improvements in personal and professional numeracy and the development of an action plan, 25%. Report, Report on the implementation of high quality mathematical activities and

resources relevant to a range of settings, 35%. Laboratory Work, Complete open book tasks on mathematical content knowledge, 40%.

EDC1010 Learning in and through the Arts

Locations: Footscray Nicholson, Werribee.

Prerequisites: Nil.

Description: This unit introduces you to learning in and through the Arts through an exploration of creative approaches and play-based learning. These approaches will promote effective understanding of the Arts, with a focus on the areas of music, drama, dance, visual arts, visual communication and design and media arts. Students will explore meaningful self-expression, communication and reflection of the Arts through a range of arts-based experiences that are underpinned by an investigation of Arts learning theorists. The unit explores the arts in early childhood, classroom and community settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand the diverse ways of learning in and through in the Arts (visual arts, drama, dance, computer mediated art, design, music and performance); 2. Articulate Arts language and techniques in response to their own artistic creations and those of others; 3. Plan, design, resource, facilitate and evaluate activities that engage and challenge a diverse range of learners, foster their creativity and deepen their understanding of their world; 4. Explore diverse ways of knowing and meaning making in and through the Arts; 5. Examine how participation in an arts-rich learning environment considers the diversity of learners' needs.

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

Assessment: Poster, Arts journey plan, 20%. Presentation, Arts learning experience, 40%. Creative Works, Arts journey project, 40%. Effective word limit of 3000 words in total, or equivalent.

EDI3001 Rights, Advocacy and Discrimination

Locations: Footscray Park, Werribee, Online.

Prerequisites: Nil.

Description: This unit will provide students with an understanding of the current Local, State and Federal Government policy and legislation regarding young people with diverse abilities and their families. Service delivery, advocacy and inter professional collaboration models will be examined in order to analyse the benefits and limitations of the current legal/court system regarding young people. Students will be given the opportunity to critically examine case studies outlining ethical issues around duty of care vs dignity of risk when working with young people who have diverse abilities. Other legal issues such as guardianship and power of attorney, consent and capacity, and justice plans all have significant impacts on a young person's life and the need for youth worker advocacy will be identified.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse the benefits and limitations of Local, State and Federal Government policy and human rights legislation regarding young people with diverse abilities and their families; 2. Link strategic thinking in terms of policy with operational action in procedures and youth work practices; 3. Articulate the role of youth work and youth workers and the roles of advocacy within a framework of discrimination and human rights; 4. Identify and collaborate with aligned professional organisations to maximise inclusion opportunities for young people of all abilities; 5. Identify and resolve issues or professional, ethics and discrimination that may arise when working with young people of all abilities within the justice system.

Required Reading: Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Further links to recommended readings and resources for

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

Assessment:Case Study, Complete a case study on the rights of young people in the community (800 - 1000 word limit), 30%. Report, Prepare a report on an issue impacting on human rights. (1000 word limit), 50%. Test, Test based on the unit content. (20 questions 60 mins), 20%. For students from courses other than youth work, the assessment task will focus on their discipline area.

EDS1001 Critical Contexts in Disability

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study is the first core unit undertaken in the Disability specialisation. In this unit students will be introduced to the origins and meanings of the terms 'disability', 'inclusion', 'impairment' and 'handicap'. Through the adoption of a critical lens students will be asked to evaluate key assumptions and language embodying these assumptions and their association with people with disabilities. Historical, cultural, political and social factors that influence contemporary issues of how people with disability belong in society will also be explored. This unit gives university students an opportunity to also reflect upon and assess their own personal biases related to the nature of disability. They will be required to reflect on their educational experiences with people with disabilities in schools and in the broader community. University students will develop an understanding of the history of the biomedical and social model of disability and how both these and other models shape notions of 'disablement'. Drawing on their personal understanding of disability and inclusive practice in society, students will examine the following key questions. What does it mean to have a disability? What are some critical assumptions made about people with disabilities? What are positive community assumptions made about people with disabilities? How does the social, medical, psychological and political agencies define, confer and construct the life experiences of people with disabilities? What supports are available for people with disabilities? Through their connection to professional experiences, students will begin to identify how their own personal biases associated with disability may have unknowingly impacted on their encounters with disabled people.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1.Articulate the origins and meaning of the concepts of impairment, disability, and handicap; 2.Investigate the theories and models related to the education of people with disabilities and the resources and supports required; 3.Critically analyse their assumptions (negative and positive) and how that affects the interaction of people with disability in community and within the teaching practice; 4.The development of knowledge around support and resources available for people with disability.

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

Assessment:Presentation, Students to create visual representation of their personal teaching philosophy., 30%. Case Study, Discuss a real life story of an individual's journey with disability and reflect on how the support has affected their lives, 50%. Presentation, Group Presentation: In small groups students will be required to present on the research related to a particular disability or impairment., 20%.

EDS1002 Arts and Performance - Addressing Disability

Locations:Footscray Park.

Prerequisites:Students enrolled in EBST must have completed any 4 first year units.

Description:This unit will explore the intersection between the Arts and special education. In this unit university students will inquire into the fields of visual art, music, drama, media and dance and how these fields can encourage multiple

learning possibilities for learners who have a dis/ability. University students will also experience a range of arts based practices to support their interpersonal and pedagogic knowledge. In addition they will be encouraged to understand how all Arts based approaches to learning within the inclusive spectrum can assist and facilitate in affective and cognitive advancement. This unit will also promote an understanding of how Arts based practice can promote wellbeing, self-efficacy and agency for students who have physical and cognitive challenges. University students will utilize practical approaches that engage the Arts to develop opportunities for learning that is based on expressive and performance modalities. This unit will also provide university students with an introduction to AUSLAN. Knowledge of AUSLAN will assist university students to use diverse modes of communication when negotiating arts-based practices. University students learning AUSLAN will use Arts education as a basis for consolidating their sign language skills.

Credit Points: 12

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

1.Explore arts based pedagogies to facilitate learning opportunities for individuals with dis/abilities; 2.Assess theoretical debates linked to the Arts, dis/ability and learning; 3.Critically review and engage in concepts of disability, inclusion through an Arts-based learning and; 4.Establish alternative communication skills using AUSLAN.

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

Assessment:Review, Written Reflection on the trialling of the arts based product., 25%. Creative Works, Art work product., 50%. Test, AUSLAN Test, 25%. Effective word limit of 3000 words in total, or equivalent.

EDS2003 Social Justice and Catering for Diversity

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study is the third core unit undertaken in the disability specialisation. It further develops the themes introduced in Critical Contexts in Disability. Social justice and inclusion are important themes that underpin the Disability Studies Specialisation stream. This unit of study will provide students with an opportunity to examine disability and inclusion in educational settings through a social justice lens. Students will also inquire into teaching and learning strategies that can assist in catering for learner diversity. In this unit students will engage with a key set of questions that include: What is my personal philosophy of social justice? What are the conditions for equity and social justice in educational contexts? How do teachers establish safe learning and teaching environments? What is the connection between theory and practice when reflecting upon those factors that facilitate a socially just learning classroom climate? The use of socially just language, assessment and pedagogical practices that cater for diverse learning needs will also be closely examined.

Credit Points: 12

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

1.Critically evaluate concepts of social justice, disability and inclusive practice and how they relate to educational settings; 2.Analyse and interpret effective teaching and learning strategies when working with children with a disability; 3.Synthesise knowledge of how teachers create safe and supportive learning environments; and 4.Investigate the incidence of exclusionary language and its impact on students with a disability, and promote the use of socially inclusive language.

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

Assessment:Presentation, Students to present their personal philosophy statement tied to their understanding of social justice., 20%. Assignment, Draw on the individual stories and collaborative activities to write a critical reflection on socially

just teaching and learning strategies, 50%. Presentation, A group debate of an issue in the area of social justice and inclusive education., 30%. Effective word limit of 3000 words in total, or equivalent.

EDS2004 Professional Partnerships With Families

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit university students will be introduced to the nature of complex communication requirements associated with families who have a child with a dis/ability. University students will explore a range of student support services and communication models offered by schools and community organizations that intend to support the needs of families who have a child with a dis/ability. University students will also develop knowledge of the development of Individual Learning Plans (ILPs) that assist parents and allied professionals to work in collaborative communicative spaces. Professional Partnerships that build positive relationships, community connectedness and that maximize positive experiences of learning will be examined and critiqued. This unit will also provide university students with knowledge of the role of integration aides in special education and mainstream classroom settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Inquire into the concept of families and the value of a social ecological model in relation to how families deal with dis/ability; 2. Articulate an understanding of communication protocols between families and school systems that support the needs of families who have a child with a disability; 3. Critique and inquire into how professional partnerships involving support services, including integration aides, support families who have a child with a dis/ability; and 4. Investigate the development of Individual Learning Plans (ILPs) and their role in supporting students and their families in disability contexts.

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

Assessment: Literature Review, Review on Professional Partnerships in connection to families who have a child with a disability., 30%. Presentation, Based on professional partnership experience with families who have a child with a disability, 30%. Case Study, Develop a case study., 40%. Effective word limit of 3000 words in total, or equivalent.

EDS3005 Assessing and Reporting On Students With Diverse Abilities

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit university students will examine past and current assessment and reporting standards for individuals with diverse abilities. They will investigate educational theories of learning as well as evaluative practices for assessing learning. Consideration will be given to how teachers and professional staff use formal and informal assessments tasks to cater for the needs of all learners including those from diverse backgrounds, students with additional needs and students who are 'gifted'. Assessment and reporting tools commonly used in educational settings that are aligned with early intervention will also be explored. Historical approaches to assessment and 'testing' of children with special needs will be critiqued. This unit will also investigate how teachers use diagnostic, formative and summative assessment tools and how they report on the personal, social, psychological and physical needs of learners with diverse abilities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse diagnostic, formative and summative assessment tasks that are

used by teachers and professional teams to report on the learning outcomes of students with diverse abilities; 2. Critically review assessment methods including standardised tests, student work samples and teacher observation tools and their impact on learners; 3. Evaluate how teachers and professional staff make reasonable adjustments on assessment tasks to accommodate the specialised needs of individuals who have a disability; and 4. Create and present an innovative assessment strategy.

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

Assessment: Literature Review, Literature review on existing assessment approaches, 20%. Report, Propose an assessment approach and its impact on a student/s with a disability, 45%. Presentation, Summary of report and peer feedback, 15%. Review, Peer review of assessment approach and tool, 20%.

EDT1001 The Second Language Curriculum and Assessment

Locations:Footscray Park.

Prerequisites:Nil.

Description: This unit will enable you to develop understanding of the development, implementation and evaluation of the Teaching English as an Additional Language (TEAL) curriculum. It will include the origins of second language curriculum development, curriculum development, learner variation, overall aims and learning outcomes. It also covers course planning and syllabus design, the role and design of instructional materials, student assessment and learning program evaluation. This unit will address teaching approaches, resources and materials, and assessment and evaluation as well as considering the challenges and issues in 21st century TEAL education. The scope of the unit includes the development of your ability to work with students, in a range of settings, on their key investigative, communication and TEAL skills and understandings. The unit connects and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and articulate the underlying principles of the second language curriculum and assessment practices; 2. Appraise and reflect on key theoretical and practical issues and debates around contemporary TEAL curriculum design and assessment; 3. Design, trial and assess a second language learning program for a specific audience and context; and 4. Analyse culture of teaching and learning.

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

Assessment: Exercise, Develop a profile for EAL learner for a particular setting (500 words), 20%. Presentation, Presentation and discussion about principles and practices of temporary EAL teaching., 30%. Assignment, Design an English as an Additional Language learning program (1500 words), 50%.

EDT1002 Grammar and Linguistics for Language Teachers

Locations:Footscray Park.

Prerequisites:Nil.

Description: This unit aims to help university students to develop a better understanding of the grammar and linguistic skills needed to effectively teach English. The unit introduces university students to discourse level features of language, and functional and descriptive grammars. It also covers areas such as word classes, tense and aspects of various sentence structures. The unit connects with professional experiences and supports university students to articulate and reflect on important questions related to their study. This unit will also provide university

students with opportunities in which to investigate personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings. In addition, university students will examine teaching and learning principles that underpin the creation of safe and secure classroom environments.

Credit Points: 12

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

1. Analyse, appraise and reflect on theories of language construction from a linguistic perspective including systematic functional grammar; 2. Articulate the foundations of linguistic analysis; 3. Adapt appropriate meta-language to discuss the linguistic features of a range of texts (oral and written); and 4. Apply this knowledge in language teaching and learning practice.

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

Assessment: Essay, Academic Essay (800 words), 20%. Assignment, Language task (1100 words), 40%. Assignment, Text Analysis (1100 words), 40%.

EDT2001 Second Language Literacies

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit you will explore the development of literacy skills by second language learners. The nature of literacy and language practices associated with written language in different target languages will be considered. Issues faced by second language learners in learning to read and write effectively in a second language, and the ways in which teachers can assist the development of second language literacy will be explored. This unit provides an introduction to the theoretical debate surrounding the concept of literacy in Australia and in other societies, and its implication for appropriate curriculum design. Profiles of typical youth and adult literacy students in education and workplace training sites will be developed and consequent learner variables analysed, including the needs of groups with both English speaking and non-English speaking background students. The relationship among theory, method and appropriate teaching practices will then be discussed with due attention paid to a variety of influences over choice and effectiveness of particular strategies that can be used.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review the key theoretical frameworks related to the teaching of literacy skills to second language learners in the 21st century; 2. Analyse a variety of literacy settings and learner groups; 3. Investigate and critically reflect on the relationship between current literacy theories and methods; and 4. Articulate the changing demands for social, personal and vocational literacy skills and repertoires of second language learners and the impacts of these on lives of individuals and communities.

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

Assessment: Exercise, Reflective piece, 20%. Essay, Academic essay, 40%. Project, Design a sequence of activities for a specific group of learners, 40%.

EDT2002 Teaching English as An Additional Language in Bilingual and Multicultural Settings

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit focuses on teaching in bilingual, multilingual and multicultural settings. You will investigate the linguistic, communicative, cultural and social issues involved in bilingual, multilingual and multicultural teaching situations. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-

cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments.

Credit Points: 12

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

1. Investigate knowledge of key concepts of the learning of English including formal systems, spoken and written discourse, language and social context, and bi/multilingual language and literacy development; 2. Critically review and evaluate current research on the language learning phases and special needs of a multilingual and multicultural student; 3. Identify and reflect upon the linguistic and communicative characteristics of teaching in a multilingual and multicultural classroom/context; 4. Interpret and articulate special features of instructing, guiding and assessing students in heterogeneous classroom/context; and 5. Initiate EAL/D students' evaluations of their own strengths and weaknesses as a second language learner.

Required Reading: Contah, J. (2019) (revised 3rd edition) *The EAL teaching book: promoting success for multilingual learners* SAGE

Assessment: Exercise, Analysis of a Learner Portrait (800 words), 30%. Literature Review, Literature review (1200 words), 40%. Presentation, Presentation of Learning and Learning Artefact, 30%.

