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| Title | Synopsis | Outcomes |
| CHE5001 | The unit consists of a review of probabilistic foundations for data analysis including probability, random variables, expectation, distribution functions, probability distributions, central limit theorem, random vectors, conditional distributions and random processes. | ['Assess problems from an engineering perspective and deliberate on the relevant contextual factors.', 'Combine and apply sophisticated data analysis methods and decision-making skills to analyse industrial scenarios and make recommendations that support business growth and development.', 'Justify the use of appropriate computer modelling techniques and experimental methods, whilst ensuring model or test applicability, accuracy and limitations of the methods.', 'Collaboratively evaluate an industry scenario to solve a problem or develop an innovation.', 'Demonstrate the effective communication of the outcomes in a written and verbal format and assess the work of others.'] |
| ARC3001 | Architecture Design Studio 5 continues to expand and consolidate the conceptual understanding and skill base of preceding design studios. It continues to elaborate on architectural design as a process of investigation, critical observation, and experiment. It increases the emphasis on design as a synthetic process encompassing a range of complex issues inherent in the production of architecture: material, structure, program, site, history and representation are investigated in their relationship to the production of architectural form. | ['Demonstrate a progression to a refined level of competence in architectural design;', 'Have the ability to critically analyse and successfully respond to the complex range of issues inherent in an architectural design project;', 'Have developed a sophisticated understanding of how observation, analysis, experiment and critique apply to the architectural design process;', 'Have acquired an advanced level of competence and consolidation of all presentation skills: verbal, graphic and 3-dimensional;', 'Understand and be able to apply the rules of occupational health and safety appropriate to the unit of study.'] |
| ATS2171 | This unit is designed for students with no or little knowledge of the Korean language to build a foundation in their basic knowledge of the Korean language and culture. Students will be introduced to contemporary Korean, with special emphasis on spoken usage for everyday situations. Students will also be introduced to a general overview and understanding of modern Korean history, culture and society. | ['Participate in simple social conversations in Korean', "Use basic 'survival' Korean for traveling in Korea", 'Communicate basic information about themselves and family members', 'Read and write simple Korean', 'Demonstrate a basic understanding of Korean culture and society, through theoretical frameworks', 'Develop a critical awareness of various issues arising in the globalised world, including rapid changes in current and future work places'] |
| APG5848 | Under the supervision of suitable academic staff, students will conduct independent research on an appropriate topic. The research process results in the submission of a research thesis. | ['Formulate a research project;', 'Conduct research independently;', 'Demonstrate a command of the relevant literature;', 'Critically analyse the relevant academic literature;', 'Develop an academically sound argument;', 'Demonstrate sophisticated written skills.'] |

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| CHE6884 | The unit will cover the purpose and methods of modelling chemical and biochemical processes. It includes the development of constitutive relations, model building, evaluation and sensitivity analysis. Numerical techniques will include the solution of systems of linear, non-linear and algebraic equations. Models are subjected to optimisation. | ['build models of chemical and biological processes which respect conservation laws, apply suitable constraints and constitutive relations and choose an appropriate solution algorithm', 'analyse complex models of chemical processes with an understanding of the mathematical structure of the model and the convergence methods used to obtain the model solution', 'apply the appropriate optimisation strategy for linear, non-linear, unconstrained, constrained and mixed integer models from a fundamental understanding of functional and constraint convexity, or can choose the appropriate evolutionary solution strategy when convexity is not assured', 'optimise both single objective and multi-objective process models to improve the process objective(s).'] |
| ATS1339 | Structural patterns can be seen in various aspects of language and this unit introduces students to a toolkit for analysing some of them. Drawing on data from a range of languages, we concentrate on techniques and frameworks to analyse how words are built (morphology) and how we build larger units with words (syntax), and on some of the applications of these theoretical tools. Meaning emerges in context, so we also consider the role of cognitive and cultural constraints in shaping language forms, and the processes by which languages become standardised. | ['identify the structural building blocks of human language;', 'describe how words can be grouped into classes, and how this can differ across language and cultures;', 'analyse the structure of clauses and sentences in a range of languages;', 'be aware of some cognitive and cultural factors which affect language structures and their interpretation;', 'discuss the applications for knowledge gained in the unit in applied fields, such as language acquisition and forensic linguistics.'] |
| MDC5210 | This unit advances knowledge, methods and principles in interaction design and focuses on furthering the practical and conceptual skills developed in preceding units. In the studio students will be exposed to a broad range of interactive system design methods from holistic thinking and operational thinking to self-organization, and will explore the significance and complexity of contextualization required in systemic approaches in the design process. A major design project encourages students to develop research skills and experience in applying methods and principles of system design to solve complex interaction design issues. | ['Research and integrate advanced interactive system design concepts, approaches, theories and principles to their own design practice;', 'Utilise contextual diagrams and interfaces as core components in a design outcome with consideration for the basic needs of target users;', 'Apply research, problem-solving methodologies and advanced technical skills to plan and manage complex interaction design solutions from initial concept to final resolution;', 'Communicate ideas and concepts to critically reflect and justify own design through a process of observation, analysis, selection, interpretation and expression;', 'Critically analyse and evaluate the rationale for integrating interactive technologies in a design solution;', 'Observe and employ occupational health and safety appropriate to studio practice.'] |
| AZA1020 | The unit provides a further introduction to the behavioural science of psychology. Topics include social psychology; organisational/industrial psychology; psychopathology; basic processes and principles of cognition; descriptive statistics and an introduction to inferential statistics. Laboratory classes augment students' understanding of the lecture material and provide training in research techniques. | ['Explain basic cognitive processes.', 'Describe the social basis of behaviour and psychopathology.', 'Discuss on a basic level organisational/industrial psychology and its development in South Africa.', 'Give a basic overview of research methodology and statistical analysis.', 'Write a psychological report.'] |

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| LAW4111 | This unit provides an examination of areas of criminal law and procedure in which gender is particularly significant, and introduces students to feminist theories of law and criminality, and relevant rights analyses. Students will be encouraged to think critically about how the criminal law and its practice have evolved historically. Violence and gender will be a focus, including an examination of violent behaviours, the censures of violent behaviours, the operation of criminal defences, and developments in the laws dealing with sexual assault. A range of current issues will be discussed, including issues raised by sentencing and imprisonment. | ['a critical understanding of criminal law and procedure and the operation of the criminal justice system, including an understanding of feminist legal theory and criminology relevant to the study of gender, crime and criminality;', 'an awareness of the role of gender in the formulation and operation of criminal laws and the criminal justice system; and', 'skills in research and writing and in the oral presentation of ideas. On completion of this subject students should be able to critically analyse developments in criminal law and the criminal justice system in the light of the theoretical perspectives gained in the course and conduct and write about an independent research project.'] |
| AZA3764 | The unit explores consulting as a process by which an individual or firm assists a client to achieve a stated outcome in the complex South African markets of corporate communication and public relations. The unit considers a consultant as someone who has expertise in a specific area or areas and offers unbiased opinions and advice for a fee. The opinion or advice is rendered exclusively in the interests of the client. Activities and practices include the provision of information, assessment, analysis, recommendations and implementation strategies. | ["understand the consultant's role in the communication industry", "describe the nature of a communication consultant's work", 'demonstrate problem-solving skills relevant to communication consulting', 'demonstrate presentation and reporting skills relevant to communication consulting.'] |
| ATS3743 | This unit equips students with the capacity to manage their careers lifelong. It contextualises this understanding in the history, sociology, economics and future of work. Work legislation and the role of unions and professional associations also provide a setting for exploration of career concepts and theories and their application to the individual. Students will develop a career plan based on an awareness of their skills and aspirations and an understanding of approaches to job search, career decision making and managing change. | ['Practical experience and awareness of job search, networking, application and recruitment processes including interviews;', 'The opportunity to contextualise understand work in terms of its history, politics, economics and sociology;', 'An understanding of career concepts and theories and their application to individuals, focussing on self-assessment, exploring opportunities, decision making and managing transitions;', 'The opportunity to develop a career strategic plan concentrating on employability skills, opportunity awareness and strategies for implementing career development plans'] |
| ATS3141 | The unit extends advanced skills in composition and music technology by requiring students to refine a personal creative methodology influenced by various techniques and approaches. Students then apply this methodology to develop well-articulated concepts for original work that integrate several distinct layers of material. Students will also organise a concert recital of their work or a produce recording of their work(s). | ['formulate and apply a compositional methodology from a range of acquired techniques and approaches to original work;', 'generate original work for performance and/or recording;', 'organise a concert recital or produce a recording of original work;', 'produce an exegesis that accompanies original work.'] |