EEC2101 Engaging Students: High Expectations for All

Locations: Footscray Park.

Prerequisites: EEC1108 - Literacy Across the Continuum 1EEC1111 - Personal and Professional Learning for Teaching This unit is only for Education students undertaking the courses EBED and ABED.

Description: This unit is designed to develop university students' skills, knowledge and understanding of how to create and maintain learning environments that are responsive to the learning, emotional and social needs of students with differing interests, abilities and backgrounds across the spectrum from foundation to year 12. You will examine approaches for differentiating teaching to meet the specific learning needs of students across the full range of abilities, including those who are gifted and those with disabilities. You will also investigate teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. You will explore programs, resources and policy documents, which enable and support teachers to develop practices that cater to the specific, but differing learning needs of students so that all can participate fully within the classroom and school. This exploration will include a focus on the legislative requirements and the teaching practices that support the participation and learning of students with a disability. This unit builds on your primary school professional experiences and supports you to articulate and reflect on important questions regarding the impact of teachers' work. In particular you will reflect on students' experiences of, and learning in, primary schools by investigating personal, school-based, theoretical and socio-cultural explanations of your experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This is a praxis inquiry unit in which you undertake professional experience in a primary school and have the opportunity to develop and trial a range of teaching strategies. For example you will use both verbal and non-verbal communication strategies to support student engagement. You will seek and apply constructive feedback from your teachers in order to improve your teaching practice.

Credit Points: 12

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

1. Explore approaches to the documentation of lesson and curriculum planning which facilitate a positive classroom climate that supports and encourages all students to achieve at their optimal level; 2. Differentiate between the learning need and

interests needs of students who are of different abilities, including catering for gifted students and those with disabilities, as well as those who come from diverse linguistic, cultural, religious and socioeconomic backgrounds; 3. Identify practical approaches to use in managing challenging behaviour which includes physical and emotional bullying; and 4. Articulate contextual understandings of contemporary life in the school and wider community including ethical conduct, and legislative requirements that take into account the rights of all.

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Ewing, R, Kevin, L, Glass, C, Gobby, B, Le Cornu, R & Groundwater-Smith, S 2019, 6th edition Teaching: dilemmas, challenges and opportunities Cengage, South Melbourne

Assessment: Assignment, Complete a PMI for a safe and engaging classroom., 25%. Presentation, Collaboratively construct a challenging and differentiated numeracy or literacy lesson and teach the introductory activity., 25%. Review, Critically reflect on the student welfare/discipline approaches to classroom and student management, which have been adopted by your mentor and school, 50%.

EEC2102 Teaching Primary Mathematics 2

Locations: Footscray Park.

Prerequisites: EEC1106 - Teaching Primary Mathematics 1 This unit is only for Education students undertaking the courses EBED and ABED.

Description: This unit focuses on mathematical knowledge for teaching and pedagogical content and will also develop your confidence, creativity, and communication skills for teaching mathematics to primary school children. The content focus in this unit is number and algebra and focuses on the development of your skills, knowledge and understandings of the concepts and connections in mathematical content for teaching the number and algebra strand. You will engage in mathematical problem solving including rich tasks, open questions and cross curricular contexts as you develop your knowledge of the content for mathematics teaching. You will develop practices and strategies used by primary teachers to enhance student learning in understanding number, additive, multiplicative, relational and proportional thinking, as well as exploring the patterns of algebra. You will develop understanding, fluency, problem solving and reasoning skills and consider pedagogical approaches enabling primary students to develop proficiency in these areas. This unit will incorporate the development and trialling of strategies for planning, implementing and evaluating a 4 or 5 lesson sequence in a primary school.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review and explain curriculum approaches for teaching number and algebra to primary and middle school students; 2. Investigate and develop a repertoire of learning and teaching strategies relevant to the number and algebra curriculum; 3. Plan, apply and evaluate lessons that cater for the individual needs of the primary students in the group which, include reflection strategies 4. Discuss the mathematical content knowledge required for teaching number and algebra in primary and middle school; and 5. Articulate the demands for literacy in learning mathematics.

Required Reading: Links to relevant texts will be provided on VU Collaborate

Assessment: Exercise, 1A. Present a lesson., 20%. Exercise, 1B. Plan a numeracy lesson on multiplicative thinking for teaching in a primary school setting, 40%. Exercise, 2A. Open book task on Mathematical content knowledge of numeration, additive and multiplicative thinking, 20%. Exercise, 2B. Open book task on Mathematical content knowledge of number on proportional reasoning and algebra., 20%.

EEC2103 Teaching Primary Science

Locations: Footscray Park.

Prerequisites: EEC1108 - Literacy Across the Continuum 1 EEC1111 - Personal and Professional Learning for Teaching This unit is only for Education students undertaking the courses EBED and ABED.

Description: The aim of the unit is to prepare students to becoming successful primary science teachers by broadening their scientific and pedagogical knowledge. In doing so, the unit emphasizes enhancement of students' scientific literacy, as well as developing skills and knowledge in teaching primary science confidently. Throughout the unit students will be provided with many opportunities to develop their understanding regarding core scientific ideas, the practices that scientists use in creating knowledge about the world, and appreciation of the role of science in everyday life. Students will become acquainted with primary science educational models and resources, and some underpinning science education theories. By participating in hands-on and minds-on teaching pedagogies, students will learn how to apply their acquired knowledge, to teaching primary science in effective and engaging ways.

Credit Points: 12

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

1. Demonstrate the ability to apply the 5E model in primary science teaching;
2. Develop skills and knowledge required for planning and conducting a scientific investigation
3. Critically analyse science curricula and lesson plans in relation to theories
4. Work collaboratively in developing professional capabilities

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Skamp, K.R. & Preston, C. (Ed.) (2017). 6th ed. Teaching Primary science constructively Melbourne: Cengage Learning Australia Australian Academy of Science (2015). Primary connections. Among the Gum Trees. Year 4 Biological Sciences Canberra: Australian Academy of Science

Assessment: Presentation, Microteaching (in pairs), 30%. Report, Inquiry based lab report (individual), 30%. Assignment, Case and commentary, 40%.

EEC2104 Creativity and the Arts

Locations: Footscray Park.

Prerequisites: This unit is only for Education students undertaking the courses EBED and ABED.

Description: This unit introduces you to Arts education and the practice of teaching with and through creative approaches in primary education. These approaches include an introduction to curriculum, planning, pedagogies and assessment that promote effective learning and teaching of the Arts, with a focus on the areas of music, drama, dance, visual arts design, technology and media. You will also consider how these Arts areas can productively intersect with other curriculum areas. Students will explore meaningful self-expression and communication through the Arts through a range of creative approaches.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Adapt understanding of how children learn in diverse ways in the Arts (visual arts, drama, dance, computer mediated art, design, technology, music and performance); 2. Articulate the Arts and Technology curricula in relation to teaching and learning in primary schools including awareness of the relevant guidelines, assessment, procedures and resources that support differentiated teaching strategies; 3. Plan, design, resource (including ICT), teach and evaluate lessons that engage and challenge students, foster their creativity and imagination in learning in the Arts, design and technology, and in connecting with and deepening understandings in other curriculum areas; 4. Exemplify diverse ways of knowing in areas of artistic expression, and how participation in the Arts (including the creation of an arts-rich learning environment) can engage a diverse range of student needs in learning; and 5. Examine literacy and numeracy demands in Arts education.

Required Reading: Recommended readings for this unit will be provided to students via the Learning Management System (VU Collaborate) Roy, Baker & Hamilton/2015 2nd Teaching the Arts: Early Childhood and Primary Education Melbourne/Cambridge

Assessment: Project, Arts journey plan, 30%. Report, Arts unit of work, 30%.

Presentation, Arts Journey project, 40%. Project: This collaborative task is designed to provide students with an opportunity (working with their peers and individually) to integrate Arts and Technology knowledge gained during the semester's activities into the development of teaching activities and strategies that are differentiated to meet the specific learning needs of students across the full range of abilities. Presentation: Students explore and develop their own Arts practice and understanding of creative processes, culminating in an oral presentation, performance or exhibition at the end of the unit. Effective word limit of 3000 words in total, or equivalent.

EEC2105 Primary Mathematics

Locations: Footscray Park.

Prerequisites: EEC1108 - Literacy Across the Continuum 1EEC1111 - Personal and Professional Learning for Teaching Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE)** for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED and ABED.

Description: The unit focuses on mathematical knowledge for teaching, introduces pedagogical content and will also develop confidence, creativity, and communication skills for teaching mathematics to primary school children. The content focus in this unit is number and the developmental concepts required to think mathematically. The unit will also draw out the connection between number concepts with other areas of mathematics in the curriculum. The unit will include exploration of mathematical vocabulary and mathematical problem solving including rich tasks, open questions and cross curricular contexts. Practices and strategies used by primary teachers to enhance student learning in understanding number, additive, multiplicative, relational and proportional thinking, as well as exploring the patterns of algebra.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand and explain the connection between number concepts and other areas of mathematics; 2. Investigate and develop a repertoire of learning and teaching strategies relevant to the number and algebra curriculum; 3. Plan, apply and evaluate activities that cater for the learning needs of primary students; 4. Develop mathematical content knowledge required for teaching number and algebra in primary and middle school; and 5. Articulate the demands for literacy in learning mathematics.

Required Reading: Links to relevant texts will be provided on VU Collaborate

Assessment: Presentation, 1A. Present a numeracy activity sequence., 20%. Project, 1B. Plan a numeracy activity sequence in a primary school setting, 40%. Exercise, 2A. Open book task on Mathematical content knowledge of numeration, additive and multiplicative thinking, 20%. Exercise, 2B. Open book task on Mathematical content knowledge of number on proportional reasoning and algebra., 20%.

EEC2106 Approaches to Reading

Locations: Footscray Park.

Prerequisites: EEC1108 - Literacy Across the Continuum 1EEC1111 - Personal and Professional Learning for Teaching This unit is only for Education students undertaking the courses EBED and ABED Successful completion of the Literacy and Numeracy test for Initial Teacher Education (LANTITE)

Description: This unit will introduce pre-service teachers to explicit knowledge of the early reading instruction approaches and practices that will support school students to

become empowered readers. Through connection to theoretical models, research into how students learn and the pedagogical approaches that result from such understandings, pre-service teachers will become knowledgeable about how early reading instruction is founded upon the use of authentic texts as a basis for meaning-making. Consequently, phonics instruction, including phonemic awareness, alphabet knowledge and early spelling patterns will be explored within the context of relevant and highly effective reading frameworks such as the Four Resources Model. The unit will equip pre-service teachers to plan quality reading programs that align with the requirements of the English Curriculum and to understand the purpose of timely and relevant feedback and assessment practices.

Credit Points: 12

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

1. Articulate understandings of how early reading instruction is implemented in primary classrooms through a range of approaches that support school students to become empowered readers. 2. Critically review a range of pedagogical models of early reading instructions, including critical literacy, based on relevant theory and research into how students learn. 3. Analyse a range of early reading instruction approaches, including phonics instruction within the context of highly effective reading frameworks such as the Four Resources Model. 4. Demonstrate broad understandings of professional content knowledge of early reading instruction that aligns with the English curriculum and appropriate assessment practices.

Required Reading: In addition, University students will be provided with an up-to-date reading list via the VU Collaborate system Hornsby, D & Wilson, L 2011, Teaching phonics in context, Pearson, Melbourne Australia.

Assessment: Report, Showcase of early reading texts to effectively guide specific aspects of reading instruction (800 words), 25%. Assignment, Description, explanation and analysis of two reading strategies (1400 words), 45%. Presentation, Modelled reading instruction (class task) (800 words equivalent), 30%.

EEC3002 Curriculum Inquiry

Locations: Footscray Park.

Prerequisites: EDS1002 - Arts and Performance - Addressing Disability EED2000 - Curriculum Development and Implementation ESP2001 - Making the Conditions for Learning: Ethical and Reflexive Practice

Description: Curriculum Inquiry is one of two capstone units in the third year of the Bachelor of Education Studies. This unit builds on the study undertaken in Curriculum Development and Implementation and Creating the Conditions for Learning: Ethical and Reflexive Practice. In this unit, you will further develop your understanding of curriculum and within this the role of pedagogy in educative programs. In order to achieve this understanding, you will examine the term pedagogy and its relationship to curriculum through models of best practice. You will construct and articulate your educational position informed by the content of this unit. On successful completion of this unit you will have acquired the necessary knowledge to be an educator in a work context.

Credit Points: 12

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

1. Analyse and evaluate perspectives in the theory, research and practice of education 2. Research and critically reflect on practice and communicate ideas as an educator 3. Develop educational practices for a variety of settings

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: Exercise, Present and discuss set article in Learning Circle. (equivalent to 500 words), 30%. Essay, Identification and discussion of pedagogy and its relationship to curriculum. (equivalent to 1,200 words), 30%. Journal, Identification

of educational position with reference to discipline specific knowledge, curriculum and pedagogy. (equivalent to 1,300 words), 40%.

EEC3003 Professional Contexts

Locations: Footscray Park.

Prerequisites: EED2000 - Curriculum Development and Implementation ESP2001 - Making the Conditions for Learning: Ethical and Reflexive Practice EDS1002 - Arts and Performance - Addressing Disability EEC3002 - Curriculum Inquiry

Description: Professional Contexts is a capstone unit where knowledge, capabilities and expertise is applied to a setting where education occurs. The Bachelor of Education Studies is designed to prepare the student for work as an educator in a variety of settings. This unit will provide the opportunity to apply your knowledge of curriculum, ethical considerations and specialisation knowledge in a professional context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and evaluate perspectives in the theory, research and practice of education in community and human service contexts in a changing world; 2. Review the conditions for lifelong learning appropriate to individuals and groups in social settings, incorporating ethical, sustainable and socially inclusive criteria; 3. Engage effectively in teaching teams and work collaboratively as members of a work based team; 4. Respect and value diversity and difference as a positive resource to be encouraged within the community and its organisations

Required Reading: Links to required texts will be available via VU Collaborate.

Assessment: Exercise, Locate and analyse the organisations mission statement and describe an instance of its implementation. (Equiv 500 words), 30%. Case Study, Identify and describe a critical moment in learning and teaching in this context. (Equiv 1,200 words), 30%. Journal, Discuss with your mentor a critical learning and teaching moment and analyse against your educational position. (Equiv to 1,300 words), 40%.

EEC4102 Literacy Across the Continuum 2

Locations: Footscray Park.

Prerequisites: ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4110 - Curriculum and Assessment in Primary Literacy Satisfactory completion of Year 3 secondary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED and ABED.

Description: The definition of literacy in the Australian Curriculum is informed by a social view of learning 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. Through this unit, you will demonstrate broad understanding of content, and a solid understanding of teaching practices to integrate theory and practice. This unit will prepare graduates with the knowledge of a diverse range of students, including Aboriginal and Torres Strait Islander students, and a range of appropriate literacy pedagogies and teaching practices needed to be classroom ready. The unit continues the development of personal literacies, and addresses understandings of the concepts, substance and structure of English language. The pedagogies underpinning teaching listening, reading, viewing, speaking, writing and will be evidenced across a range of contexts: oracy, print,

visual and digital texts, using and modifying language for different purposes in a range of contexts. This unit links with the course intentions of 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 an 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. Interrogate the knowledge and capability in the planning and teaching of a range of literacies, including mathematical literacy to diverse learners across the continuum in the primary curriculum areas; 2. Identify key debates and principles in literacy education applied in practice as they relate to 21st century learning; 3. Identify their own future professional learning needs related to the teaching of literacy to culturally and academically diverse learners including those from Aboriginal and Torres Strait Islander backgrounds; and 4. Elucidate the skills, knowledge and understanding of the English and literacy content, substance and structure required for teaching English in primary school and evaluate their own: content knowledge, pedagogic skills, ability to use evidence based assessment data to meet student needs.

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Seely Flint, AS, Kitson, L, Lowe, K, Shaw, K, Humphrey, S, Vicars, M & Rogers, J 2020, 3rd edition., Literacy in Australia: pedagogies for engagement, John Wiley & Sons Australia, Milton, Queensland
Assessment: Assignment, Analysis of literacy lesson based on key principles, 25%. Project, Part a) Plan a literacy weekly overview and lesson drawing on professional literacy content and pedagogy connected to AITSL standard, 60%. Presentation, Demonstrate an effective literacy pedagogical approach., 15%.

EEC4103 Entering the Profession

Locations: Footscray Park.

Prerequisites: ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4110 - Curriculum and Assessment in Primary Literacy Satisfactory completion of Year 3 secondary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED and ABED.

Description: This capstone unit enables you to encapsulate your work in the Bachelor of Education (P-12) course. The unit enables you as Year 4 students to work with colleagues, principals, other school leaders and teachers in meeting National Standards in order to comply with registration requirements. You will undertake a critical overview of teachers' professional roles and responsibilities, including professional ethics and responsibilities. You will develop an awareness of the organisational and legal conditions of teachers' work, informing relationships with and teaching students, planning and managing curriculum and pedagogy, working with colleagues in leadership teams, and engaging with the school, parents/carers and wider community. You will develop skills needed to secure employment, these include preparing job applications, responding to selection criteria, interview techniques and awareness of professional networks and professional learning opportunities. There will be a developing awareness of the transferable skills that are gained through completing a Bachelor of Education, and how these can be applied to a range of other professions, which includes engaging with professional teaching and broader networks. You will engage in professional experience in Primary school,

where you will demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. You will also demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Credit Points: 12

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

1. Contextualise their understandings of the legislative, administrative and organisational requirements of teachers' work, including policies and processes required for teachers according to school stage, and the key principles described in codes of ethics and conduct for the teaching profession, including seeking and applying constructive feedback from mentors and teachers to improve teaching practices; 2. Demonstrate an understanding of how students learn, including a personal and social commitment to education and the enhancement of learning outcomes; 3. Articulate a broad knowledge of educational practices, including the ability to organise content into an effective learning and teaching sequences, manage curriculum and pedagogy, and demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice, including understand strategies for working effectively, sensitively and confidentially with parents/carers; 4. Investigate the process and methods of seeking and gaining employment in educational or other relevant professional settings, including understanding the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Groundwater-Smith, S. Ewing, R & Le Cornu, R. 2011 Teaching challenges and dilemmas. Cengage Learning; Australia

Assessment: Assignment, Evidence of Professional Engagement, 20%. Presentation, Feedback to peers, 10%. Report, Assessment for Graduate Teaching Element 1, 70%. Hurdle tasks: Satisfactory completion of year 4 Applied Curriculum Project Report and satisfactory year 4 Project Partnerships End of Practicum Report. Satisfactory submission of AfGT and Suite of Evidence of Professional Engagement (SEPE).

EEC4104 Teaching Primary Mathematics 3

Locations: Footscray Park.

Prerequisites: ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4110 - Curriculum and Assessment in Primary Literacy Satisfactory completion of Year 3 secondary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE)** for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

Description: This unit will be structured around your questions about teaching and learning mathematics in school classrooms. At the same time, you will focus on developing and refining understanding, knowledge and skills in mathematics and mathematics education to enable the implementation of interesting and integrated approaches to mathematics learning that value the diversity of school students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Elucidate knowledge and ability in the planning and teaching of mathematics to diverse learners; 2. Design opportunities for developing mathematical ideas across the curriculum; 3. Evaluate and plan effective learning and teaching relevant to the mathematics curriculum; 4. Articulate understanding of current research on teaching and learning mathematics; and 5. Evaluate sources of professional learning and resources in Mathematics and Mathematics Education.

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

Assessment: Report, Research, analyse and report mathematics education specific teacher professional learning, 25%. Assignment, Plan a sequence of lessons on an aspect of primary mathematics in collaboration with a small group of peers., 45%. Portfolio, Undertake a series of exercises based on developing mathematics assessment that will form a portfolio, 30%. Effective word limit of 3000 words in total, or equivalent.

EEC4106 Practice in Partnership

Locations: Footscray Park, St Albans.

Prerequisites: AEB3252 - Orientation to Primary Schools EEC2105 - Primary Mathematics EEC4102 - Literacy Across the Continuum 2

Description: In this unit, preservice teachers undertake an extended and continuous period of teaching in a primary school. They take increasing responsibility for the classroom program, as professional competence develops and manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the assigned university colleague). They also meet regularly with mentors to monitor their developing competence and confidence as a preservice teacher. Through this unit and while on placement, pre-service teachers will contribute to school and student learning by demonstrating collaboration and professionalism, perform the teaching and other duties of a graduating teacher to demonstrate their readiness to meet the requirements of the graduating teacher as indicated by the Victorian Institute of Teaching (VIT).

Credit Points: 24

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

1. Devise and evaluate teaching practices in a primary school setting where pre-service teachers can demonstrate their capabilities as graduate teachers 2. Critically reflect on their teaching practices and the practices they observe in schools as public intellectuals and from a social justice viewpoint 3. Compose a personal and professional philosophy that demonstrates their beliefs, values and their application of contemporary theory

Required Reading: Links to required texts will be provided in the VU Collaborate space of this unit.

Assessment: Assignment, Written philosophy and goals, 20%. Presentation, Oral presentation, 10%. Portfolio, Professional portfolio addressing AFGT and the graduate standards., 70%. To pass this unit, the graduating student must have: 1. A 'Satisfactory' project partnership report confirming their readiness to teach, and 2. At least a pass grade in the professional portfolio. Total effective word limit 5,500 words.

EEC4107 Teaching Practicum

Locations: Footscray Park.

Prerequisites: ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4110 - Curriculum and Assessment in Primary Literacy Satisfactory completion of Year 3 secondary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED and ABED.

Description: In this unit, you will undertake an extended and continuous period of teaching in a school. You will take increasing responsibility for the classroom program, and as professional competence develops, manage your progress towards

professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the partnership support coordinator where necessary). You will also meet regularly with mentors to monitor your developing competence and confidence. This unit links with the course intentions of strengthening the connection between theory and practice (praxis inquiry) and ensuring that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum; and engaging professionally with colleagues, parents, carers and the community. This unit also connects with the course learning outcomes of engaging with the profession in order to advance understandings and practices and heighten professional satisfaction thus ultimately leading to the enrichment of educational opportunities and contexts for students. Finally, the application of critical understandings of the changing nature of society to the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs, and the ability to work in partnerships with schools to interrogate and critically analyse the role and practice of education are considered to be key elements of continuous improvement. Students in this unit are advised that restrictions apply to withdrawing online once enrolled, to meet the requirements of external placement providers.

Credit Points: 12

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

1. Meet the professional requirements of the graduating teacher as indicated by the Australian Professional Standards for Teachers – Graduate Career Stage from learning-focused relationships with students.

Required Reading:-

Assessment: Practicum, Professional experience practicum in a primary school setting., Pass/Fail. To pass this unit, the graduating university student must have: Hurdle task: Satisfactory completion of Year 4 Applied Curriculum Project Report and satisfactory Year 4 Project Partnership End of Practicum Report.

EEC4108 Curriculum, Assessment and Primary Specialisation

Locations: Footscray Park.

Prerequisites: ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy Satisfactory completion of Year 3 secondary school practicum Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

Description: In this unit you will engage in an exploration of curriculum, assessment and reporting, focusing on literacy in a primary school setting. This exploration will be framed within the paradigm of 21st century understandings and practices of powerful learning and teaching. The unit will enable you to enhance your awareness of historical, political and global influences on curriculum, assessment and reporting in literacy. In addition you will develop an ability to apply current assessment and reporting practices in literacy to an advanced level. Through reflective practices and self-analysis, you will develop an individualised, personal action plan that is responsive to your own needs and strengths leading into and during the final placement. This specialised primary knowledge will also equip you with the necessary skills to effectively implement effective expert teaching and learning strategies during your final primary placement. Through a literacy lens you will also demonstrate an ability to;

- Demonstrate advanced knowledge of literacy in ways that facilitate inclusive and innovative classroom activities
- Continue to develop advanced knowledge of literacy in ways that allow you to effectively

respond to assessment and reporting data in this learning area Your work in this unit will provide you with the opportunity to choose and use range of resources that can assist you in planning implementing and evaluating effective student learning. You will also develop your skills in keeping accurate and reliable records of students' work and progress. Your professional acumen and expert knowledge in literacy will be further demonstrated by your in-depth knowledge and understanding of legislative requirements in education in this area. You will demonstrate your ability to access professional development in your specialised field and use relevant and appropriate sources that facilitate effective student learning. This unit links with the course intentions of equipping preservice teachers with expert content knowledge in literacy. The unit also connects with the course learning outcomes of demonstrating an understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to literacy.

Credit Points: 12

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

1. Critically analyse formative and summative assessment tasks in order to demonstrate an advanced understanding of assessment practices in literacy and connecting to issues of equity and social justice
2. Critically analyse the dilemmas and debates in regard to curriculum in literacy, which may be influenced by historical, socio-cultural and political factors and connecting to issues of equity and social justice
3. Demonstrate familiarity with the legislative requirements, administrative and organisational policies and processes, including those for students with disabilities.
4. Demonstrate understanding of a range of strategies for reporting on literacy to students, parents/carers, including the purpose of keeping accurate and reliable records of student achievement, and show familiarity with a range of strategies for involving parents/carers in the educative process.
5. Apply expert content knowledge to teaching and learning domains in literacy.

Required Reading: Ewing, R 2013 2nd edn Curriculum and assessment: storylines Oxford University Press, Australia

Assessment: Report, Literacy: Analysis of assessment and reporting, 20%. Exercise, (i) AfGT Element 4 (HURDLE TASK) (ii) Artefact evidence, 30%. Review, Conduct a review of curriculum and assessment, including a critical analysis of teaching and learning in literacy., 50%.

EEC4109 Primary Mathematics Pedagogy

Locations: Footscray Park.

Prerequisites: ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4110 - Curriculum and Assessment in Primary Literacy Satisfactory completion of Year 3 secondary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE)** for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED and ABED.

Description: This unit will be structured around your questions about teaching and learning mathematics in school classrooms. At the same time, you will focus on developing and refining understanding, knowledge and skills in mathematics and mathematics education to enable the implementation of interesting and integrated approaches to mathematics learning that value the diversity of school students. Evidence-based understanding of how carefully selected numeracy activities build effective lessons and learning sequences will be developed, as well as implementing appropriate mathematics assessments to determine how effective a learning sequence is.

Credit Points: 12

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

1. Elucidate knowledge and ability in the planning and teaching of mathematics to diverse learners; 2. Design opportunities for developing mathematical ideas across the curriculum; 3. Evaluate and plan effective learning and teaching relevant to the mathematics curriculum; 4. Articulate understanding of current research on teaching and learning mathematics; and 5. Evaluate sources of professional learning and resources in Mathematics and Mathematics Education.

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

Assessment: Report, Research, analyse and report mathematics education specific teacher professional learning., 25%. Project, Plan a sequence of lessons on an aspect of primary mathematics in collaboration with a small group of peers., 45%. Portfolio, Undertake a series of exercises based on developing mathematics assessment that will form a portfolio., 30%.

EEC4110 Curriculum and Assessment in Primary Literacy

Locations: Footscray Park.

Prerequisites: ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy Satisfactory completion of Year 3 secondary school practicum Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED and ABED.

Description: In this unit you will engage in an exploration of curriculum, assessment and reporting, focusing on literacy in a primary school setting. This exploration will be framed within the paradigm of 21st century understandings and practices of powerful learning and teaching. The unit will enable you to enhance your awareness of historical, political and global influences on curriculum, assessment and reporting in literacy. In addition you will develop an ability to apply current assessment and reporting practices in literacy to an advanced level. Through reflective practices and self-analysis, you will develop an individualised, personal action plan that is responsive to your own needs and strengths leading into and during the final placement. This specialised primary knowledge will also equip you with the necessary skills to effectively implement effective expert teaching and learning strategies during your final primary placement. Through a literacy lens you will also demonstrate an ability to:

- Demonstrate advanced knowledge of literacy in ways that facilitate inclusive and innovative classroom activities;
- Continue to develop advanced knowledge of literacy in ways that allow you to effectively respond to assessment and reporting data in this learning area.

Your work in this unit will provide you with the opportunity to choose and use range of resources that can assist you in planning implementing and evaluating effective student learning. You will also develop your skills in keeping accurate and reliable records of students' work and progress. Your professional acumen and expert knowledge in literacy will be further demonstrated by your in-depth knowledge and understanding of legislative requirements in education in this area. You will demonstrate your ability to access professional development in your specialised field and use relevant and appropriate sources that facilitate effective student learning. This unit links with the course intentions of equipping preservice teachers with expert content knowledge in literacy. The unit also connects with the course learning outcomes of demonstrating an understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to literacy.

Credit Points: 12

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

1. Critically analyse formative and summative assessment tasks in order to

2. demonstrate an advanced understanding of assessment practices in literacy and connecting to issues of equity and social justice
3. Critically analyse the dilemmas and debates in regard to curriculum in literacy, which may be influenced by historical, socio-cultural and political factors and connecting to issues of equity and social justice
4. Demonstrate familiarity with the legislative requirements, administrative and organisational policies and processes, including those for students with disabilities.
5. Demonstrate understanding of a range of strategies for reporting on literacy to students, parents/carers, including the purpose of keeping accurate and reliable records of student achievement, and show familiarity with a range of strategies for involving parents/carers in the educative process.
6. Apply expert content knowledge to teaching and learning domains in literacy.