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| EAE2511 | This unit provides an integrated understanding of processes that build and modify the Earth's crust. This unit uses the broad framework of plate tectonics to define the nature of all major geological environments and processes. The unit deals with where and how mountain belts form, how continents split apart, an introduction to describing structures and their significance, and the origin and evolution of magmatic and metamorphic rocks. These topics are essential for understanding geological processes and therefore the origin of continents and oceans and their hazards and resources. | ['Interpret geological processes in the context of global tectonic settings and to demonstrate a broad, integrated overview of crustal processes on planet Earth;', 'Analyse igneous, metamorphic rocks and their deformation (structures);', 'Interpret tectonic environments from igneous, metamorphosed and deformed rocks;', 'Reconstruct the link between the variety of rock types and plate tectonics. How mountain-building and continental rifting processes drive processes that give rise to this variety.'] |
| BFW2341 | Topics covered include multinational firms and globalisation; foreign direct investment; political risk; foreign exchange markets; currency derivatives (currency options and forward contracts); measuring and managing transaction exposure; cost of capital and capital structure for multinational firms; fundamentals of capital budgeting; international capital budgeting and exchange rate effects; international cash management; transfer pricing and international tax strategies. | ['discuss the international financial environment and the importance of foreign exchange risk management', 'discuss important financial management issues and their application to financial management of multinational firms', 'discuss foreign exchange market mechanisms and explain how markets can be used to hedge foreign currency transaction exposure', 'apply capital budgeting techniques in the context of a multinational firm', 'apply critical thinking, problem solving and presentation skills to individual activities dealing with international financial management and demonstrate in an individual summative assessment task the acquisition of a comprehensive understanding of the topics covered by BFW2341.'] |
| BFF3841 | Lending environment; decision making and organisation of lending, lending policies and controls; behavioural aspects of decision making and decision makers; retail, commercial and corporate lending; business expansions; off balance sheet lending; loan management and problem loans. | ['examine the major types of lending products and match these products to customer needs', 'analyse the risk return characteristics and pricing of a loan application', 'discuss the behavioural aspects associated with lending decisions', 'apply statistical techniques used in decision making at the approval, monitoring and termination stages of lending', 'apply critical thinking, problem solving and presentation skills to individual and/or group activities dealing with lending decisions and demonstrate in an individual summative assessment task the acquisition of a comprehensive understanding of the topics covered by BFF3841.'] |
| ADA4111 | This unit builds on ADA1111 or ADA3111 for students in undergraduate courses, and on ADA4500 for coursework Masters' students. The unit will extend students' individual understanding of Design Thinking approaches, supporting the development of valuable personal practices to inform new proposals relevant to students' interests and disciplines. Students will explore skills that support design insight and innovation and will refine bespoke approaches to the resolution of project-based problems and explorations. Students will develop their ability to investigate context and to identify actionable opportunities, applying and refining Design Thinking principles to connect project potential to real-world opportunities. | ['Demonstrate understanding of the concepts of Design Thinking and identification of actionable opportunities in developing projects;', 'Understand and actively engage personal perspectives in a design development process;', "Identify, capitalise on and maximise the 'opportunities of wickedness' in project design;", 'Apply project communication techniques using a range of tools to articulate and critique the evolution of design solutions;', 'Effectively employ reflective practices as part of the development of design solutions.'] |

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| BIO1062 | A study of the biology of whole organisms, organ systems and cells, including molecular genetics, and the effect of environmental parameters on biological functions. The biology of microbes and animals is emphasised. Ecological factors that are biologically important at the level of integrated whole organisms and at the cellular, subcellular, and biochemical levels are considered for each organism under study. As for BIO1011, the unit is structured to encourage  self-paced learning with considerable feedback on individual performance. | ['Demonstrate a coherent understanding of biology by articulating the methods of biology and explaining why current biological knowledge is both contestable and testable through further inquiry;', 'Demonstrate an understanding of concepts and processes related to\nmolecular genetics, genetic engineering, and the physiology of organ systems, including homeostasis, nervous and muscular-skeletal systems, animal reproduction and development and nutrition;', 'Demonstrate an understanding of microbial diversity, in particular how it relates to human health and disease;', 'Gather, synthesise and critically evaluate information relevant to biology by applying practical techniques (including Gram staining, gel electrophoresis, and spectrophotometry) and tools to conduct an investigation within the laboratory;', 'Demonstrate competency in designing experiments, gathering data and analysing and presenting summative data in meaningful and accurate ways;', 'Communicate scientific principles and information underlying biology-related topics in written or oral formats and using appropriate conventions for scientific attribution;', 'Work and learn independently and collaboratively while exercising personal, professional and social responsibility that recognises the importance of practising science sustainably, ethically and safely.'] |
| BTH2752 | The unit begins with a general overview of metabolism and bioenergetics. This is followed by a comprehensive survey of cellular metabolism including the generation of energy from major dietary components: carbohydrate, protein and lipid; the biosynthesis of carbohydrates, lipids and nucleotides; and amino acid metabolism. A study of photosynthesis illustrates the linkage between electron transport systems and biosynthesis. The integration and control of cellular biochemistry and the role of hormones in metabolic regulation is emphasised. | ['Explain the mechanisms involved in the storage and processing of metabolic fuels;', 'Discuss mechanisms for control of metabolic reaction sequences;', 'Describe the specialised metabolic role of various tissues;', 'Explain how metabolic processes are integrated and regulated;', 'Demonstrate advanced laboratory skills;', 'Collect, interpret and present experimental data in an accessible and appropriate format.'] |
| ATS1314 | This unit is an introduction to the discipline of human rights. The central topic around which the unit is organised is the universality of human rights. Why are human rights universal? Is there a foundation for the universality of human rights? Does cultural relativism pose a problem for human rights? Torture, and the human rights of refugees and the global poor are also discussed. Students will be exposed to a variety of views on these and related questions. The unit requires no special background in any discipline. | ['Mastery of the basic concepts of human rights, the structure of the most important international human rights legal instruments and the central justifications offered for taking human rights to be universal;', 'Improved writing skills;', 'Improved oral communication skills;', 'Familiarity with central positions in philosophical accounts of the justification and explanation of human rights;', 'Skills to assist them to conduct independent research in human rights topics.'] |

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| DIS2907 | This unit introduces students to time-based imaging for 3D design and imaging. It develops sequentially upon the skills and knowledge of 3D imaging by providing a focus upon advanced asset creation and animation. Students are introduced to the range of options and controls available through 3D imaging and modeling software applications, towards skillfully creating, manipulating and animating 3D objects, manipulating camera properties and viewer perspectives. Demonstrations and lectures are given on conceiving, designing and producing animation sequences for inclusion into multimedia presentations with consideration for delivery methods and the merits of different media types and formats. | ['Design and develop defined 3D models with application for animation;', 'Skilfully create and manipulate 3D objects within a changing environment utilising light and atmospheric conditions;', 'Explore the range of options and controls available through 3D imaging and modeling software applications;', 'Experiment with surface qualities to enhance the 3D appearance of the created object;', 'Understand and manipulate camera properties and viewer perspectives;', 'Prepare animation sequences for inclusion into multimedia presentations with consideration for delivery methods and the merits of media types and formats;', 'Understand and be able to apply the rules of occupational health and safety appropriate to the unit of study.'] |
| FIT5201 | This unit introduces machine learning and the major kinds of statistical learning models and algorithms used in data analysis. Learning and the different kinds of learning will be covered and their usage will be discussed. The unit presents foundational concepts in machine learning and statistical learning theory, e.g. bias-variance, model selection, and how model complexity interplays with model's performance on unobserved data. A series of different models and algorithms will be presented and interpreted based on the foundational concepts: linear models for regression and classification (e.g. linear basis function models, logistic regression, Bayesian classifiers, generalised linear models), discriminative and generative models, k-means and latent variable models (e.g. Gaussian mixture model),  expectation-maximisation, neural networks and deep learning, and principles in scaling typical supervised and unsupervised learning algorithms to big data using distributed computing. | ['describe what statistical machine learning and its theoretical concepts are;', 'assess a typical machine learning model and algorithm;', 'develop, and apply major models and algorithms for statistical learning;', 'scale typical statistical learning algorithms to learn from big data.'] |
| BEX3410 | This unit presents econometric models and techniques that are widely used in modern applied econometrics. Emphasis is placed on models that address the special problems that arise when analysing microeconomic data, that is, data at the level of individual consumers, households and firms. The topics covered include modelling discrete dependent variables, modelling data sets that have both a cross-section and a time-series dimension and conducting inference in models in which the dependent variable is jointly determined with one or more of the regressors. The models taught in this unit are widely used in empirical work in economics, finance and marketing. | ['conduct statistical inference in statistical models with a binary dependent variable', 'conduct statistical inference in statistical models with one or more endogenous explanatory variables', 'conduct statistical inference in a system of simultaneous equations', 'conduct statistical inference on data that has both a time series and a cross section dimension.'] |