Required Reading: Ewing, R 2013 2nd ed Curriculum and assessment: storylines Oxford University Press, Australia

Assessment: Report, Primary Specialisation: Analysis of assessment and reporting, 30%. Exercise, Assessment to Graduate Teaching Element 4, 20%. Review, Conduct a review of curriculum, including a critical analysis of teaching and learning in chosen primary specialisation., 50%.

EEC4201 Implementation of Primary Specialisation

Locations: Footscray Park.

Prerequisites: ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4110 - Curriculum and Assessment in Primary Literacy Satisfactory completion of Year 3 secondary school practicum Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, and ABED.

Description: Pre-service teachers deepen their expert content knowledge, pedagogical content knowledge and highly effective classroom teaching in one of the priority areas of Science or Mathematics/numeracy or English/literacy in primary schools. Other subject disciplines may also be considered in negotiation with the unit facilitator/convenor. In the selected specialisation area pre-service teachers undertake an in-depth investigation into primary curriculum, pedagogy and assessment. They explore, investigate and report on aspects of twenty first century teaching and learning in rapidly changing global, social, economic, environmental and technological contexts that inform content, pedagogy, curriculum and assessment of students' learning. Pre-service teachers investigate the research-teaching-practice nexus in learning about the importance of research for teacher preparation and professional practice aimed at improving students' learning outcomes.

Credit Points: 12

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

1. Source and reflect on professional organisations and utilise the information gained to adjust subsequent planning as a subject specialist;
2. Identify the core components of a school program to design a teaching and learning program or unit of work for the subject domain specialisation;
3. Analyse and report on recent developments in scholarship and professional practice in the teaching of their subject specialisation;
4. Implement and demonstrate evidence-informed opportunities for improving students' learning and teaching practice in their subject specialisation; and
5. Substantiate pedagogical approaches to teaching and learning that create positive classroom environments in the specialisation discipline.

Required Reading: Readings will be provided by the facilitator representative of knowledge and issues associated with the current frameworks of teaching. Links to recommended readings and resources for this unit will be provided to students via

the Learning Management System (VU Collaborate).

Assessment:Poster, Infographic representing primary specialisation including research evidence and pedagogical content knowledge, 30%. Assignment, Submit a unit or program of work in responses to issues, processes and procedures related to their subject specialisation, 40%. Presentation, Journal of Artefacts, 30%. Hurdle tasks: Demonstrate advanced depth of understanding in regard to the three different domains of skills and knowledge that comprise a primary specialisation: 1. Expert content knowledge 2. Pedagogical content knowledge 3. Highly effective classroom teaching in their area of specialisation This hurdle task requirement is to be signed off by the mentor teacher in the placement report at the completion of the final teaching block.

EED2000 Curriculum Development and Implementation

Locations:Footscray Park.

Prerequisites:Students enrolled in EBST must have completed any 4 first year units.

Description: In this unit students are introduced to approaches to curriculum theory, design, development and implementation for a variety of educational contexts. Students are encouraged to consider their own emerging understanding of education and apply it to the development and implementation of a nominated curriculum. Students in this unit critique issues including the nature of knowledge and how it might be represented in the curriculum; global, local and contextual demands on the knowledge, skills, values and beliefs in a curriculum; curriculum as a contested space; constructing and sequencing of teaching components and resource materials evaluation of teaching content, student learning and program design.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Interrogate theories and models of curriculum development 2. Critically review programs for students in a variety of educational contexts against a model of curriculum development 3. Analyse factors that may explain differences between the intended and the attained curriculum 4. Propose and justify a curriculum sequence

Required Reading:Students will be provided with links to readings via VU Collaborate.

Assessment:Presentation, In class presentation and write up., 30%. Assignment, Short writing task, 30%. Presentation, Group presentation of a sequenced curriculum., 40%.

EED5101 Epistemologies of Practice

Locations:Footscray Park, Footscray Nicholson.

Prerequisites:Nil.

Description: In this unit pre-service teachers investigate the key pedagogical themes and practices that constitute effective teacher education. Major themes that will be covered in this unit are praxis learning, professional practice in partnership and assessment in primary and secondary teaching contexts. Students will develop in-depth knowledge of schooling and teaching within the context of professional guidelines. Emphasis is placed on the development of supportive learning environments through collaborative learning circles whereby generative themes are realised through portfolio dialogue and rich task practice. The unit centres on major debates in education. Pre-service teachers explore the philosophy and possibilities of education including student learning, classroom arrangements, classroom unit and lesson planning and implementation.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Generate key themes of educational, teaching and learning practice that provides explanations for managing student behaviour and attending to the complex issues that characterise diverse learning environments; 2. Articulate their understanding of student physical, social and intellectual development and characteristics of student

learning as related to curriculum, pedagogy, assessment and classroom practice; 3. Engage and communicate their knowledge and understanding of educational practice to meet the specific learning needs of all students through development of teaching plans and learning sequences that include clear learning goals, a range of verbal and non-verbal communication strategies, and assessment practices that engage all students; and 4. Demonstrate their knowledge and understanding of research into how students learn through designing and implementing curriculum, lesson planning, learning sequences and associated assessment of student learning.

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

Assessment:Assignment, Reflection of professional and ethical standards for teachers, 20%. Presentation, Presentation and submission of a lesson plan that demonstrates curriculum design, planning and implementation related to AITSL standards., 30%. Essay, Critique of practice principles for excellence in teaching and learning., 50%. This unit will involve 15 days of teaching placement and a mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. Assessment tasks are equivalent to a total 5000 words.

EED5102 Curriculum and Multi-modal Learning

Locations:Footscray Park, Footscray Nicholson.

Prerequisites:Nil.

Description:Pre-service teachers will study and experience the philosophy, theories and possibilities of multi-modal teaching and learning. The unit covers classroom arrangements, classroom unit and lesson planning and implementation, and how curriculum, pedagogy and assessment strategies are enacted and reported to support students' needs. Additional aspects will include legal and safety concerns of teaching and student welfare issues. Continuing application of the Praxis Inquiry Protocol will support investigations and theorising of curriculum, teaching, learning, social justice and research. Questions involving key features of classroom situations will be explored such as how new learning is supported, how are new student understandings formed and how do we know what has been learned? Multi-modal learning will be explored to develop an understanding of different teaching practices support students' learning and understanding in key areas such as literacy and numeracy. This will involve the application of information technology into teaching that includes such approaches as, inquiry learning, personal learning plans, experiential learning and cooperative learning.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Investigate approaches to multi-modal learning demonstrating a range of teaching strategies for using Information Communication Technology (ICT) to expand curriculum opportunities and accessibility for students from diverse backgrounds; 2. Incorporate social justice principles in relation to inclusion and diversity into planning and assessment; 3. Articulate a sound understanding of assessment strategies and practices, including formative and summative approaches to assess students learning; 4. Analyse professional responsibility of teachers in supporting the safe, responsible and ethical use of digital resources to support classroom practice.

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

Assessment:Review, Review a digital resource to investigate curriculum pedagogy and assessment strategies., 30%. Project, Pedagogical exploration of (online) Spaces and (Physical) Places connected to multimodal learning., 40%. Presentation, Presentation that demonstrates teaching practice using ICT., 30%. All written assessment tasks are equivalent to 5000 words.

EED6001 Contemporary Issues in Education and Training

Locations: Footscray Park.

Prerequisites: Nil.

Description: This introductory unit will assist students to address a range of contemporary issues in education and training, emerging from diverse sources - from classroom and locally-nominated questions to state, national and global policy matters. Questions of educational purposes in contemporary society and approaches to educational research will be raised as part of discussions of social justice and sustainability, helping to map the broad terrain of education, care and training sectors. It is possible for the unit coordinator to specify prior to the unit offering particular issues for focus or to negotiate with a group to cover particular interests. A range of readings will contribute to building a digital archive that reflects a range of sources, media and perspectives. A discussion board, wiki or blog for the unit will be used to encourage critical discussion among participants. This is a compulsory commencing core unit for students in the Masters of Education.

Credit Points: 24

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

1. Articulate a broad knowledge of education issues in the contemporary context;
2. Exhibit comprehensive knowledge and understanding of debates on one major issue in relation to one or more education and training sectors;
3. Analyse and position themselves in relation to global and local professional and scholarly educational debates; and
4. Critically relate the current formulations of issues with arenas for educational action, including their own professional sphere of education.

Required Reading: A list of required and recommended readings will be made available via VU Collaborate.

Assessment: Presentation, Active participation in group discussion and class presentations, identification of journal articles and grey literature for the class (2,800 words), 30%. Review, Critically analysis an issue; usually in the form of extended writing (5,200 words) the specific genre of which will be negotiated with the lecturer, 70%. Total assessment for this unit will be 8,000 words or equivalent.

EED6002 Curriculum & Pedagogy

Locations: Footscray Park.

Prerequisites: EED7003 - Current Issues in Education and Training

Description: This unit of study will include consideration of the social and cultural contexts that influence curriculum and pedagogy in education and training settings. Theoretical and practical considerations will be drawn upon to investigate and critique how political, economic, social and cultural factors surround and infuse curriculum and pedagogy. Ways to develop socially just curriculum and pedagogy, and the grounds for doing so, will be explored with specific reference to how the intended is not necessarily the actual curriculum in settings of practice. Pedagogical practices to engage students across a range of social contexts, including active participation by teachers, students and parents in curriculum review and development processes, will be an integral component in considering both the theory and practice of education for social justice.

Credit Points: 24

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

1. Investigate contemporary debates about curriculum and pedagogy;
2. Critically analyse the social, cultural, political and economic factors that influence curriculum and pedagogy in education and/or training;
3. Compare and contrast influences that shape curriculum and pedagogy within socio-cultural and political-economic contexts;
4. Consider theories, along with analysis of trends and patterns, offer explanatory power for understanding how power works through curriculum and pedagogy in education and training settings;
5. Critically engage with literature relevant to the

student's professional practice; and 6. Develop curriculum that is flexible and responsive to the experiences of learners, considering how curriculum can be put to work to further social justice.

Required Reading: Flinders, D & Thornton, S., (eds) 2012 (4th Edition). The Curriculum Studies Reader New York: Routledge.

Assessment: Presentation, Oral presentation that is a critical analysis of an academic artefact with a focus on curriculum and pedagogy. (equivalent to 1200 words), 15%. Literature Review, An analysis and critique of two or three selected texts (equivalent to 2000 words), 25%. Essay, A critical exploration of key issues in this unit, as negotiated with the lecturer (equivalent to 4800 words), 60%. Total assessment for this unit will be 8000 words or equivalent.

EED6004 Capstone Research Investigation

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: EED7001 - Research Methods in Education EED7003 - Current Issues in Education and Training

Description: Students conduct a systematic literature review in relation to an educational problem of their interest. In doing so, they draw on theory, knowledge and skills developed through their degree. Through negotiation with their lecturer, students undertake a review of relevant literature, by applying appropriate selection criteria for choosing and analysing the literature. Students independently produce an evidence-based research report. The report demonstrates skilfulness in engaging in systematic processes of inquiring into a relevant topic.

Credit Points: 24

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

1. Conduct an investigation based on systematic literature review
2. Demonstrate cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems
3. Apply communication skills to transfer complex knowledge and ideas

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

Assessment: Exercise, Presentation of the research plan, research questions, research justification and how it is informed by relevant literature, 25%. Presentation, Oral presentation to report the findings of the capstone investigation, 15%. Research Paper, Systematic literature review report, 60%. Total assessment for this unit will be 8,000 words or equivalent.

EED6011 Enhancing Skills and Knowledge

Locations: Footscray Park.

Prerequisites: EED7003 - Current Issues in Education and Training

Description: In this unit of study students enhance their skills and knowledge by exploring a particular field of education and/or training that they regard as directly related to their own interests. Through negotiation with a mentor, students identify a particular theoretical and/or professional interest they have and then embark on a guided, largely independent in-depth critical study related to their interest. Students have a level of independence and flexibility in how they construct and present their learning. The study may stem from material introduced in other coursework units, professional contexts or link to the students' intended research topic depending on what stage they are up to in their course of study. Aspects of social justice, sustainability and/or communities of learning that underpin the Master of Education should inform the study.

Credit Points: 24

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

1. Evaluate core issues related to their topic of inquiry;
2. Critically examined multiple perspectives related to the topic of inquiry;
3. Formulate a conceptual and theoretical

overview of contemporary issues related to their topic of inquiry; 4. Compose an artefact that represents their new ideas or ways of considering the topic of inquiry.

Required Reading: A range of texts and materials will be made available through the university library and VU Collaborate.

Assessment: Presentation, Group presentation - Learning Circle presentation (2200 words or equivalent), 30%. Report, Written report as negotiated (2200 words), 30%. Other, Submission of final assessment task as per negotiation with the nominated mentor (3600 words or equivalent), 40%. Total assessment for this unit will be 8,000 words or equivalent.

EED6013 Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century

Locations: Footscray Park.

Prerequisites: EED7003 - Current Issues in Education and Training

Description: In this unit, theoretical concepts behind post-colonial, decolonising and Indigenous responses to formalised teaching and learning. A historical overview of colonial education provides students with critical language and concepts to make connections to national empire building and the production of colonial identities in compulsory schooling, early childhood education, vocational, adult and higher education. Students investigate how previous colonies of the European empires have sought independence, with focus on post-colonial and Indigenous theorists' descriptions of challenges in decolonising teaching and learning. Considering the key issues of self-determination, sovereignty and the rights of colonised and Indigenous peoples in education, students explore the production of pedagogical and curriculum materials that have embedded Indigenous and post-colonial ways of knowing and knowledge. The contribution of Indigenous and Post-Colonial theorists provides alternative standpoints and critiques of learning and teaching in a 'global' 21st century.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review social and educational philosophies in regard to Indigenous and post-colonial theory; 2. Appraise definitions and complexities of colonialism, decolonised, and post-colonial education; 3. Elucidate a post-colonial and/or Indigenous professional practice in teaching and learning; 4. Explicate and evaluate the complexities of turning policy into local practice; 5. Critique historical and current Indigenous Education policies at a local, national and international level; and 6. Elucidate a social justice philosophy that considers post-colonial educational theories.

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

Assessment: Literature Review, Prepare a detailed literature review of key readings within one of the following: self-determination, curriculum methods or knowing and knowledge., 30%. Essay, A theoretical essay that critically frames colonialism, post-colonial education and the student's own professional practice., 70%. Total assessment for this unit will be 8,000 words or equivalent.

EED6017 Early Childhood Development, Learning and Teaching 3

Locations: St Albans.

Prerequisites: AEG5115 - Early Childhood Development, Learning and Teaching 1
AEG5116 - Early Childhood Development, Learning and Teaching 2

Description: This praxis inquiry unit provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to build on the experience of investigating the systematic processes by which teachers work together to engage children in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher

profession by orienting themselves to the practices of the activist, reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, students systematically explore how teachers can express commitment to social justice in education as they take increased responsibility for facilitating the child learning program during their final year project partnership. At the end of this unit, pre-service teachers are required to demonstrate that they are ready to enter the early childhood teaching profession.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Compose and refine a personal educational and child learning philosophy and discuss how it informs their teaching identity, pedagogy and curriculum design as they enter the profession; 2. Establish a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher; 3. Evaluate and critically reflect upon the planning and implementation of the full educational program, using the VEYLDF for both the whole group and small groups of 0-6 year old children; 4. Identify, interpret, analyse and evaluate specific teaching strategies for a range of individual children's learning styles and abilities, such as giftedness and additional needs, including the investigation of practical approaches to managing challenging behaviour with reference to specific theories of learning and development and the Australian learning frameworks; and 5. Demonstrate, to the satisfaction of the assigned mentor teacher(s) and designated university personnel, their readiness to teach by meeting the Graduate Standards of the Preschool Teacher Validation System as articulated by the Department of Education and Early Childhood Development.

Required Reading: Raban, B, Nolan, A, Waniganayake, M, Ure, C, Brown R, Deans, J 2007, Building capacity: strategic professional development for early childhood practitioners, Cengage Learning, South Melbourne, VIC. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Journal, Praxis Inquiry Logs (equivalent to 2400 words), 30%. Other, Practical demonstration of implementing an experience (equivalent to 800 words, 10%). Portfolio, Professional Portfolio (equivalent to 4800 words), 60%. Total effective word limit 8000 words for the graded assessment. .

EED6031 Minor Thesis A (Part-Time)

Locations: Footscray Park.

Prerequisites: EED7001 - Research Methods in Education
Students enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training. Students enrolled in AMEB must have completed 96 credit points prior to enrolling in EED6031 Students enrolled in EMED must have completed 144 credit points prior to enrolling in EED6031

Description: In this unit, the first of two units in which part-time minor thesis students enrol, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills. The written minor thesis involves a high standard of written communication skills. A supervisor is allocated to each student.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Exemplify collaborative and ethical conduct in research and communicating research outcomes; 2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability; 3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;

4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions; and
5. Authoritatively and effectively elucidate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review.

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

Assessment: Report, Submission of a research proposal to the supervisor and receiving approval, Pass/Fail. Other, Submission of progress report, Pass/Fail. Hurdle: Where applicable submission of ethics application and receipt ethics approval.

EED6032 Minor Thesis B (Part-Time)

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training EED6031 - Minor Thesis A (Part-Time) EED7001 - Research Methods in Education

Description: In this unit, the second of two units in which part-time minor thesis students enrol, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills. The written minor thesis involves a high standard of written communication skills. A supervisor is allocated to each student.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Work collaboratively and ethically in conducting research and communicating research outcomes;
2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability
3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions; and
5. Authoritatively and effectively communicate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review.

Required Reading: Required texts to be advised by the minor thesis supervisor.

Assessment: Thesis, Minor thesis (15,000 - 20,000 words), Pass/Fail. The minor thesis will be no less than 15,000 or more than 20,000 words (or a negotiated alternative if choosing a creative work option). Examination of the minor thesis will be conducted by one external examiner and one internal examiner at the completion of this unit. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

EED6101 Indigenous Perspectives and Standpoints in Education

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: EED5101 - Epistemologies of Practice The pre-requisite unit does not apply for students enrolled in AMCD.

Description: This unit connects with the unit learning outcomes of articulating and embodying the ideologies, epistemologies and cosmologies of socially-just education through critically reflective and reflexive teaching, Indigenous-led learning, equity and access, as well as critically applying knowledge of educational issues to improve classroom practice and strengthen students' relations with their local community. The overall goal of this unit is to embed Aboriginal and Torres Strait Islander peoples, places, and positionalities in compulsory school curriculum content and pedagogy through the acknowledgement of the past and present and future aspirations held by

Indigenous peoples, particularly the First Nations people of Australia, and their communities of belonging, in order to value the wealth and diversity of our shared future. This unit aims to develop critical understandings of curriculum design and content; ongoing connections of people to place and space; theoretical constructs including post-colonialism and decolonisation; engagement beyond dominant culture discourses, descriptions and solutions; key issues of self-determination and sovereignty; culturally appropriate pedagogical and curriculum materials; privileging of Indigenous and post-colonial ways of knowing, being and doing education in the 21st Century; challenges in addressing systemic change required to meet the needs of Indigenous students and Indigenous educators; strategies for inclusion that value Aboriginal and Torres Strait Islander students in school; and understanding how to challenge the colonial standpoints that hinder equitable outcomes for Indigenous students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Critically review Indigenous education curriculum and pedagogies to gain deeper understanding of Aboriginal and Torres Strait Islander practices, theories and philosophies;
2. Critically review curriculum materials and resources in order to identify approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society;
3. Clarify the professional complexities in Indigenous-related teaching policy and how these align with student needs and articulate a standpoint of practice that can negotiate these complexities.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via VU Collaborate.

Assessment: Annotated Bibliography, Critical review of curriculum for Aboriginal content in response to Respect, Reconciliation and Relationship, 30%. Essay, Complex analysis of narrowed topic based on theme and focus of choice, 50%. Presentation, Presentation of Indigenous pedagogies that integrates Aboriginal and Torres Strait Islander priorities and standpoints., 20%. This unit will involve 10 days of teaching placement and a mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All written assessment tasks are equivalent to 5000 words.

EED6102 Entering the Profession and Becoming Critical

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: EED6101 - Indigenous Perspectives and Standpoints in Education Successful completion of the Literacy and Numeracy Test for Initial Education students. Satisfactory completion of 40 days of practicum.

Description: This unit is the culmination of three Approaches to Teaching and Learning units that establish a critical perspective of formal education, schooling, teaching and learning. The notion of 'critical' is taken to mean a self-determining, all-sided and comprehensive engagement with and understanding of social and educational issues that enable appropriate strategies to be implemented for improvement. For teaching, this denotes recognition of economic and cultural factors that impinge on families and classrooms and how the personal learning of students can proceed with integrity. This process requires engagement with parents / carers and the broader community to understand the factors surrounding student's lives. It involves collaboration with teaching peers to evaluate and improve practice. Critical perspectives emerge from continuing experience with significant complex issues, with colleagues monitoring their functions and procedures and observing the impact of actions taken to achieve particular outcomes. The enactment of curriculum, pedagogy, assessment and research strategies is consolidated through this process.

Credit Points: 12

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

1. Articulate their understanding of a range of curriculum, pedagogy and assessment practices from a critical perspective; 2. Critically engage and communicate their experience of educational practice and praxis through, portfolio dialogue and rich task investigation; 3. Analyse the role of economic and cultural factors that impinge on families and classrooms and how parents/ carers and the wider community influence students' education; and 4. Demonstrate their educational researchfulness through the critical design and implementation of curriculum, lesson planning and associated assessment of student learning

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

Assessment: Portfolio, Presentation of teaching artefacts that demonstrate a readiness to teach as summarised in the Australian Professional Teacher Standards – Graduate., 30%. Report, Critical review of professional understanding through a response to education practice. AfGT Element 1,2,3,4., 70%. Satisfactory completion of 20 days of teaching practicum and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All written assessment tasks are equivalent to 5000 words. Hurdle: Students must demonstrate attainment of all AITSL graduating standards through completion of both assessments.

EED7001 Research Methods in Education

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Students are advised to complete 48 credit points in their course prior to enrolment in this unit.

Description: Research is an integral element of education. The intention of this unit is to provide students, both practitioner researchers and those who wish to advance in their trajectory as researchers with a conceptual and critical overview of educational research methodologies and methods. Students will familiarise themselves with methodological literature, explore current literature related to their chosen area of inquiry and experience developing a research proposal. Students are advised to complete this unit preceding the minor thesis, capstone or curriculum specialisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and critique contemporary perspectives and theories related to educational research; 2. Explicate the essential elements and processes involved in undertaking quality educational research; 3. Elucidate an understanding of the need for the ethical conduct of research, and an awareness of the processes for applying for ethics approval when undertaking educational research; 4. Critically reflect on and evaluate different approaches to research; 5. Design a research project; and 6. Write and critically review a practitioner focused research proposal.

Required Reading: Readings and other sources relevant to the unit which will be available via VU Collaborate.

Assessment: Case Study, Research planning: Reflective writing and Scoping document, 15%. Exercise, Critical review of methodology article, 25%. Assignment, Literature review, 20%. Poster, Research methodology, 40%. Total assessment for this unit will be 6,000 words or equivalent.

EED7002 Approaches to Teaching and Learning

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: In this unit pre-service teachers orientate themselves to the teaching profession. Pre-service teachers will develop in-depth knowledge of schooling and teaching within the context of professional guidelines and ethical codes of conduct. Pre-service teachers explore the philosophy and possibilities of education including student learning. In addition, they investigate effective classroom management and

innovative curriculum design and lesson planning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate educational teaching and learning practices that contribute to positive student behaviour and learning; 2. Articulate aspects of student development including their physical, social and intellectual needs; 3. Engage and communicate their knowledge, understanding, and application of effective lesson plans and learning sequences; 4. Demonstrate their knowledge and understanding of diverse theoretical paradigms, professional guidelines, and ethical codes of conduct.

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

Assessment: Assignment, Professional and Ethical Standards Reflection, 15%. Presentation, Micro-teaching demonstration and submission of a lesson plan that demonstrates effective design and implementation., 35%. Project, "Where learning happens" Project., 50%. This unit will involve 10 days of teaching placement and a mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. Assessment tasks are equivalent to a total 5000 words.

EED7003 Current Issues in Education and Training

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will assist students to address a range of contemporary issues in education and training, emerging from diverse sources - from classroom and locally-nominated questions to state, national and global policy matters. Questions of educational purposes in contemporary society and approaches to educational research will be raised as part of discussions of social justice, sustainability and planetary health, helping to map the broad terrain of education, care and training sectors. It is possible for the unit coordinator to specify prior to the unit offering particular issues for focus or to negotiate with a group to cover particular interests. A range of readings will contribute to building a digital archive that reflects a range of sources, media and perspectives. A discussion board, wiki or blog for the unit will be used to encourage critical discussion among participants. This is a compulsory commencing core unit for students in the Masters of Education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate a broad knowledge of education issues in the contemporary context; 2. Exhibit comprehensive knowledge and understanding of debates on one major issue in relation to one or more education and training sectors; 3. Analyse and position themselves in relation to global and local professional and scholarly educational debates; and 4. Critically relate the current formulations of issues with arenas for educational action, including their own professional sphere of education.

Required Reading: Welch A, Connell R, Mockler N, et al. (2018) Education, Change and Society. Oxford University Press.

Assessment: Exercise, Participatory issues analyses (equivalent to 1000 words) , 20%. Assignment, Group presentation of issue analysis (part A) (equivalent to 1750 words), 35%. Assignment, Individual evaluation (part B) (equivalent to 750 words) , 15%. Presentation, Individual oral report on educator's standpoint (equivalent to 3000 words), 30%. Total assessment for this unit will be 5,000 words or equivalent.

EED7004 Engaging with the Profession

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: AEK7001 - Indigenous Perspectives in Learning and Teaching EED7005 - Primary Specialisation Capstone Successful completion of the Literacy and Numeracy

Test (LANTITE) for Initial Education students. Satisfactory completion of 38 days of practicum.

Description: This final unit in the course enables postgraduate students to encapsulate their work in the Masters of Teaching (EMES or EMPE) course. The unit enables students to work with lecturers, colleagues, principals, other school leaders and teachers in meeting National Standards in order to comply with registration requirements. Students will undertake a critical overview of teachers' professional roles and responsibilities and will develop an awareness of the organisational and legal conditions of teachers' work, informing relationships with and teaching students, planning and managing curriculum and pedagogy, working with colleagues in leadership teams, and engaging with the school and wider community. Students will develop skills needed to seek employment, including preparing job applications, responding to selection criteria, interview techniques and awareness of professional networks and professional learning opportunities. Students will engage in professional experience in Primary or Secondary school, where they will demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning by refining their ability to organise content into effective teaching sequences, set achievable goals for students and demonstrate their ability to effectively use a range of resources. Students will also demonstrate the capacity to gather and interpret student assessment data to evaluate student learning and modify teaching practice. Students will engage in professional experience in Primary or Secondary school, where they will refine their ability to organise content into effective teaching sequences, set achievable goals for students and demonstrate their ability to effectively use a range of resources. This unit connects with the course intentions of guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum, in addition to engaging professionally with colleagues, parents, carers and the community. This unit also connects to the course learning outcomes of displaying competence and sophistication in a range of oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community, as well as recognition of the importance of fostering students' creative skills, and problem solving strategies to prepare them to confront and proactively solve 21st Century challenges, and the application of critical understandings of the changing nature of society to the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate their understandings of the legislative, administrative and organisational requirements of teachers' work, including policies and processes required for teachers according to school stage, and the key principles described in codes of ethics and conduct for the teaching profession, including seeking and applying constructive feedback from mentors and teachers to improve teaching practices; 2. Articulate a broad knowledge of educational practices, including the ability to organise content into an effective learning and teaching sequences, manage curriculum and pedagogy, and demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice, including understand strategies for working effectively, sensitively and confidentially with parents/carers; 3. Analyse and document a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education; and 4. Demonstrate their educational researchfulness to participate in the process of gathering evidence of the graduate teacher's readiness to join the profession within the context of the Australian Professional Standards for Teachers – Graduate Career Stage including evidence of knowledge of curriculum, content and

teaching strategies.

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

Assessment: Portfolio, Presentation of teaching artefacts that demonstrate a readiness to teach as summarised in the Australian Professional Teacher Standards – Graduate., 30%. Report, Critical review of professional understanding through a response to education practice, analysis of teaching and the review of assessment processes., 70%. Satisfactory completion of 20 days of teaching practicum and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All written assessment tasks are equivalent to 5000 words. The Report is an externally agreed Assessment for Graduating Teachers (AfGT) Element 1,2,3,4. Hurdle: Students must demonstrate attainment of all AITSL graduating standards through completion of both assessments (all 4 Elements and the Portfolio).

EED7005 Primary Specialisation Capstone

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Satisfactory completion of 30 days of practicum.