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| MEC3010 | This unit aims to develop an understanding of Micro and Nanotechnology methods and techniques in a cleanroom environment, the design of process chains and the applications of devices that are currently being manufactured using them. | ['Describe different types of manufacturing and production systems for micro and nanotechnologies.', 'Generate simple layouts for micro and nano-masks fabrication.', 'Analyse different Micro and Nanotechnologies techniques.', 'Design the process flow for the manufacturing of a micro and nanodevice in a cleanroom and construct it.', 'Analyse the operation of micro and nanodevices.'] |
| AZA3184 | The aim of the unit is to ensure that students develop an integrated approach to learning through a combination of academic and work-related activities. The aim of work integrated learning is to provide students with the opportunity to integrate theory with practice and gain first-hand experience in working in public relations. The unit includes a range of approaches that integrate theory with the practice of work within a purposefully designed curriculum. The unit adheres to organised, structured, directed and mentored educational activities. Additionally, the unit follows a learner-centred approach to create opportunities for students to apply theoretical concepts to work related activities. These activities may include on-campus and off-campus projects such as community engagement, and experiential learning internships and service learning opportunities. | ['critically reflect on, comprehensively analyse and undertake a public relations task;', 'critically appraise the suitability and applicability of particular theoretical concepts and constructs in public relations tasks;', 'work reflexively within the constraints of an organisational environment;', 'execute various tasks necessary in functioning effectively as a public relations practitioner.'] |
| CHE4164 | This unit offers students the opportunity to work in-depth on a significant project, gain first-hand experience of professional practice in industry,  applying skills and knowledge gained to date to a real life situation and study new topics in an industrial context. Projects are set up by the industrial partner and academic supervisor, and include tackling  open-ended industrial problems, project management, process safety and process economics. A limited number of places are offered each year, and students are selected by the department on the basis of academic merit and leadership potential approximately 6 months in advance. | ['Appreciate the importance of professional industrial practice and the application of chemical engineering science in an industrial setting.', 'Analyse an open ended industrial problem and develop a practical approach.', 'Critically analyse data and develop a new theory or conclusion.', 'Demonstrate interpersonal, oral presentation and technical report writing skills', 'Function effectively and professionally in an industrial setting according to the principles of management, process economics and process safety'] |

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| IAR4118 | Projects are student-generated and complex, usually addressing specialised commercial contexts. Building construction, detailing, and specifications are researched and documentation of these aspects is required as part of the project requirements. Students undertake detailed design development stemming from their earlier research studies in specific contemporary discourses and practices pertaining to their project. Students develop a fully professional resolution of all technical, philosophical and aesthetic aspects of their individual projects. | ['Demonstrate understanding of a specialist application of interior architecture, with particular reference to relevant contemporary interior, environmental and architectural design and discourse; and the complexity of human needs that this interior architecture application addresses;', 'Competently articulate the personal aesthetic, cultural and social position represented by their design solution, in its technical resolution and detail;', 'Demonstrate application of this research-based understanding and capability in the development of a fully resolved specialist set of interior architecture designs that resolve to a high degree all project factors;', 'Be able to communicate resolution of the project with high quality presentations and professional level technical documentation;', 'Self-manage the scheduling of project work;', 'Identify, understand and be capable applying the pertinent building technologies, specifications, and documentation techniques;', 'Observe and employ occupational health and safety principles and rules appropriate to studio practice.'] |
| ATS4205 | This core unit allows students to build advanced skills in interdisciplinary research designs and methods for International Studies. It will enable students to identify, navigate and synthesise various disciplinary approaches to complex problems in International Studies at an advanced level. Students will build expertise in the collection and analysis of the raw data and primary sources required for interdisciplinary research in International Studies. They will also practice crafting the forms and genres of advanced research projects in their component parts, from the conceptualisation and development stage to writing up the final work. | ['formulate and write major research projects in International Studies;', 'collect data/sources and identify methodologies in International Studies, and apply these to different research problems;', 'place the relevant academic literature in its epistemological, cultural, and ideological contexts;', 'interpret and evaluate contemporary debates in International Studies;', 'communicate the significance and innovation of their research in summary form, both in writing and orally;', 'design, research and write a major genre of academic writing, the journal article, which is the form that approximates most closely the Honours thesis.'] |
| TDN4001 | The unit develops an understanding and appreciation of current design research practice and methods.  Regular group and individual critiques of the design research applied to a project will be undertaken. Both the intentions of students and the results of their work are debated in group discussions and critical sessions. Students will be expected to demonstrate a capability to investigate design research as part of design practice. Admission to the double award Master of Industrial Design with South East University, China. | ['Investigate a range of current design research methods for design practice;', 'Evaluate and apply design research methods to a design project, demonstrating a synthesis of complex theories, concepts and propositions;', 'Communicate specific design strategies and methodologies, reflecting on the outcomes of design research in design practice.'] |
| BTF5001 | Regulatory oversight and control are increasingly shaping the development of economies and business. Managing business regulation and compliance is a fundamental component of every business operation whether these regulations are by law or  self-regulatory. This unit will provide a framework for understanding regulation, government and industry regulators and the range of regulatory methods employed to achieve law enforcement and compliance with business regulation. | ['understand and be able to explain a range of theories on, and the practical perspectives, of regulation', 'be able to identify and assess the different meanings and limitations of regulation and regulatory factors in different contexts', 'be able to analyse and develop strategies to achieve compliance with regulatory requirements and best practice in different geographic, economic and business contexts.'] |

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| MPH5314 | This unit provides an introduction to epidemiology and control of chronic diseases. Included in this unit is an overview of important chronic diseases currently impacting Australia, and strategies for their prevention and control. Measurement of disease and burden of disease; concept of risk factors and risk factors for important chronic diseases will be examined.  Additionally, students will examine the effect of social and economic factors on the epidemiology of chronic diseases and the impact of chronic diseases on society and the economy. The impact of screening and health promotion as public health tools will be discussed, along with use of evidence in public health programmes to prevent chronic diseases. | ['Describe the epidemiology and burden of chronic diseases in Australia.', 'Assess the causal pathways leading to important chronic diseases.', 'Analyse strategies for the public health control of chronic diseases.', 'Evaluate the role of public health evidence in the control of chronic diseases.', 'Examine the influence of social and economic factors on chronic diseases.'] |
| BFF1001 | As a foundation, this unit introduces students to the concepts of finance, financial mathematics, investment analysis, the financial system, risk management and the relationship of finances to other commercial disciplines. | ['demonstrate an introductory understanding to the concepts of finance in preparation for additional study in the discipline', 'describe the foundation concepts of finance', 'relate the concepts of finance to other commercial disciplines.'] |
| ATS2517 | In the collaborative atmosphere of workshops, students will use a range of set readings to experiment with the elements of fiction: narrative technique and point of view, characterization, story, plotting and action, setting, figurative language etc., editing skills and preparing a manuscript for publication. The workshops will integrate reading, writing and editing skills through three activities: the study of a wide range of texts which will be used as models for students' creative explorations; writing exercises designed to develop students' skills in aspects of short story writing; editing of students' own writing and that of their colleagues and offering constructive criticism. | ['Been introduced to the elements of short fiction and gained hands-on experience in writing short stories.', 'Responded critically and imaginatively to a diverse range of short stories from Australia and beyond.', 'Related current critical debate about creative writing to their own work.', 'Developed editing and revision skills.', 'Extended their awareness of the requirements of the publishing industry.'] |
| ACF1200 | This unit introduces basic accounting concepts to  non-accountants. The information requirements of two main groups of information users are examined - external users such as current and potential investors and internal users such as managers. This unit provides an introduction to the structure, meaning, analysis and interpretation of financial statements, in addition to exploring financial issues confronting managers, such as cost and performance measurement and budgeting. | ['demonstrate an understanding of various forms of business organisation', 'apply financial and management accounting principles in the preparation of financial statements', 'measure and interpret information relating to financial performance, financial position, liquidity and risk indicators of businesses', 'measure and interpret financial and non-financial information for managers to use in planning, decision making and control', 'develop the ability to work effectively in a team and demonstrate the development of judgement, and skills in problem solving, critical thinking and analysis.'] |