Description: Preservice teachers further develop their knowledge of their teaching specialisation by implementing the teaching and learning plan they developed in Primary Curriculum Specialisation 1. The students will develop lesson sequences in their specialisation that create safe and supportive learning environments that cater for challenging behaviours and meet child protection legislation, duty of care, and workplace health and safety requirements. Students will incorporate mentor feedback of their practice during an additional 10 day teaching experience. In this time, preservice teachers develop ethically appropriate methods for collecting data through classroom observations, teacher feedback, assessment of students' learning and knowledge. They also collate and analyse data, expand on and refine their research skills and techniques of self-reflection and critically evaluate their own teaching and further build their professional competence, creativity, critical analysis, and problem solving ability.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Source and reflect on professional organisations and utilise the information gained to adjust subsequent planning as a subject specialist 2. Identify the core components of a school program to design, implement and evaluate a teaching and learning program or unit of work for their subject domain specialisation 3. Elucidate strengths and weaknesses of the teaching and learning plan (and act on this advice to modify teaching practice) in light of evidence-informed research, data on student learning and mentor feedback. 4. Collate and analyse classroom and evidence-informed research, and apply ethically appropriate methods for collecting and reporting data (e.g. to parents) 5. Create a safe and supportive learning environment that caters for challenging behaviours and meets child protection legislation, duty of care, and workplace health and safety requirements 6. Engage productively in the teacher profession and apply competently the Australian Professional Standards for Graduate Teachers

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

Assessment: Review, Construct a scoping document based on chosen specialisation. Produce a research question framed by policy and practice with an overview of the field., 30%. Creative Works, Present via digital story-telling (online) a specific topic of the discipline pedagogy under investigation., 20%. Research Paper, Research a teaching and/or learning question from knowledge of specific-discipline pedagogy., 50%. Satisfactory completion of 20 days of teaching placement and mentor teacher

report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

EEE3006 Social Context of Teaching and Learning in Secondary Schools

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will analyse the premise that schools do not exist in isolation from the society which surrounds them, and that they are part of a complex socio-ecological system. The study will examine social diversity in the wider community and how this is reflected in schools and the classroom. The ways in which teachers can cater for the needs of particular students due to gender differences, Aboriginal and Torres Strait Islander backgrounds, cultural heritage and socio-economic environments will be explored. In the unit you will examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate their knowledge and understanding of the social, political and economic factors impacting on young people in the secondary years of schooling and identify strategies to support inclusive participation; 2. Justify the purposes of developing relationships with the wider school community and present approaches for facilitating community connections; and 3. Articulate the ways in which students' gender, family and cultural backgrounds can influence their schooling experience and identify pedagogical approaches to address these.

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

Assessment: Essay, Essay., 50%. Other, Peer teaching & review., 50%. Effective word limit of 3000 words, or equivalent.

EEE3007 Wellbeing in Schools

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit addresses pedagogical approaches for developing academic, social and emotional wellbeing in school students. The focus of the unit is on the factors that contribute to the ability of individuals, groups and organisations to flourish in school settings working from a strengths perspective. In this unit you will explore the pedagogy involved in working with school students on approaches to developing positive emotions. Areas covered include learned optimism, character strengths, resilience, flow, positive relationships, positive communication, mindfulness, self-efficacy, confidence, goal setting, as well as social and emotional development approaches such as circle solutions. You will explore these themes in practical ways related to your own school-based experiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate, document and critically analyse the approaches used by schools to foster the academic, social and emotional wellbeing of students in schools; 2. Develop and trial pedagogical approaches for promoting the wellbeing of school students; and 3. Critically review research based approaches to the development of academic, social and emotional wellbeing in schools.

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Peterson, C. (2006) A Primer in Positive psychology New York: Oxford University Press. Seligman, Martin E. P. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being. New York: Free Press.

Assessment: Portfolio, Portfolio of reflections and research on pedagogical approaches

for developing wellbeing and flourishing in school settings., 50%. Report, Report on reflections and research on pedagogical approaches for developing wellbeing and flourishing in school settings., 50%.

EEE3008 Sustainability in the Primary Curriculum

Locations: Footscray Park.

Prerequisites: Nil.

Description: Sustainability, including its leading theme of climate change, is currently considered the world's most urgent threat to the resilience of societies, economies, cultures and the environment. It is now widely agreed that, "if humanity does not urgently change its ways, several critical thresholds may be exceeded, beyond which abrupt and generally irreversible changes to the life-support functions of the planet could occur" (UNEP GEO5, 2012). The field of Sustainability Education evolved with the aim of providing appropriate educational responses to the world's pressing need to move towards sustainable ways of living. This unit will provide you with the basic knowledge and skills required for critically analysing environmental, socio-cultural and economic aspects of world issues. These foundational attributes will be further developed to foster competence in designing and implementing locally relevant programs that are adaptive and responsive to the needs of school communities. In this unit you will develop an understanding of the major Sustainability issues for the Earth and consider the integration of Sustainability Education across the curriculum with a focus on teaching and learning in the Primary School. This unit connects the university student with their professional experiences and supports them to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop and articulate their environmental and sustainability literacy and understand and discuss major world sustainability issues; 2. Conceptually map diverse communities' sustainability issues; 3. Investigate and evaluate Sustainability Education initiatives; 4. Devise, implement and assess a local Sustainability Education program within a range of educational settings and age groups; and 5. Design and integrate a technology based educational module in sustainability.

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

Assessment: Report, Write a critical assessment of a local Sustainability Education program., 30%. Assignment, Design a computer based Sustainability Education module for school students., 70%. Effective word limit of 3000 words in total, or equivalent.

EEE3009 Sustainability in the Secondary Curriculum

Locations: Footscray Park.

Prerequisites: EEE3008 - Sustainability in the Primary Curriculum

Description: Sustainability, including its leading theme of climate change, is currently considered the world's most urgent threat to the resilience of societies, economies, cultures and the environment. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) was nominated in 2002 as the lead agency for implementing Sustainability Education worldwide. UNESCO describes this global endeavour as a process, which allows "every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future". The United Nations Implementation Scheme (2004) directs that teaching and learning of Sustainability addresses 15 key issues and the interactions between them. These issues include topics such as climate change, sustainable urbanisation, market

economy, poverty reduction, natural resources, biodiversity, sustainable consumption, cultural diversity, and human rights. This unit has a focus on the teaching of Environmental and Sustainability Education across curriculum areas in secondary schools and will allow you to; (a) develop a broad understanding of major Sustainability issues; (b) develop a deep understanding of systems' interdependence and complexity; and, (c) develop the required skills to teach Sustainability through diverse pedagogies, including involving school students in active participation in their local community sustainability issues. University students will build upon their abilities to document, reflect, analyse and critique their contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

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

1. Debate major world sustainability issues; 2. Articulate complexity and system approaches for dealing with sustainability issues; 3. Design environmental education units for secondary school students, including teaching modules; 4. Integrate Sustainability Education into various disciplines and contexts, across school curriculum; and 5. Plan and exhibit diverse approaches and pedagogies for teaching sustainability.

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

Assessment: Report, A critical assessment of a local Sustainability Education program., 30%. Project, Design and trial of a Sustainability Education activity for secondary school students., 70%. Effective word limit of 3000 words in total, or equivalent.

EEE3011 Digital Life & Learning

Locations: Footscray Park, Online.

Prerequisites: Students enrolled in EBST must have completed any 4 first year units.

Description: The rise of digital media has changed the way young people discover, use and share information. This unit will analyse the impact that social media and other forms of new technology have on the social, cultural and educational development of young people. Social media refers to social network sites, video sharing sites, blogging and micro blogging platforms, and related tools that allow young people to create and share their own content. Issues such as digital identity, safety and play in the context of social media and games will be central to this unit of study. Through a combination of hands-on workshops, critical analysis and projects the university student will be encouraged to build their understanding of, and familiarity with, these emergent technologies.

Credit Points: 12

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

1. Articulate the major impact that digital media and new technologies have on a young person's learning and identity development; 2. Integrate an understanding of Australian legislation regarding new technologies and the ethical implications of social digital interactions; 3. Evaluate and integrate new technologies and digital media into learning environments; 4. Explain how online social interactions and currency can play a role in modern society.

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

Assessment: Assignment, Digital Artefact. (800-1000 word limit), 30%. Project, Research Project or as negotiated. (1500 word limit), 40%. Presentation, Oral Presentation (8 slides, 5 mins), 30%.

EEE3012 International Teaching and Learning Contexts 1

Locations: Footscray Park.

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Prerequisites: College permission required

Description: This unit adopts a Praxis Inquiry approach to teaching and learning and is designed for university students to undertake an approved international opportunity as part of their course. This may be through participation in an organised short-term study tour to a specified country for the purpose of completing a placement, or completing an exchange (or a short course) at an overseas institution where they engage in a unit of study about education in that country. The focus of this unit is for the university student to begin to gain an understanding of their own cultural values and then explore the language, culture, and education system of the country that they are visiting, by engaging in reflection about a series of real-life intercultural teaching and learning experiences. The university student will therefore begin to develop an awareness of diverse cultures, and the relationship between culture and education. They will return to Australia with skills, knowledge and resources for teaching about the country that they have visited. This will support and enable the university student to teach learners with diverse cultural, linguistic, and religious backgrounds. All applications to undertake this unit must first be approved by the course coordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

Credit Points: 12

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

1. Apply an understanding of other cultures and societies, and the impact of culture and history on teaching and learning contexts; and 2. Critically evaluate skills in the implementation of pedagogical approaches for diverse cultural classrooms and within an international context. 3. Actively participate in an international Project Partnership experience and engagement in reflexive practices.

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

Assessment: Report, Lesson Plans: University students will prepare a series of lesson plans for teaching in their host country., 30%. Journal, Journal: University students will complete a Praxis Inquiry journal to reflect on their experiences., 60%.

Presentation, Presentation of a report which is peer assessed., 10%. Effective word limit of 3000 words, or equivalent.

EEE3013 International Teaching and Learning Contexts 2

Locations: Footscray Park.

Prerequisites: College permission required

Description: This unit is designed for pre-service teachers undertaking approved international opportunities as part of their course. This may be through participation in an organised short-term study tour to a specified country for the purpose of completing a placement; or completing an exchange (or a short course) at an overseas institution where the university student will engage in a unit of study about education in that country. The focus of this unit is for the university student to engage in more sophisticated reflection about a series of real-life intercultural teaching and learning experiences, and to mentor their peers in diverse cultural and pedagogical settings. They will develop a broader awareness of diverse cultures, and the relationship between culture and education. They will return to Australia with skills, knowledge and resources for teaching about the country that they have visited. These skills will enable them to teach learners with diverse cultural, linguistic, and religious backgrounds, as well as developing intercultural skills and knowledge amongst Australian students. All applications to undertake this unit must first be approved by your course coordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

Credit Points: 12

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

1. Apply an understanding of other cultures and societies, and the impact of culture and history on teaching and learning contexts; 2. Critically evaluate the implementation of pedagogical approaches for diverse cultural classrooms within an international context; and 3. Actively participate in an international Project Partnership experience and engage in reflexive practices.

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

Assessment: Report, Lesson Plans: Students will prepare a series of lesson plans for teaching in their host country., 30%. Journal, Journal: Students will complete a Praxis Inquiry journal to reflect on their experiences., 60%. Presentation, Presentation of a report which is peer assessed., 10%. Effective word limit of 3000 words, or equivalent.

EEE3014 Working with Students with Special Needs

Locations: Footscray Park. In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

Prerequisites: Nil.

Description: This unit will focus on developing knowledge and skills to teach students with special learning needs who are in mainstream schools and classrooms. Key themes that will be explored in this unit include; the evolution of special education in Victorian Schools, inclusive diversity in special education settings and positive behavioural support interventions when working with young learners with special needs. The unit also includes: (1) an examination of a general model for teaching learners with special learning needs; (2) an investigation into learning characteristics of students with special learning needs to identify the most appropriate instructional and pedagogic procedures; (3) provision of a safe and secure classroom environment and the development of in-class relationships that support learning; (4) classroom environment procedures likely to facilitate learning (eg. appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (5) the use of technology to facilitate learning for students with special learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify, interpret and evaluate specific teaching strategies related to the special needs of students in a classroom setting; 2. Trial approaches to the documentation of lesson and curriculum planning associated with students with special learning needs in a classroom setting; 3. Critically evaluate assessment approaches commonly used for students with special learning needs in a classroom setting; 4. Demonstrate an integrated approach to working with students with special learning needs in a classroom setting; and 5. Use a range of approaches to reflect on and improve personal teaching practice associated with the special learning needs of students in a classroom setting.

Required Reading: Reading to be advised by lecturer and updated on VU Collaborate

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Presentation, Student presentation around the issue of inclusion in schools. 15 minutes, 20%. Essay, A critical review of the literature in relation to an issue that impacts on the teaching of students with special needs. 1000 words, 40%. Case Study, A documented reflective case and critical commentary into the practice/observations in an appropriate special needs learning environment. 1200 words, 40%.

EFT2001 Food Science and Technology Education

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: In this unit students examine a variety of physical and chemical change processes in food and investigate the concepts of palatable food through sensory evaluation. Students will discuss the science of food and related technologies to inform delivery of learning activities within school contexts and the key learning area of Food Technology. There is a focus on physical and chemical changes to food such as the impact of cold and heat; aeration; pH and specific preparation techniques; and how proteins, carbohydrates and fats both change and develop specific products and dishes.

Credit Points: 12

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

1. Distinguish ways to use and change ingredients and techniques for specific outcomes; 2. Conceptualise and evaluate food production for intended outcomes; 3. Analyse how specific physical and chemical change in food occurs; 4. Investigate a range of techniques to develop particular food products; 5. Discuss the underlying relationship between specific characteristics of food products and food science.

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

Assessment: Journal, Dietary journal with commentary (800 words), 20%. Portfolio, Worksheets (4) with annotated reflections about changes to food through physical or chemical change and/or to develop palatability (1400 words), 35%. Presentation, Food preservation information sheet and presentation. (1200 words PLUS 10 minute presentation), 45%.

EFT3001 Design and Technology Education

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: In this unit, university students participate in product design processes and develop critical insights about design. The process of developing a product design requires a range of skills, abilities and resources. The provision of opportunities related to product design and technology is based on several understandings about: - systematic approaches - the conceptualisation and evaluation of ideas and how their subsequent production can be organised in logical ways; - multifaceted and multidiscipline perspectives - the production of two and three-dimensional products requires understandings of art, science and technology; and - principles of sustainability and innovation - as a response to social and cultural imperatives and with a history (past and current) that informs the near future.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse how design and product development is influenced by context; 2. Evaluate visual presentation innovations, concept development and production; 3. Investigate and create interactive multimedia resources in the fields of design and technology; 4. Demonstrate the connection between editing and presentation techniques and 5. Assess sustainability of innovations in design and technology.

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

Assessment: Creative Works, Concept Development, 20%. Creative Works, Multimedia Project Draft, 20%. Creative Works, Cookbook, 30%. Presentation, Multimedia Project Presentation, 30%.

ESP2001 Making the Conditions for Learning: Ethical and Reflexive Practice

Locations: Footscray Park.

Prerequisites: Students enrolled in EBST must have completed any 4 first year units.