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| MEC6881 | This unit complements systems design. The unit will integrate fundamental concepts in solid and fluid mechanics and dynamics and in so-doing will highlight the roles they play in determining the performance of an engineering system. | ['describe the concept of performance of an engineering system', 'explain the concept of multi-disciplinary engineering in establishing  satisfactory performance of an engineered system', 'analyse the parameters that are important to system performance', 'synthesise the elements of the engineered system in order to identify the interdependency of each elements to its overall performance', 'design appropriate monitoring strategies that will enhance the performance of the engineered system', 'evaluate the performance of the system in order to mitigate or eliminate potential weaknesses in an engineered system', 'engage in regular self assessment and peer assessment of individual and team performance as a primary means of tracking continuing professional development.'] |
| MBA5223 | Global Executive MBA Globalisation I unit comprises two component topics: Global Business Strategy and Global Executive MBA Business Project I. | ['explore and evaluate the economic, cultural and commercial challenges and strategies facing organisations operating in global settings', 'demonstrate the ability to analyse and synthesise a complex, international business situation and develop appropriate recommendations', 'demonstrate the ability to manage a consulting client relationship and provide a professional presentation and report that integrate academic learning and business outcomes.'] |
| AHT3130 | This unit focuses on the art and architecture of early modern Italy. Key examples of Renaissance, Mannerist and Baroque painting, sculpture, architecture, material culture, urbanism and landscape design are considered on site and in context. The principles of early modern Italian art and architectural theory are introduced, from the Renaissance emulation of Classical culture to the Baroque preoccupation with spectacle. The unit also emphasizes the multiple ways in which historical viewers experienced art: as aesthetic object, as narrative, as craft, as divine presence, and as talisman. | ['Identify the main characteristics of Renaissance, Mannerist and Baroque art and architecture;', 'Understand the multiple historical, cultural, social and physical contexts of Italian art and architecture;', 'Understand the principles of historical art and architectural theory, as well as their critical reception;', 'Engage in on site analyses of works of visual art and architecture;', 'Demonstrate their awareness of the historical precedents for, and dimensions of, their own practice.'] |
| FBS5001 | This unit aims to equip professionals with a broad-based understanding of basic legal and  criminological principles. The unit then builds on this knowledge by examining key areas involving the interaction between mental health and the law, and examining the role of the 'expert witness'. | ['Explain the role of the law and the criminal justice system in society.', 'Describe in broad terms the assumptions and limitations of major criminological theories (biological, sociological and psychological).', 'Summarize the basic processes involved in the operation of the criminal justice system.', 'Describe the legal and ethical constraints in working at the interface between mental health and the law.', 'Discuss the legal and ethical constraints in working at the interface between mental health and the law.', 'Describe the roles and functions of an expert witness.'] |

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| BMS5013 | This unit provides training in Experimental design and statistics, Critical thinking, and Research ethics and integrity, to give students the opportunity to develop skills core to the conduct of biomedical research. | ['Effectively communicate the basis of designing an experimental model to test a scientific hypothesis from building a hypothesis, to testing the ideas through experimental methods;', 'Describe the different forms of statistical methods and analyses used in biomedical sciences and appraise the appropriate method to be applied to interpret different types of data;', 'Identify and evaluate the different types of research designs used in the biomedical sciences, and justify the use of specific research designs to address specific research questions', 'Analyse the ethical principles that inform the formulation of a scientific research question and the conduct of research to address that question', 'Review and articulate the ethical framework that governs the conduct of science, in particular in regards to academic and research integrity.', 'Analyse and effectively communicate, in written and oral formats, complex research integrity concepts relevant to the conduct of human and animal experimentation.'] |
| ATS2371 | The unit enables students to gain understanding of what magic, ritual and spiritual beliefs means to people in the modern world. It also introduces first year students to some of the contributions that anthropologists and sociologists of magic and religion have made to knowledge of human societies. | ['describe and explain what magic, ritual and spiritual beliefs mean to people in the modern world;', 'appraise the contributions that anthropologists and sociologists of magic and religion have made to knowledge of human societies;', 'employ case studies of rituals and associated cosmologies in a variety of sociocultural settings to examine critically the cultural borders established between the fields of science and spiritual belief.', 'read, think and respond reflectively and critically to global issues and challenges;', 'utilise developing academic qualitative research skills to locate, link, critically analyse and communicate theory and evidence.'] |
| MBA5113 | The MBA Labs: Strategy project reflects the innovative, applied and research-orientated ethos of Monash University. The MBA Labs will function as a business laboratory, in which ideas are tried and tested, critiqued and improved. The spirit of discovery, enterprise and progress will be evident in the process and the outcomes, the cycle of practice and reflection will exemplify the experience. | ['synthesise a complex business situation and develop recommendations', 'integrate academic learning with business practice in a client-orientated consulting report', 'manage an applied business project team, process, deliverables and client relationship.'] |

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| AZA3629 | Secularism is under threat and this is the result of a significant resurgence of interest in religion? The unit examines different aspects of religiosity that are influencing peoples response to a globalising world. This includes the rise of fundamentalist streams in the world religions, e.g. Christianity, Islam and Hinduism, the proliferation of movements supporting local religious traditions, and the emergence of  post-modern forms of religion such as New Age and eco-spirituality. These belief systems are used to examine contemporary life experiences. They are also concerned about global injustices and propose alternative approaches to the prevalent ethos of materialism and greed. | ['Analyse contemporary and emerging forms of religiosity by developing an understanding of the  co-evolution of modern religion, science and capitalist economies in Europe and beyond;', 'Compare and contrast alternative forms of modernity and  post-modernity currently being examined in  non-Western countries through new interpretations of Christian, Islam, Hinduism and other world religions;', 'Understand global trends in the re-emergence of local religious traditions and the ways in which it generates religious ethno-nationalism and conflicts with immigrant populations;', 'Identify the context which has seen a globalization of Pentecostal and Charismatic Christianity and the relative decline for mainstream Christian churches;', 'Identify and compare the core values of alternative religious and spiritual movements;', 'Critically consider religious contribution to solving psychological, social, environmental, economic and political problems of a globalising world.'] |
| ATS3217 | Advanced conversation and composition, as well as systematic study of the selected aspects of Ukrainian literature, history, and culture. | ['Students on completing this unit should be able to demonstrate a knowledge of Ukrainian grammar based on D.S. Struk, Ukrainian for Undergraduates;', 'Students should have acquired vocabulary relating to selected subjects from everyday life;', 'They should be able to read, write, speak and understand standard Ukrainian correctly at the level of non-technical communication;', 'Students should also have gained a thorough understanding of the selected topics in Ukrainian literature, history and culture, a detailed knowledge of the selected texts in their context, and intermediate skills in literary and historical analysis and criticism.'] |
| ACB2491 | This unit examines the current Australian reporting and regulatory framework applicable to reporting entities including an analysis of significant accounting standards, professional reporting requirements and legal and stock exchange requirements. Accounting for corporate groups and issues in financial reporting are also explored. | ['explain the nature and regulation of companies in Australia', 'apply accounting standards and the framework in the preparation and presentation of financial statements for both single and consolidated entities', 'demonstrate accounting knowledge in areas such as company operations, taxation, property, plant and equipment (acquisition and impairment), and group accounting', 'apply critical thinking, problem solving and presentation skills to individual and/or group activities dealing with company reporting and demonstrate in an individual summative assessment task the acquisition of a comprehensive understanding of the topics covered by ACB2491.'] |

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| APG5092 | The global human rights regime, the principles, norms, and rules designed to protect all individuals regardless of their place and position, is a contemporary creation. The unit will investigate the philosophical origins of both the concept of universal human rights as well as the efforts to enshrine and protect these rights through the 20th and 21st centuries. Focus will be on exploring the tension between this universalist principle and the role of states as both protectors and violators of human rights, the role of international organisations as well as legal mechanisms championing human rights, as well as critical voices who question the utility and purpose of the global human rights regime. | ['critically engage in key debates framing global politics and international relations;', 'work in and adapt to a variety of different cultural and professional environments;', 'display intricate knowledge of a variety of value and ethical systems, and conduct themselves professionally in all working environments;', 'be innovators in their chosen field;', 'apply the highest standard of analytical and critical skills;', 'design and manage large and focussed research projects;', 'communicate succinctly, directly, and highly effectively.'] |
| RSE4040 | This unit provides an introduction to the processing technologies used in the minerals industry, their characteristics and how and why they are used. This will also provide an introduction to the underpinning fundamental physical, chemical and transport processes, to demonstrate the influence of raw materials and market needs on processes and products, and the importance of the coordination between mining and processing. The processes used will apply to all minerals: metals, non-metals, coal and the aggregate. | ['Comprehend the principles of physical and chemical processes that allow selective separation of minerals from ores, and of elements from mineral concentrates, metals and materials to maximise the recovery of valuable resources.', 'Synthesise the fundamental processes and equipment design to suit the process objectives and optimise the plant performance.', 'Analyse the process route for a given ore deposit or source materials and evaluate its economic and environmental impacts and develop measures to improve it.', 'Apply process flow sheets to synthesise the processes undertaken in mineral and material processing and to evaluate the suitability of a specific technology.'] |
| MGZ5640 | The unit looks at the ways in which cultural values are expressed in social behaviour and the communication process including non-verbal cues, in different societies and contexts. The relevance of culture to management practices is analysed and illustrated in various national cultural settings. The unit then considers contemporary issues that affect the  cross-cultural communication process (e.g.: ethics) before considering the international negotiation process. Objectives, methods of negotiation and ways of negotiating cross-culturally are considered. The unit seeks to impart to students the ability and an awareness of how to communicate effectively in a cross-cultural setting. | ['explain the concept of culture and its determinants', 'develop an understanding of the principles of effective cross-cultural communication', 'critically evaluate the role communication and negotiations play in international operations', 'explain the negotiation process and identify and analyse impediments to effective negotiations', 'assess the relevance of culture to management practises in different cultural settings', 'identify and evaluate the links between culture, economic processes and organisations.'] |
| HEC5870 | The achievement of efficiency in the health sector. Alternative approaches to allocative efficiency, recent developments in the management of the market, and efficiency in hospitals. Aspects of evaluation techniques including recent developments in quality of life measurement, statistical issues, and modelling techniques. | ['undertake sound research in health economics', 'have knowledge of the major issues in health economics and the capacity to judge the importance of these issues', 'function as independent professional health economist.'] |

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| MIC3990 | This unit provides the opportunity for high achieving students to work with an academic supervisor and complete a research project in Microbiology. The research project may be chosen from a list of projects available at the beginning of semester from the Department of Microbiology. The unit convener and supervisor must approve the project topic at the time of the enrolment. Students will work in a research laboratory to obtain data, will complete a written preliminary and final report and will give a series of oral presentations on their work. | ['Undertake a research project with regard to ethical and safety regulations;', 'Demonstrate technical skills in experimental methods and the ability to collect, analyse and interpret data using methods relevant to the discipline of Microbiology;', 'Communicate appropriately and effectively with supervisors, laboratory staff and students;', 'Maintain accurate and up-to-date records of experimental procedures, results and outcomes;', 'Identify relevant published scientific literature and critically analyse and evaluate the content in the context of the discipline of Microbiology;', 'Construct written reports.'] |
| MKF5301 | Have you ever wondered what academic research means? Do you have some special interests in an academic area in marketing? Why not consider the minor thesis unit. This unit is designed for students who wish to undertake independent research that advances academic marketing knowledge. An academic staff member will supervise the minor thesis. | ['identify a research problem in marketing', 'critically evaluate the literature relevant to the selected area of interest', 'formulate and conduct independent marketing research', 'effectively communicate the research in a minor thesis.'] |
| MTE6410 | The goal of the unit is to introduce graduate researchers to the practice of research. It is founded on perspectives from the Philosophy of Science (PoS) which addresses questions of what science is and what it means to be a scientist. The unit firstly introduces the structure of scientific arguments and aims to demonstrate how a knowledge of this structure can enable critical thinking and scientific communication. The unit also aims to make graduate researchers aware of the complex social process that modern science is and introduce them to aspects such as research funding, planning and budgeting research projects, research metrics, technology development and commercialisation, intellectual property and patents, current socio-political views of science and scientists, etc. | ['Critically review scientific arguments to identify research questions, discern inductive arguments leading to hypotheses and deductive arguments leading to valid experimental tests.', 'Generate a research proposal by applying the  hypothetico-deductive framework to a research problem, formulating a research plan, assessing material and human resources required for the research, justifying a research budget.', 'Appreciate prevalent sociological perspectives of science and reflect on their consequences for publicly-funded scientific research, such as research quality assessment and metrics.', 'Appreciate the steps involved in developing and commercialising technology and the value of scientific skills in this process.'] |
| SCI2502 | The Impact through science level two units provide an action-learning exploration of the business and social entrepreneurship cycle from concept through to pitching the idea to a panel of experts. The entrepreneurial mindset is developed through a strong focus on group work, critical thinking, persuasive communication and leadership development.  Throughout these units, insights into entrepreneurship will be gained by using case study analysis and prominent guest speakers who are thought leaders, entrepreneurs and industry executives. | ['Develop a comprehensive business plan for an original idea, taking into account opportunity and risk;', 'Work with others to critically evaluate business plans, and integrate feedback from peers/mentors to make improvements in planning;', 'Articulate the core concept of their business plan in a pitch;', 'Demonstrate teamwork capacity and knowledge of leadership by using a case-study approach to examine the entrepreneurial life cycle;', 'Develop a plan for their first internship.'] |

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| SRH5032 | This unit is designed to support in the preparation for the independent research project. | ['Communicate an understanding of the use of research as a basis for decision making in the health care policy and clinical arena particularly in its application to health care practice;', 'Formulate a research question that addresses an evidence gap in health care;', 'Undertake a critical analysis of the research literature in response to the proposed research question;', 'Develop a research proposal which explains the selection of appropriate research questions, designs and implementation plans within a health or community setting;', 'Articulate the ethical considerations in promoting ethical conduct in research.'] |
| FOR5007 | Teaching in this unit aims to develop students' familiarity with the concepts of clinical and  post-mortem toxicology. The unit also focuses on the basic pharmacokinetic and pharmacological properties of commonly abused drugs found in forensic medical cases. Emphasis will be on behavioural issues of these drugs and how they relate to forensic practice. Such issues include the effects on cognitive and psychomotor skills in drivers and in the workplace and other adverse reactions attributed to drug misuse. | ['Appropriately and correctly use technical terms associated with analytical toxicology;', 'Give examples of the range of techniques used in forensic toxicology and illustrate where they may be applicable;', 'Discriminate between the common types of drugs seen in forensic medical cases;', 'Comprehend and evaluate the main pharmacological effects of alcohol and common illicit drugs with the emphasis on their effects on behaviours, psychomotor control and cognition;', 'Analyse the relevant behavioural effects of common illicit drug combinations and common adverse illicit drug reactions ;', 'Apply forensic toxicology to case work for the purpose of report preparation and presentation to courts.'] |
| AZA3462 | The unit explores some widely used standardised psychology tests including South African tests. It gives an overview of the principles and processes of test development and the concepts of test reliability and validity. Major themes include methods for establishing the relative influence of heredity and environment on human intelligence, causes of intellectual disability, and intervention programs for disadvantaged and disabled children. The unit also covers theories of ability and how our thinking about human abilities is influenced by our cultural framework. A basic knowledge of the ethical, legal and professional responsibilities of psychologists is provided. | ['Describe the origins and social context in which psychometric testing developed.', 'Discuss the principles of reliability, validity and item analysis.', 'Construct and administer psychometric tests.', 'Critically evaluate the psychometric properties of psychological tests.', 'Interpret test scores.', 'Identify diverse applications of psychological testing.', 'Relate the relevant theories of intelligence.', 'Appraise genetic and environmental factors which influence human intelligence.', 'Analyse some causes of intellectual disability.', 'Discuss group differences in the testing process.', 'Describe the social implications of psychological testing.', 'Express the key ethical principles and identify potential ethical dilemmas regarding psychological assessment and suggest possible solutions.'] |
| ATS3899 | This unit introduces students to jazz arranging styles and methodologies for small and large ensembles. Through listening tasks and score analysis, the unit explores various arranging concepts including form, instrumental range, register, blend, voicing techniques, rhythm-section writing as well as score preparation using notation software. Students then apply newly learned skills to the formulation and development of musical works, gaining practical feedback and experience via in-class performance workshops. | ['Demonstrate fundamental understanding of jazz arranging styles and methodologies as informed by historical and contemporary practices;', 'Critically evaluate, analyse and discuss jazz compositions and arrangements from written score and audio media;', 'Apply arranging concepts to the formulation and development of musical works.'] |

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| ATS2547 | Cities are dynamic and complex environments that now comprise the majority of the world we live in but they face an array of major challenges. These include: How do we make our cities more habitable and sustainable? How do we ensure social, economic, cultural, political and environmental equality? How does the geography of cities and urban systems affect their sustainability? Have cities ever been sustainable and can they be in the future? How do we manage urban growth or decline? In this unit students will examine how contemporary cities operate by focussing on urban processes and functions, as well as relevant issues such as population, the economy, governance, resource use, housing and transport. | ['Describe and apply the concept of sustainability to urban form and function;', 'Explain urban sustainability in relation to the environment, economy, society and politics;', 'Identify unsustainable urban policies and practices and suggest effective methods of improving sustainability;', 'Utilise selected geographic research skills and concepts relevant to sustainability in an urban context.'] |
| ATS1321 | Although World War I pronounced the death of the nineteenth-century world, the constitutive elements of that period lived on. This unit explores how wars, revolutions, and empires continued to shape the making and re-making of nations - but under new conditions. In particular, we will examine how the interwar crisis of capitalism, decolonization, the Cold War, and our present age of globalization affected the ways in which historical actors reconceived nations and nationalism. Themes covered include the Russian Revolution; Fascism and Nazism; nationalism and revolution in postwar Africa and Asia; religious and market fundamentalisms in the late 20th century. No background knowledge is assumed and students need not have taken Nations at War I. | ['The ability to discuss in an informed way the relationship between revolution and social change;', 'An understanding of the distinctions between political and social revolutions;', 'An appreciation of the difference between total war, civil war, cold war and revolution;', 'An awareness of how ideas about race, ethnicity, identity, nationalism and freedom informed; revolutionary movement in the twentieth century;', 'The ability to assess critically visual sources and their contributions to historical memory;', 'The ability to analyse a variety of written historical sources;', 'The development of skills for collaborative learning and group work;', 'The acquisition of solid writing and oral presentation skills;'] |
| MCB2022 | In this unit students will study the cell as a dynamic unit capable of responding to environmental, cellular and molecular cues that can result in a range of outcomes such as: motility; movement or rearrangement of internal structures; alterations in the production, processing or disposal of oligonucleotides, proteins and organelles; repair of damaged components; assembly and disassembly of molecular machinery or communication pathways; switching genetic pathways on or off; and changes in cell proliferation, lifespan, function, or interactions with other cells. | ['Explain the mechanisms that enable cells to move in response to external stimuli.', 'Discuss the way in which DNA is replicated within the cell, the mechanisms for maintaining DNA integrity and the implications of acquiring errors in the DNA sequence.', 'Outline the mechanisms that drive gene expression and the way in which gene expression is regulated.', 'Illustrate how our understanding of cellular and molecular processes is enhanced through the use of animal models, microscopy and laboratory techniques.', 'Demonstrate skills in laboratory techniques relevant to cell and molecular biology, and the ability to analyse experimental data by integrating concepts and knowledge.', 'Demonstrate an ability to research original published scientific literature and effectively communicate the findings either orally or in writing.', 'Work effectively as a member of a team.'] |