Description: This unit provides students with a deeper understanding of the nexus of education and care in community education settings. It aims to develop an understanding of ethical and reflexive practice as necessary conditions for learning and educating in social contexts. Students engage with issues of ethical and reflexive practice through case study dilemmas and their collaborative work in small groups. Through academic reading and online resources students develop a broad understanding of professional ethical codes, organisations' procedural ethics and everyday virtue ethics of listening, communicating care and strength-based pedagogy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Create and demonstrate appropriate ethical frameworks in practice; 2. Develop an ethically justifiable position in relation to taking action in a community education setting; 3. Articulate in ways that are respectful, empathetic, persuasive and professional; 4. Articulate the importance of reflexive practice and demonstrate a range of ways of undertaking reflexive practice; and 5. Reflect on and engage in ethical discussions and problem solving in teams.

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

Assessment: Journal, Identification of personal values and beliefs, 20%. Exercise, Identification of educational beliefs and educational philosophy, 40%. Essay, Consideration of ethics, educational beliefs and educational philosophy in response to a defined setting, 40%.

ESP3002 Understanding Processes of Innovation

Locations: Footscray Park.

Prerequisites: Nil.

Description: The unit provides students with an understanding of the theory and practice of entrepreneurship and innovation in a range of different educational settings. Through examination of models and processes of entrepreneurship and innovation, students develop their capacity for opportunity exploration and the strategic management of change at the level of the individual, small teams, organisations and in public policy. There is a focus on the use of analytics and the processes of data-informed design and decision making. How can analytics inform the incremental design of innovation? We apply industry-based methodology to manage risk and uncertainty including SCRUM, agile and stage-gate techniques. The unit builds capability in scaling and implementing an initial idea through cross disciplinary collaboration and relationship dynamics. The unit examines the criteria of a successful project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review models and processes of entrepreneurship and contemporary innovation; 2. Apply an understanding of how data and analytics can inform practice, creativity and change; 3. Engage attributes and skills for leadership and collaboration; and 4. Devise and present a prototype to illustrate a creative and new concept.

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

Assessment: Exercise, Framework review of contemporary innovation, 15%. Review, Case study analysis, 30%. Report, Group plan and report supporting an innovation, 30%. Project, Group prototype and presentation, 25%.

ETP5001 Language and Literacy in the Primary Years 1

Locations: Footscray Park, Footscray Nicholson, Online.

Prerequisites: Nil.

Description: This unit of study focuses on the development of language and literacy in

the Lower Primary context. Preservice teachers will develop a strong disciplinary understanding of how to teach across the three strands of language, literacy and literature as articulated in the Primary English Curriculum. The unit will develop pedagogical content knowledge in the teaching of reading, writing, speaking and listening. The unit also requires students to reflect on their personal literacy skills and knowledge and make connections to professional practice. Students will be introduced to the theoretical and philosophical underpinnings of how to teach literacy and language in a Lower Primary classroom. Practical approaches to the teaching of grammar, phonics, comprehension and literature will involve the study of English language conventions and structures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Design a self-assessment plan based on the LANTITE results for improving literacy content knowledge and skills. Present a poster detailing a method of how this plan is going to be enacted with reference to the AITSL standards; 2. Critically reflect on a range of pedagogies to teach Language and Literacy conventions required in the Lower Primary Years; 3. Reflect on theoretical models of language and literacy practice to inform an understanding of professional content knowledge; 4. Design and construct a unit of work comprising a series of 3 lesson plans supported by contextualised resources with evidence of differentiated learning and formative and summative assessment; and draw on data to report on student learning and achievement; and 5. Demonstrate ability to teach language conventions, techniques, modes of communication and forms of representation in virtual and traditional text contexts and situations.

Required Reading: Seely Flint, A., Kitson, L., Lowe, K., Shaw, K. Humphrey, S., Vicars, M, and Rogers, J. (2020) 3rd Edition Literacy in Australia. Pedagogies for Engagement. Milton, Queensland: John Wiley & Sons. Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Poster, Diagnostic assessment of personal and professional literacy content knowledge., 15%. Assignment, Plan a series of 3 literacy lessons with reference to the Victorian English Curriculum standards., 55%. Presentation, Video recording based on lesson components that demonstrate either language, literacy or literature teaching strategies, 30%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5002 Language and Literacy in the Primary Years 2

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: ETP5001 - Language and Literacy in the Primary Years 1 Successful completion of the Literacy and Numeracy Test (LANTITE) for Initial Education students.

Description: In this unit of study pre-service teachers will explore multidimensional aspects of literacy education and the acquisition of literacy skills by critically investigating the organisation of print literary and digital/virtual texts. The unit aims to develop a pedagogical understanding of how to teach: compositional techniques, forms of print based and digital representation for receiving and communicating meaning to different audiences and for differing purposes and contexts. Pre-service teachers will be guided to build their repertoire of knowledge of literacy pedagogies and concepts to enable them to integrate theory and practice when planning to teach literacy across the curriculum. Through the unit pre-service teachers will investigate models for developing and responding to pupils reading, writing, and listening to texts and oral communication. Pre-service teachers will also investigate curriculum and assessment rationale to include informal, formal diagnostic, formative, and summative approaches to assessing student learning across the literacy continuum.

Pre-service teachers will be introduced to theoretical models of language and literacy to appraise literacy/language learning in the early and middle years of schooling when responding to diverse learners' needs and abilities.

Credit Points: 12

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

1. Critically review current practices for teaching and assessing Language and Literacy in the Primary Years; 2. Evaluate and design effective teaching and learning strategies to develop students' confidence and abilities to use language effectively and efficiently across the literacy continuum, including literacies required of 21st century learning; 3. Design and evaluate assessment strategies that will be used to provide appropriate feedback to students about their literacy learning; including Aboriginal and Torres Strait Islander backgrounds; 4. Appraise and critique key debates, principles, theories, approaches to literacy teaching and learning for culturally and academically diverse learners, needs and abilities, including students of Aboriginal and Torres Strait and different cultural and language backgrounds; 5. Compose and authenticate evidence of personal and professional literacy content knowledge and high-quality pedagogical skills for effective teaching; and 6. Design and evaluate effective learning and teaching of knowledge and skills across the literacy continuum, including providing forms of appropriate feedback to students about their literacy learning.

Required Reading: Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K., Vicars, M 1 Literacy in Australia: Pedagogies for Engagement John Wiley and Sons Publishers. Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Presentation, Critique key debates, principles, theories related to literacy teaching and learning., 20%. Assignment, Plan a series of differentiated literacy-based lessons and assessment strategies, 40%. Poster, Professional learning reflection on literacy pedagogy., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5003 Teaching and Learning Primary Mathematics 1

Locations: Footscray Nicholson, Online.

Prerequisites: Nil.

Description: Preservice teachers are introduced to effective mathematical teaching approaches, models and strategies used by primary teachers to enhance student learning of mathematical content, concepts and reasoning. The mathematical content focus in this unit relates to Measurement and Geometry, and Statistics and Probability. Preservice teachers reflect on their mathematics and numeracy knowledge to develop personal levels of proficiency when planning, structuring and implementing learning programs that correspond with students' diverse learning needs and abilities and curriculum content strands. This unit of study provides students with the opportunity to further develop their skills and knowledge to engage in associated problems and communicate through reviewing curriculum and planning documents to inform the designing of learning activities and assessment tools for primary school students. This will include taking into account the needs of different learners from a range of cultural backgrounds. Students will have the opportunity to engage in lectures, be involved in tutorial discussions and activities and receive feedback through informal and formal assessments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critique and analyse the principles and practices of curriculum and pedagogy for teaching mathematics to primary school students; 2. Construct a plan of teaching and learning designed to develop students' mathematical and numeracy confidence which will counter misconceptions about mathematics and numeracy abilities;

3. Evaluate a range of teaching and learning approaches used by primary teachers to enhance mathematical and numeracy fluency, logical reasoning, analytical thought and problem-solving skills; and 4. Critically review and evaluate a selection of learning and teaching theories, processes and activities that assist the development of students' mathematical and numeracy capabilities in order to teach Measurement and Geometry, and Statistics and Probability to primary school age students.

Required Reading: Reys, R.E., Lindquist, M.L., Lambdin, D.V., Smith, N.L., Rogers, A., Falle, J., Frid, S., & Bennett, S. (2020). Helping Children Learn Mathematics. Melbourne: John Wiley. Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Self-reflect on personal numeracy skill based on diagnostic LANTITE result. Development of numeracy action plan., 30%. Review, Review Literature for the differentiated teaching of numeracy in primary school., 30%.

Poster, Construct a poster outlining an exemplary lesson plan for Measurement & Geometry. Evidence strategies for differentiated teaching and learning., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5004 Teaching and Learning Primary Mathematics 2

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: ETP5003 - Teaching and Learning Primary Mathematics 1

Description: Preservice teachers develop their knowledge of effective teaching of mathematics curriculum and pedagogy in the primary years of schooling. They explore their knowledge of the content and proficiency strands of Number and Algebra, Measurement and Geometry and Statistics and Probability to design and produce creative teaching and learning strategies that enhance students' confidence in using mathematics in everyday life. Preservice teachers also investigate interdisciplinary priority areas of environment and sustainability, Asian-Pacific and Aboriginal and Torres Strait Island perspectives when implementing twenty first century mathematics / numeracy across the curriculum. They review curriculum and national testing requirements for assessing students' mathematics literacy and proficiency in the primary years, including NAPLAN in learning how formative and summative assessment can productively improve student learning.

Credit Points: 12

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

1. Analyse and evaluate a range of approaches to twenty first century mathematics / numeracy education in the primary years including digital learning and teaching with digital technologies; 2. Design and implement strategies that motivate and develop students' mathematical reasoning, problem solving, and understanding of mathematical concepts, conventions and applications in real world situations; 3. Exhibit an understanding of mathematics / numeracy content strands when planning to implement and teach purposeful lessons and activities that enhance students' mathematical / numeracy proficiency and support diverse learners; 4. Assess the learning and development students have achieved through the teaching approaches and learning activities conducted in the mathematics curriculum; and 5. Analyse and implement appropriate learning and teaching strategies that take account of sustainability, environmental, Aboriginal and Torres Strait Island perspectives to develop students' mathematical, social and cultural understanding.

Required Reading: Reys, R.E., Lindquist, D.V., Lambdin, D.V., Smith, N.L., Rogers, A., Falle, J., Frid, S., & Bennett, S. 2nd edn, Helping children learn mathematics John Wiley Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Investigate and report on the benefits of integrating picture story books in the mathematics classroom., 20%. Review, Curriculum activity: how to prepare and manage a differentiated classroom., 30%. Assignment, Part 1 Design

and produce a formative assessment task., 30%. Assignment, Part 2 Complete online weekly reflections (in weeks 4 - 8) based on readings and questions on Number & Algebra., 20%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5005 Primary Health and Physical Education

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: Focusing on teaching Health and Physical Education in the Primary Years, this unit provides preservice teachers with pedagogical content knowledge and health literacy skills to facilitate primary school students' development of knowledge, skills and behaviours necessary for the pursuit of lifelong physical activity, and strengthening of their physical, mental and social health and wellbeing. Preservice teachers will investigate trends and approaches to health and physical education and personal and social learning and will become aware of the significance of a 'strengths-based approach' in health and physical education theory and practice. The unit content will focus on understanding the current curriculum for Health and Physical Education and Personal and Social Capability in Victorian Primary Schools, strengths-based pedagogy and assessment, how this is enacted in schools and classrooms, and whole-school approaches for promoting health and wellbeing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interpret and implement the Health & Physical Education and Personal and Social Capabilities curriculum using appropriate teaching and learning principles, procedures and resources; 2. Create individually tailored and appropriate programs that draw upon a range of teaching and learning strategies (including ICT) to cater for the diversity of assessment and reporting of young people's interests and capabilities; 3. Scrutinise and evaluate a range of resources and frameworks designed to enhance health and educational outcomes in schools and broader community; 4. Analyse a range of approaches to health literacy and social and personal capability when planning for teaching health and wellbeing learning, and whole school health promotion; and 5. Integrate curriculum requirements for literacy and numeracy, social, personal and digital learning and health, wellbeing, personal and social capabilities in Health and Physical Education.

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

Assessment: Presentation, Investigate, present and evaluate two activities for building students' physical and social skills in primary schools settings., 20%. Assignment, Analyse and evaluate inter-curriculum connections between Health and Physical Education and core curriculum., 40%. Portfolio, Design and create a 'whole of school' strategic plan targeting a contemporary health challenge., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5006 Humanities in Primary Education

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: Preservice teachers develop an understanding of curriculum and pedagogy required for the teaching of the primary humanities curriculum. They investigate, analyse and evaluate a range of approaches to the teaching of humanities to enable them to design and implement teaching and learning strategies that promote knowledge and skills required by students for life-long learning, social development and active and informed citizenship. Preservice teachers develop their teaching practice in the areas of History, Geography, Economics and Business, Civics and Citizenship together with cross curriculum priorities relating to Aboriginal and Torres

Strait cultures and engagement with the Asian-Pacific region. They develop knowledge, capacities and multiliteracy skills appropriate to twenty-first century learning and teaching contexts.

Credit Points: 12

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

1. Exhibit an understanding of curriculum and pedagogy, and assessment and reporting requirements to successfully teach the primary school humanities curriculum; 2. Implement elements of the curriculum design in order to create learning programs appropriate for diverse learners, student needs and abilities; 3. Evaluate and design humanities learning activities which include the use of technology, acknowledge globalisation and sustainability, Aboriginal and Torres Strait Islander perspectives; 4. Analyse the principles and practices of curriculum and pedagogy that are effective in humanities teaching; and 5. Evaluate and implement a range of approaches to teaching humanities in primary school settings.

Required Reading: Krough. S. & Morehouse. P. The Early Childhood Curriculum - Inquiry learning through integration. Routledge, New York Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, GROUP TASK : Design and implement a Humanities learning activity incorporating inquiry and cooperative pedagogical approaches., 20%. Assignment, Develop an inclusive Humanities unit of work integrating ICT with globalisation, sustainability or ATSI perspectives., 40%. Portfolio, Design a webfolio evaluating a range of pedagogical approaches and teaching resources to teaching Humanities in primary school settings., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5007 Science in Primary Education

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: The learning in this unit focuses on enhancement of students' scientific literacy, as well as developing skills and knowledge required for teaching the primary science curriculum confidently. Throughout this unit students are provided with many opportunities to develop their understanding regarding core scientific ideas, the practices that scientists use in creating knowledge about the world, and appreciation of the role of science in everyday life. They develop pedagogical knowledge of primary science education theories, and teaching and learning models. Students work collaboratively to develop their capacities, knowledge and skills in designing science education units, and learning plans that enable primary students to engage with science in the world around them.

Credit Points: 12

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

1. Analyse and critique conceptual understanding regarding the nature of science and scientific literacy. 2. Apply developed content knowledge in the biological sciences, suitable for primary level. 3. Demonstrate the ability to apply Inquiry based Learning and the 5E model in primary science teaching. 4. Critically evaluate the application of key theories in science education to the teaching of science. 5. Work collaboratively in developing professional capabilities.