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| NUT1101 | This unit focuses on developing fundamental scientific knowledge as the basis for nutrition science. This unit introduces you to the chemistry of organic molecules expanding to incorporate the biochemical pathways relevant to nutrient metabolism. | ['Demonstrate foundation knowledge of basic sciences to include chemistry, molecular biology, and biochemistry relevant to human nutrition and dietetics', 'Describe the chemistry of atoms and molecules', 'Explain how atoms and molecules interact in chemical reactions and calculate chemical equations (stoichiometry)', 'Describe the chemical and biochemical aspects of biological molecules', 'Classify the main features of eukaryotic and prokaryotic cells (including membranes, organelles and enzymes), and correlate their structures with biological functions', 'Explain the aspects of cellular macronutrient and alcohol metabolism in terms of dietary input and energy release.', 'Explain mechanisms of genetic inheritance and the factors that govern the flow of information from DNA to RNA to protein', 'Demonstrate basic knowledge and skill in laboratory experimentation and in the reporting and collation of experimental data'] |
| SON5024 | Sonographic scanning methods and standard protocols related to examinations of the musculoskeletal system and paediatric brain, hips and abdomen. Interpretational skills in respect to recognition of sonographic appearances of normal anatomy, anatomical variants, disease processes and the ability to modify standard sonographic approaches with regards to the clinical question and patient presentation. Particular attention will be paid to the principles of neonatal and paediatric patient care. | ['identify, describe and justify the selection of imaging parameters, equipment and transducers, infection control measures and consent protocols for sonographic examinations of the musculoskeletal system, neonatal brain, hips and abdomen;', 'perform routine sonographic examinations of the shoulder and/or paediatric kidneys safely and to a standard and ethical conduct expected of a competent sonographer;', 'identify and describe the normal and abnormal sonographic appearances of the musculoskeletal system, neonatal brain, hips and abdomen and related artefacts;', 'recognise when modifications to routine scanning approaches are required and explain the limitations of ultrasound in regards to imaging the musculoskeletal system, neonatal brain, hips and abdomen;', 'implement Spectral, Colour and Power Doppler techniques where appropriate in musculoskeletal and paediatric ultrasound imaging;', 'describe and implement patient care and quality assurance principles to sonographic imaging.'] |
| ATS3175 | Building on the language skills, communication strategies and knowledge of Korean history, culture and society that students have acquired so far, this unit is designed to help students develop an ability to engage in moderately sophisticated conversations and to comprehend diverse reading materials.  Students will also develop a deeper understanding of the relationship between language and culture, thereby appreciating the validity of different ways of perceiving experiences. | ['Engage in moderately sophisticated conversation in everyday social situations', 'Read diverse and increasingly complex texts', 'Produce moderately sophisticated written Korean', 'Demonstrate the ability to relate to other cultures, leading to a better understanding of their own culture, identity and values'] |

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| RSE4120 | The development of a natural resources project requires a significant investment in assets that include capital development and fixed and mobile plant purchases. Most resources companies invest millions in their control systems for real-time monitoring of their assets. In addition to the real-time monitoring, the automation of many of the processes involved in the natural resources industry allows systems to be optimised through cost and production efficiencies, quality and workplace health and safety outputs. | ['Assess existing and emerging technology used in the resources industry for the optimisation of cost and production efficiencies, quality and workplace health and safety outputs.', 'Appraise instrumentation used for the monitoring of capital development and fixed and mobile plant in the resources industry.', 'Formulate instrumentation systems in order to increase efficiency, enhance productivity and monitor performance.', 'Generate an asset management system that covers both mobile and fixed plant that reduces maintenance requirements and optimises lifecycle performance.'] |
| BMA5011 | This unit will introduce students to the basic anatomy and physiology underlying human health and disease. | ['Describe the cellular and tissue organisation of the human body and explain the inter-relationship between structure and function', 'Identify the structural components of the musculoskeletal and integumentary systems and explain how they protect, support and move the body.', 'Compare the functions of the endocrine and nervous systems and describe the underlying physiology that allows communication between body tissues and the environment.', 'Explain the interdependence of the cardiovascular, lymphatic and respiratory systems and how they maintain homeostasis', 'Identify the structures of the digestive and urinary systems and explain their roles in digestion and fluid balance.', 'Compare the structure and function of the male and female reproductive systems and explain how they work to produce offspring', 'Apply knowledge of basic bioscience to real-world health problems that may be solved by engineering'] |
| ACF2200 | This introductory management accounting unit focuses on the types of cost information that can be produced to assist managers and other employees within organisations in planning and control, and in decision-making. Topics include: costs and cost behaviour, product costing, cost allocation techniques, cost-volume-profit analysis, and the use of cost information for management decisions. | ['classify costs dependent on the context and purpose of related decisions', 'analyse cost behaviour and estimate costs', 'design, use and evaluate costing systems', 'analyse and use cost information relevant to decision-making', 'apply critical thinking, problem solving and communication skills to individual and/or group activities to demonstrate a comprehensive understanding of the topics covered in the unit.'] |
| APG5066 | This unit takes staff and students to Shanghai. Students will receive lectures from Monash staff and engage in observational study of China's biggest city. Shanghai is the economic capital of China and the site where western modernity first made landfall in the 1850s. Since that time it has evolved under a complex mix of domestic and international influences. Since 1992 it has been promoted as China's global city and has used arts and culture, and later the cultural creative industries as an essential part of this ambition. This unit allows students to experience this dynamic city first hand, guided by Monash staff who have researched and lived in the city. Students will be given local context, information and a research overview by Monash staff who will also supervise small study excursions of the city. | ['Have an introductory understanding of the historical development of cultural economy in Shanghai.', 'Have an appreciation of the specific and practical challenges and opportunities facing those working the cultural industries and cultural clusters in Shanghai.', 'Have a high degree of intercultural competence and effectively engage with students and staff from different cultures and places.', 'Be able to write and communicate effectively and in analytical depth.', 'Show an ability to operate independently and responsibly in a different cultural context.'] |

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| AZA4810 | The unit explores the emerging international framework for civil and human rights since 1945. The relationship between universal notions of justice and differences of gender, culture and belief, and potential differences between local and global understandings of 'rights' are looked at through an African lens.  Specific issues such as women's rights, freedom of speech, capital punishment, economic justice, unfair trade, poverty, and migration are discussed within the framework of African-specific case studies. In addition, the unit examines the development of global movements and organisations, new technologies and tactics of protest and the formation of virtual communities of activism. | ['a comprehensive understanding of the key intellectual and political debates about the nature of justice, civil rights and human rights on a global scale, as well as the relationship between universal notions of justice and rights and arguments about difference and diversity;', 'a thorough grasp of the key differences and similarities in the arguments, objectives, strategies and outcomes of significant campaigns for justice and rights during the twentieth and twenty-first centuries, of the links and tensions between local and global campaigns and movements, and of the development of global civil and human rights frameworks;', 'knowledge of the unique challenge that political and cultural debates in Africa pose to the development of civil and human rights frameworks.', 'strong skills in the critical reading of a variety of texts, including contemporary documents, polemical literature and campaign material, the academic scholarship based upon those texts and the theoretical and conceptual debates about justice and rights;', 'strong skills in critical oral and written assessment of the academic scholarship, including methods, assumptions and uses of evidence, and in organising and defending a verbal and written argument based upon those assessments;', 'a capacity to devise, plan and successfully complete a detailed case study, including significant documentary research, that evaluates the significance of a particular campaign, organisation or issue; and', 'a capacity to reflect upon and make critical use of a range of resources including, where relevant, on-line materials, film and visual images.'] |
| SCI3716 | This unit is designed to introduce intending scientists to the principles of laboratory and workplace management and their obligations as experts and supervisors. It will cover legislation and the responsibilities of both employers and employees in issues such as occupational health and safety; handling of dangerous goods and the analysis, treatment and disposal of hazardous materials.  Emphasis will be placed on the assessment and management of these issues in a laboratory and workplace environment. The subject will be taught by programmed learning material and practical work consisting of assessment and discussion of case studies and workplace excursions. | ['Discuss selected issues in managing a scientific laboratory;', 'Describe their obligations under the Occupational Health and Safety Act and related legislation;', 'Recognise hazards associated with chemical and biological materials, instruments and ionising radiation and the risks they impose;', 'Undertake a risk assessment and recommend safe working procedures;', 'Outline their legislated obligations in recycling and disposal of hazardous materials;', 'Apply the principles of chemistry, biology, microbiology and physical science to the treatment of hazardous materials;', 'Discuss the effects of waste materials on the environment;', 'Recommend procedures for the analysis and treatment of hazardous wastes before disposal to the environment.'] |