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

Assessment: Review, Review of the Science Learning Theory, 30%. Report, Lab Report, 30%. Report, Case and Commentary, 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5008 The Arts and Design in Primary Education

Locations:Footscray Park, Footscray Nicholson.

Prerequisites:Nil.

Description:Preservice teachers are introduced to theoretical, philosophical, pragmatic and practical perspectives related to contemporary arts and design education for primary school students. These perspectives include an introduction to arts and design curriculum, planning and pedagogies that promote quality learning and teaching of the arts and design, with a focus on the areas of music, drama, dance, visual arts and media arts. Preservice teachers also consider how these arts and design areas can productively intersect with other subject areas for effective teaching and learning.

Credit Points: 12

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

- 1.Exemplify pedagogical principles, and assessment and reporting practices, related to teaching both quality and effective arts and design education in primary school contexts;
- 2.Interpret perspectives related to arts and design education including relevant curriculum and assessment guidelines related to primary arts education;
- 3.Devise and formulate strategies to consider diverse student learning in and through the arts and design in primary schools; and
- 4.Assess and develop their own arts skills and creative practices in the arts and design as an element of their professional learning and development as a teacher.

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

Assessment:Poster, Demonstrate curriculum knowledge/ pedagogical approaches to Arts based inquiry learning in the Primary Years., 20%. Project, Develop a unit of inquiry incorporating the five arts disciplines Visual art, Media Art, Music, Drama and dance., 50%. Assignment, Critical reflection of learning about Arts Education, 30%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP6001 Primary Curriculum Specialisation 1

Locations:Footscray Park, Footscray Nicholson.

Prerequisites:ETP6001 is a coreq or prereq to ETP6002

Description:Preservice teachers deepen their professional knowledge, skills and abilities to teach in an approved primary school specialisation. In the selected specialisation area preservice teachers undertake in-depth studies and research into primary curriculum, pedagogy and assessment. They research aspects of twenty first century teaching and learning in rapidly changing global, social, economic, environmental and technological contexts that inform content, pedagogy, curriculum and assessment of students' learning, skills, capacities and cultural understandings. Preservice teachers investigate the research-teaching-practice triangle in learning about the importance of research for teacher preparation and professional practice aimed at improving school students' learning outcomes.

Credit Points: 12

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

- 1.Derive their own questions about students' learning and teaching approaches that relate to their chosen specialisation;
- 2.Investigate approaches to teaching and learning through systematic analysis of theories, research, data bases, teaching and school practices and by reflecting on their own teaching experiences;
- 3.Substantiate pedagogical approaches to teaching and learning in the specialisation discipline;
- 4.Compose research-informed and ethically appropriate methods for gathering data that can be used in classrooms for assessing and responding to students' learning needs, skills and abilities; and
- 5.Justify a professional understanding of the specific-discipline pedagogy, curriculum and assessment and reporting requirements.

Required Reading:Links to recommended readings and resources for this unit will be

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

Assessment:Literature Review, Construct a literature review of evidence-informed research of the specific discipline area under investigation., 30%. Creative Works, Present via digital story-telling (online) a specific topic of the discipline pedagogy under investigation., 20%. Research Paper, Research a teaching and/or learning question from knowledge of specific-discipline pedagogy., 50%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP6002 Primary Curriculum Specialisation 2

Locations:Footscray Park, Footscray Nicholson.

Prerequisites:ETP6001 is a coreq or prereq for ETP6002

Description:Preservice teachers further develop their knowledge of their teaching specialisation by implementing the teaching and learning plan they developed in Primary Curriculum Specialisation 1. The students will develop lesson sequences in their specialisation that create safe and supportive learning environments that cater for challenging behaviours and meet child protection legislation, duty of care, and workplace health and safety requirements. Students will incorporate mentor feedback of their practice during an additional 10 day teaching experience. In this time, preservice teachers develop ethically appropriate methods for collecting data through classroom observations, teacher feedback, assessment of students' learning and knowledge. They also collate and analyse data, expand on and refine their research skills and techniques of self-reflection and critically evaluate their own teaching and further build their professional competence, creativity, critical analysis, and problem solving ability

Credit Points: 12

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

- 1.Source and reflect on professional organisations and utilise the information gained to adjust subsequent planning as a subject specialist
- 2.Identify the core components of a school program to design, implement and evaluate a teaching and learning program or unit of work for their subject domain specialisation
- 3.Elucidate strengths and weaknesses of the teaching and learning plan (and act on this advice to modify teaching practice) in light of evidence-informed research, data on student learning and mentor feedback.
- 4.Collate and analyse classroom and evidence-informed research, and apply ethically appropriate methods for collecting and reporting data (e.g. to parents)
- 5.Create a safe and supportive learning environment that caters for challenging behaviours and meets child protection legislation, duty of care, and workplace health and safety requirements
- 6.Engage productively in the teacher profession and apply competently the Australian Professional Standards for Graduate Teachers

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, Attend, review and annotate relevant workshop/s for selected specialisation domain., 20%. Journal, Collate and analyse artefacts aligned to the Australian Professional Standards for teachers collected during their teaching experience., 30%. Assignment, Submit and teach a unit or program of work in response to issues, processes and procedures related to the selected specialisation., 50%. Satisfactory completion of 20 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETS5001 Critical Literacy for Diverse Communities

Locations:Footscray Park, Footscray Nicholson, Online.

Prerequisites:Nil.

Description: This unit considers the challenges and barriers experienced by students from the non-hegemonic mainstream. It focuses on how teachers can support and include students from diverse backgrounds across areas such as socio-economic background, culture, 'race', Indigeneity, gender, sexuality and ability/disability. This unit explores what it means to be literate and draws on a range of standpoints and perspectives in considering effective ways to engage diverse students by drawing on multicultural education models. A critical pedagogy framework will be used to challenge dominant discourses and explore issues such as privilege, power and oppression. Pre-service teachers will integrate the literacies and numeracies in their specialisation and will demonstrate their understanding of inclusion by drawing on curriculum requirements, policy documents and professional standards. Students will present their personal theoretical understanding of what it means to be an inclusive and culturally responsive teacher with reference to a range of literature in the field.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Use a critical lens to explore social justice issues in society and within schools and consider culturally responsive teaching strategies to address educational barriers and create opportunities for students. 2. Articulate a standpoint on inclusive education by drawing on a range of practices, principles and theories to engage students from diverse backgrounds and across a range of learning needs and abilities. 3. Draw on legislation, curriculum and theory to develop and present differentiated learning experiences that promote literacy engagement for a diversity of students, including those with a disability.

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

Assessment: Report, Critical reflection on how you become literate, 20%. Poster, Present a poster outlining a literacy development strategy, 35%. Project, Develop and present examples of school & classroom learning experiences encompassing inclusion in literacy education, 45%.

ETS5002 Teacher as Practitioner and Researcher

Locations: Footscray Park, Footscray Nicholson, Online.

Prerequisites: Nil.

Description: In this unit of study pre-service teachers will develop their skills as reflective practitioners, collecting and analysing data to monitor the effectiveness of teaching practices and student learning. Pre-service teachers will engage in research activities that investigate, understand and critique how the world of education is, beginning with an understanding of the historical development of the Australian education systems. It will involve consideration of 'big educational ideas' facing humanity and how local ideas interrelate, respond and change and how they compare with education systems in other countries. Through the examination and interpretation of both quantitative and qualitative data, pre-service teachers will consider the effectiveness of school structures and policy, curriculum, lesson planning, pedagogy, assessment practices and standardised testing in providing support for students from different social contexts, including students with disabilities, students from diverse socio-cultural backgrounds, and Aboriginal and Torres Strait Islander students. Pre-service teachers will reflect on different approaches to enact change, communicating findings to colleagues, students, parents and interested members of the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically engage and examine educational and social data to evaluate the effectiveness of teaching programs and improvement of school systems and teaching practices to improve student learning; 2. Analyse the role and potential of educational data in respect to relevant legislative, administrative and organisational policies and

practices to support the development of educational structures, policy and curriculum that encourage young people to become successful learners, confident and creative individuals and informed citizens; 3. Demonstrate their understanding of educational issues through monitoring and evaluating student assessment data to explore curriculum development and lesson planning to modify teaching strategies to support the learning of students from diverse backgrounds. 4. Explore the influence of parents and carers in supporting student learning and what teaching strategies can be used to bring them into the educative process 5. Demonstrate understanding of professional learning and how it can support the development of teachers' knowledge and skill to modify teaching strategies and

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

Assessment: Case Study, Interview and Reflection, 20%. Project, Exploration and presentation of education related data, 25%. Assignment, Examination of an educational issue related to student learning and supporting a more equitable society of informed citizens, 55%. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

ETS5003 Specialisation Curriculum and Pedagogy A

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: This unit provides Pre-Service Teacher with a sound understanding of curriculum and pedagogy in their specialisation discipline areas at the 7-10 level. They will critique and investigate a range of existing resources to teach their specialisation areas, including ICT. Specific information regarding curriculum and the teaching styles that practitioners in this discipline area use to facilitate student engagement will be examined. This unit supports students' capacity to plan for and implement effective teaching and learning sequences, and create specific lesson and unit plans. In addition, students will develop their capacity to differentiate learning activities and manage classroom activities and environments through the effective use of verbal and non-verbal communication strategies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate an understanding of key content in the year 7-10 Victorian Curriculum in their specialisation areas, and concepts and content in their specialisation areas, and apply this to develop a sequence of lessons. 2. Analyse the principles and practices of pedagogy in their specialisation areas for teaching Years 7 – 10 with a focus on engaging and differentiating learning for diverse student cohorts in safe and challenging learning environments. 3. Critique a range of pedagogical approaches and resources, including Digital Technologies, that engages school students in their learning. 4. Construct, develop, and manage the implementation of classroom activities that use both verbal and non-verbal communication strategies and Digital Technologies to manage classroom environments

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Whitton, D et al., (2016) (3rd Ed.) Learning for Teaching: Teaching for Learning Sydney, Cengage Learning Australia

Assessment: ICT (Wiki, Web sites), Effective Teaching Pedagogies Video (5 min), 20%. Project, Unit plans, 40%. Presentation, Microteaching Presentation with Peer Feedback, 40%.

ETS5004 Specialisation Curriculum and Pedagogy B

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: This unit provides Initial Teacher Educators (ITEs) with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline areas for teaching year 11 and 12 students. ITEs will focus on engaging their peers in engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level in order to practice innovative and engaging pedagogies for senior secondary students. ITEs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine student's knowledge using formative and summative assessment. This content will provide graduates with the skills and capacities to participate as competent and reflective members of the teaching profession.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Derive innovative and engaging lessons and lesson sequences from the VCE specialisation area curriculum and study guide. 2. Distinguish the pedagogies, principles and practices of teaching senior students in their specialisation areas in comparison to year 7-10. 3. Articulate knowledge of how students learn in at senior secondary levels in their specialisation area, and the role of differentiation in developing effective teaching plans. 4. Design, trial and evaluate a senior unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement. 5. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess senior secondary students learning.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Whitton, D et al., (2016) 3rd ed Learning for Teaching: Teaching for Learning Sydney, Cengage Learning Australia

Assessment: Report, Senior Secondary pedagogies, 30%. Project, Unit plans including relevant assessment, 40%. Review, Microteaching, 30%. Minimum effective word limit of 5000 words in total.

ETS5005 Specialisation Assessment and Reporting

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: This unit provides Initial teacher Educators (ITEs) with a comprehensive knowledge of assessment in their specialised discipline areas for teaching secondary school students in years 7-12 with a focus on their specialisation method areas. ITEs will develop their skills and understanding by engaging in the complete cycle of assessment within the class. They will develop and review assessment tasks for year 7-12 students, and the ways effective feedback is reported to parents and carers. ITEs will also engage in moderation procedures of sample assessments, student data and rubrics in their specialisation area. This content will provide graduates with the skills and capacities to participate as competent and reflective members of the teaching profession.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Design formative and summative assessment tasks that can be used to assess students' learning in years 7-12 2. Analyse student achievement against specialisation specific rubrics and standards and construct high quality feedback. 3. Collaborate with colleagues to facilitate moderation to enable consistent and comparable judgements of student achievement. 4. Articulate student achievement and learning in reporting to parents and carers, and contribute to accurate and reliable records of student achievement.

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

D et al., (2016) 3rd ed Learning for Teaching: Teaching for Learning Sydney, Cengage Learning Australia

Assessment: Review, Secondary Specialisation Review, 30%. Project, Junior and Senior Secondary Specialisation project, 40%. Project, Teacher diagnostic evaluation, 30%. Minimum effective word limit of 5000 words in total. Hurdle: Specialisation Workshop 1 Hurdle Task.

ETS5006 Specialisation Innovations in Curriculum and Pedagogy

Locations: Footscray Park, Footscray Nicholson.

Prerequisites: Nil.

Description: This unit provides Initial Teacher Educators (ITEs) with the opportunity to expand their knowledge of curriculum, pedagogy, and assessment in their specialised discipline areas for teaching secondary school students in years 7-12, with a focus on their major method area. ITEs develop practical understandings regarding the ways teachers innovate and develop curriculum, constantly responding to change and the implications of this for their professional identity. ITEs will collaborate with their peers to determine major challenges within their specialisation areas, and identify potential innovative solutions to these. ITEs will seek input from teaching experts to assist them in developing a prototype of an innovative educational curriculum innovation which can be applied in their specialist areas to improve student learning outcomes. Experiment and revise their curriculum through reflexive conversations with teachers and school community. They will engage in a 'Build, Measure, Learn' feedback loop to engage in reflection to continually enhance their ideas and their curriculum innovation. ITEs will present their ideas to their peers and teaching experts, deliberating on the value and need of their contribution to secondary school innovation. This process will provide graduates who operate with an innovation mindset, so that they can teach the next generation of students who will need teacherpreneurial skills, and also enhance their own opportunities for employment through traditional and non-traditional paths.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate the major challenges in education in their specialisation area, articulating the connections between robust curriculum development and innovative practice. 2. Analyse and explore the ways key policies and school based documents relating to Victorian Curriculum 7-VCE promote or constrain innovative practice in Secondary school education. 3. Collaborate with peers and teaching experts to facilitate the development of an innovative educational curriculum. 4. Design and develop their innovative educational curriculum and develop the appropriate ICT, communication, and other skills that are required to engage in this process. 5. Experiment and revise their curriculum through reflexive conversations with teachers and school community. 6. Deliberate with their peers and teaching experts on the need, value, and contribution of their innovative educational curriculum.

Required Reading: Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate) Whitton, D et al., (2016) 3rd ed Learning for Teaching: Teaching for Learning Sydney, Cengage Learning Australia Tait, A., & Faulkner, D. (2016). *Edupreneur: Unleashing teacher-led innovation in schools*. Melbourne; Wiley

Assessment: Project, Description of educational challenge and brief literature review, 30%. Project, Innovative Educational Curriculum, 40%. Presentation, Project Pitch, 30%. Minimum effective word limit of 5000 words in total.