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| BEX6300 | This unit discusses the fundamental epistemological premises on which HDR research may be developed. It explores ways of formulating research question(s) and hypotheses, and identifies assumptions and theories that are relevant in the development of a conceptual framework for research. The topics discussed will cover principles of the scientific method, key epistemological perspectives in the social sciences (e.g. positivism, interpretivism, social constructivism, hermeneutics, functionalism, critical theory) and argument analysis (e.g. avoiding fallacies in scientific reasoning, evaluating and constructing sound arguments). These discussions will clarify the theoretical and practical underpinnings of research design, inform subsequent analyses of how to select different research methods (qualitative, quantitative, mixed), and illustrate key issues associated with main argument development in a HDR thesis. Finally, the unit will examine ways of presenting a compelling theoretical and practical case for the epistemological significance of a HDR project, and examine how this approach could increase the likelihood of successful publication of research results. | ['enhance awareness of the multiple epistemological and ontological perspectives that underpin research at HDR level', 'increase understanding of the principles involved in producing sound complex arguments as required in writing a HDR thesis', 'consider and evaluate research papers presented in the research seminar series', 'evaluate the literature, philosophical traditions, methods and problems associated with several topics', 'apply knowledge of ontological, epistemological, methodological and procedural assumptions to the preparation of papers that demonstrate an advanced understanding of the assumptions, methodology, techniques and results of research.'] |
| NUR5325 | The aim of this unit is to research and apply modern leadership theories to clinical nursing practice. The content is delivered in three modules. The first module examines concepts of the development of clinical leadership performance and skills. The second explores contemporary leadership theories and considers their relevance to nursing leadership in a range of clinical contexts. The third examines developmental strategies in nursing that require operationalization of clinical leadership. | ['Identify personal clinical leadership goals;', 'Assess clinical leadership readiness and related skill sets of nurses in practice;', 'Critically analyse leadership theories relevant to nursing practice and their application in clinical nursing services;', 'Construct and critique strategies for clinical development through leadership;', 'Evaluate outcomes of successful leadership;', 'Evaluate clinical development outcomes produced through leadership intervention.'] |
| ATS3146 | This is the second part of a sequence in upper intermediate Japanese. This unit covers both spoken language and contemporary written language and aims to enhance students' knowledge about Japanese modern and traditional culture. The unit also aims to develop students' research skills and intercultural competence. | ['use listening skills to understand conversations or monologues on topics covered in class;', 'recognise and describe different genres by activities such as watching videos on Japanese culture;', 'read texts (approx. 2000 characters) on various topics about Japan with the assistance of dictionaries;', 'communicate in complex situations (e.g. explaining troubles);', 'discuss broader topics about Japanese culture with Japanese native speakers;', 'deliver a presentation on one of the topics studied in class, based on their own research;', 'write an essay (1200-1400 characters) on a topic related to Japan  with the assistance of dictionaries and other language and content resources;', 'use kanji acquired so far (approx. 450 kanji) and recognise and use an additional 150 new kanji (including approx. 90 for recognition only).'] |

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| ATS3554 | National and international conflicts over the use of natural resources, e.g. rainforest destruction, land degradation, pressure on water supplies and common property resources. Analysis of resource disputes, including socio-political aspects and debate over causes and trajectories. Different management approaches used to solve environmental problems,  e.g. role of the state, communities, protected areas, and indigenous people. | ['Analyse the theoretical and empirical bases of resource management issues', 'Appreciate the complex, intertwined nature of ecological, social, and political factors underlying resource management issues', 'Recognize, apply, and distinguish between the main explanatory theories', 'Be able to construct analytical arguments relevant to resource management issues in good quality writing.'] |
| FST3800 | The internship gives Food Science and Technology students the opportunity to apply their university learning to the workplace, providing students with experience in tailoring their academic-based learning to the needs of an industry-based partner, and to network with potential employers. This will prepare students for work or professional practice by integrating theoretical knowledge with practice.  Students will learn about the process of applying for employment and good workplace practice. The internship will generally be over the summer break and commence in December. It can be taken any time after the completion of Level Two. | ['Application of the knowledge and skills acquired during their academic studies to the practical requirements of the workplace;', 'A positive contribution to the organisation;', 'A capacity to work effectively as a member of a team through well developed skills in job planning, time management, problem solving, critical thinking and the organisation of work;', 'A sound understanding of the requirements of working with others in a position of responsibility;', 'Effective and appropriate oral and written communication skills;', 'Awareness of OHS issues and demonstrate application of safe practices in a workplace environment;', 'An ability to set personal goals and to pursue these goals in a manner appropriate to the workplace.'] |
| BFF2401 | This unit examines the major risks and issues faced by Australian financial institutions within the context of the global environment. Topics include an introduction to the Australian banking environment, bank performance, management of bank risks including credit, capital, liquidity and interest rate risk, loan pricing, liability management, investment management and capital adequacy. | ['examine the main risks and related prudential requirements faced by banks and to assess factors to consider in managing these risks', 'appraise suitable qualitative and quantitative data or characteristics to assess bank performance', 'understand asset and liability management of a financial institution', 'understand non-market related and derivative contracts used by financial institutions', 'be able to sequence the Basel prudential framework as instigated within the Australian context, but emanating from the Basel Committee at the global level', 'be able to clearly and effectively communicate solutions, applying the knowledge in above areas, in a distinctly logical manner in relation to activities dealing with the commercial banking and finance and demonstrate in an individual summative assessment task the acquisition of a comprehensive understanding of the topics covered by BFF2401.'] |
| ACX3150 | This unit explores a range of techniques used to analyse corporate financial performance and valuation of entities. These include: application and use of financial ratios and forecasting techniques, accounting-based and cash flow-based share valuation, credit analysis and financial distress prediction, equity security analysis, and analysis relating to mergers and takeovers. Both Australian and international case studies are used to provide a real-world context. | ['access and extract financial information from published financial reports and databases', 'calculate and interpret relevant financial ratios concerned with the profitability, financial structure and solvency of listed public companies', 'apply and critically assess approaches to valuation including discounted cash flow and residual income methods', 'apply valuation methods to contexts such as security valuation, mergers and acquisitions and credit analysis', 'apply critical thinking, problem solving and presentation skills to individual and/or group activities dealing with financial analysis and valuation.'] |

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| AHT2130 | This unit focuses on the art and architecture of early modern Italy. Key examples of Renaissance, Mannerist and Baroque painting, sculpture, architecture, material culture, urbanism and landscape design are considered on site and in context. The principles of early modern Italian art and architectural theory are introduced, from the Renaissance emulation of Classical culture to the Baroque preoccupation with spectacle. The unit also emphasizes the multiple ways in which historical viewers experienced art: as aesthetic object, as narrative, as craft, as divine presence, and as talisman. | ['Identify the main characteristics of Renaissance, Mannerist and Baroque art and architecture;', 'Understand the multiple historical, cultural, social and physical contexts of Italian art and architecture;', 'Understand the principles of historical art and architectural theory, as well as their critical reception;', 'Engage in on site analyses of works of visual art and architecture;', 'Demonstrate their awareness of the historical precedents for, and dimensions of, their own practice.'] |
| MGF5923 | This unit assists students to understand how the public policy process operates and the role of stakeholders in policy development. Public policy process theory is discussed in the light of specific cases, and related to a broad range of practitioner experience. Case studies in Australian public policy will be analysed within this course. | ['define a range of models and theories that help explain how public policy is made', 'analyse the role of government institutions and processes in policy making', 'analyse how governments engage with stakeholders in public policy processes.'] |
| PSY6263 | Students will develop an understanding of strategies used to manage neuropsychologically impaired individuals and will learn how to assess the efficacy of techniques used to rehabilitation and management.  Participants will receive information from other allied health professional, rehabilitative approaches used by these professions and discuss how a multidisciplinary approach can be used to provide substantial benefits to the brain-injured individual. | ['have acquired a good understanding of current theories and models of recovery of brain function after neurological damage;', 'be familiar with recent research examining plasticity and reorganisation in the primate brain;', 'be informed about the current World Health Organisation (WHO) framework for conceptualising disability in terms of impairment of function, activity limitation and participation restriction;', 'know how clinical neuropsychologists and other allied health professionals assess impairment following neurological damage;', 'be familiar with current rehabilitative interventions for specific neuropsychological disorders, and the methods commonly used to assess the effectiveness of these interventions;', 'be well informed about strategies used in the management of those with neurological damage.'] |
| MPH5254 | Food security & nutritional issues in developing countries, emphasising causal factors, field programs addressing famine & under nutrition. | ['Identify and classify the major nutrients required for good human health and well-being.', 'Analyse the major global and local determinants of adequate human nutrition.', 'Assess the nutritional status of individuals and populations.', 'Diagnose and manage acute malnutrition in children and adults.', 'Identify the causative factors in the evolution of population nutrition emergencies.', 'Plan programs to rehabilitate malnourished communities and to maintain and strengthen household food security.', 'Understanding the determinants and different elements of household and community food security.'] |

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| ATS1346 | Through the study of selected musics from around the world, this unit explores the ways in which culture shapes the philosophies, techniques, organising principles and concepts of musical performance. By analysing performers, audiences, texts and technologies, the unit also investigates specific musical practices in order to generate broader questions about music. How do musicians learn?  What does music tell us about culture? What is the musical event? These are some of the questions that will be examined in the unit. The unit is open to all students with an interest in music. No prior musical experience required. | ['Recognise and articulate some of the philosophies, techniques, organising principles and concepts of select musics from around the world.', 'Locate, analyse and evaluate scholarly sources pertinent to an ethnomusicology research project', 'Demonstrate academic research, writing and oral communication skills by undertaking an ethnomusicology research project.'] |
| ATS3833 | The unit investigates the processes involved in writing and creating performance works and performance texts of those works. Various strategies of initiating new work, including the possibilities of various sites and modes of performance, will be explored. Students will work under guidance to take these projects to public presentation standard. Students will then write either a performance text of the work they have created or an analysis of the writing/ performance project. To contextualise the chosen investigations there will be a weekly program of readings, discussions and class presentations. | ['develop a pitch and proposal for future work;', 'initiate, research and develop a detailed and theoretically informed performance work-in-progress;', 'pitch a creative work in an authentic industry context;', 'read, analyse and discuss the writing practices of selected performance practitioners;', 'explain a range of theoretical ideas currently informing performance practice, both in engaging, live presentation and in clear and cogent written work.'] |
| FIT4012 | All sciences are increasingly relying on computational support and the growth of many branches of science has only become possible due to the availability of efficient computational methods. The common basis of such methods are; numerical methods and high performance computing. Topics for this unit include: Numerical Methods, High Performance and Parallel Computing, Optimisation and Operations Research Bioinformatics, Simulation, Visualisation and Modelling. | ['explain the role of computational methods in the chosen field of specialisation and their relation to complimentary and related approaches;', 'solve non-trivial problems using the algorithms specific to the chosen field of specialisation;', 'compare and  evaluate alternative computational approaches in the chosen domain in terms of performance and suitability to a specific problem;', 'critically evaluate the limits and capabilities of these methods;', 'select, design and test computer programs in the domain;', 'use standard computational packages in the chosen domain effectively for practical problem solving where appropriate.'] |
| ATS1345 | Through the study of selected representative musical works from the Western art music canon, this unit explores the historical conditions under which music was produced and the purposes it served for composers, performers, patrons and the public.  Musical works are studied in terms of their historical, structural and stylistic characteristics. | ['Recognise and articulate some of the historical forces that shaped the major strands of Western art music through studying selected representative works;', 'Critically read scholarly sources by undertaking a guided reading activity;', 'Evaluate and analyse scholarly sources pertinent to Western art music research;', 'Undertake a Western art music research project utilising academic research and writing skills.'] |

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| BND3102 | This unit uses chronic disease as the foundation and basis for dietetic students to develop their core dietetic practice assessment skills whilst learning and applying core knowledge of chronic disease related to nutrition and dietetic practice. | ['Describe the role of diet in the aetiology, prevention, and management of major lifestyle related chronic disease.', 'Apply and integrate knowledge of chronic disease into nutrition assessment and management plans using case based learning, simulation and placement experience in the healthcare environment.', 'Develop and extend core dietetic practice skills - including interpretation of data, collection and analysis of dietary data, nutrition assessment and intervention strategies.', 'Develop working knowledge and experience in a healthcare setting to begin practicing safely and professionally.', 'Apply food service, food science and food system knowledge to individuals and healthcare settings.', 'Communicate appropriately and broadly using a range of methods.', 'Extend teamwork skills in the academic and practice settings.', 'Reflect on their practice and extend self-awareness, insight and cultural competency.'] |
| CMH5004 | This unit considers some of the broad issues that are significant in mental health and wellbeing and community mental health practice. The unit will take us beyond the individual explanations of health and ill health to an examination of some of the broad understandings about the courses of mental ill health and the strategies required to improve mental health. We examine the concept of need in relation to populations and take a practical approach to the process of assessing the mental health needs of populations and groups. Two major community intervention strategies to address mental health needs are examined. The role of consumer participation and collaboration and the notion of citizenship are explored in some detail. The unit concludes with a discussion of the skill base required for community mental health practice. | ['Describe various practice paradigms and their place in community mental health practice;', 'Critically analyse the concept of need and competently do a need assessment and develop community intervention models;', 'Identify and discuss the skills needed for community mental health practice;', 'Demonstrate a knowledge of the concepts of empowerment, consumer participation and collaborative practices; and', 'Develop a consumer focused understanding of mental health needs.'] |
| PBH3008 | This unit will utilise a 'case study' approach to build on students' previous learning about global health. The intent of this unit is not only to further students' awareness of global health issues, but also to encourage critical thinking about the underlying causes and the efficacy of current global health programs and approaches. It aims to equip students to work in the area of global health both in Australia and abroad. | ['Explain the current and future threats to global health and their underlying causes', 'Discuss the interaction of the environment and health including climate change, conflict and natural disasters', "Demonstrate increased cultural capability in relation to Aboriginal health and how to apply a 'strengths based' approach to Aboriginal health issues", "Assess public health programs addressing health issues at a national and global level including the program's capacity to address health inequities and the appropriateness of design", 'Critique key global strategies and frameworks including the sustainable development goals, the Ottawa charter and the global framework for tobacco control'] |

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| BFW3851 | Historically, investment and finance decisions have been made with the assumption that financial markets are informationally efficient. This unit will explore the notion that market efficiency assumptions are idealistic by bringing in the concepts of psychology, sociology, and behavioural economics and how the investor mind works in a broader societal setting. This will allow for better understanding of the investor's mind, resulting in intelligent investment practices. This unit is interdisciplinary, encompassing areas such as financial economics and cognitive sciences with both experimental and theoretical components. | ['apply the conventional assumptions learned from mainstream finance theories and demonstrate the extent to which these assumptions do not hold when examined in a behavioural context', 'understand how cognitive biases can predictably and consistently affect investment decision and how they can contradict the notion of investor rationality', 'understanding how these behavioural biases will help develop more effective financial decision making for different market participants', 'critically evaluate the linkage between the theoretical and empirical evidence related to behavioural finance', 'apply critical thinking, problem solving and presentation skills to individual and/or group activities dealing with behavioural finance and demonstrate in individual summative assessment tasks the acquisition of a comprehensive understanding of the topics covered in BFW3851.'] |
| CHE5883 | This unit covers the applications of nanostructured membranes in the field of chemical engineering, including the introduction of fabrication techniques, functionalization of nanostructured membranes and membrane properties. | ['Discern the functional difference between main membranes including polymeric, ceramic and nanocomposite membranes.', 'Describe the synthesis and functionalisation of membranes.', 'Describe the membrane transport of both porous and nonporous membranes in different applications.', 'Reflect the key properties of membranes required for chemical engineering applications.', 'Generate membranes and membrane processes suitable for specific applications, including gas separations, water treatment and desalination, fuel cells and etc.', 'Reflect on and propose research on nanostructured membranes for energy production, water processing and gas separation.'] |
| APG5104 | The unit examines management in the public sector in Australia and internationally, and the impact of public sector reform as a global phenomenon. It considers theoretical explanations of reform and implementation in practice. The focus is on identifying and analysing practical issues facing public managers. Lessons are drawn from international practice. | ['analyse the theoretical foundations of public sector reforms;', 'evaluate the effectiveness of public sector reforms in practice;', 'determine the knowledge, skills and abilities of contemporary public managers and apply these to practical issues in the field;', 'utilise critical thinking skills and develop evidence-based arguments.'] |
| BEX2520 | An introduction to probability and statistical inference for use in economics and business. Topics covered include random variables, moments and cumulants generating function, discrete and continuous distributions, independence, jointly distributed random variables, conditional random variables, the central limit theorem, sampling distribution, properties of estimators, confidence intervals, tests of hypotheses. | ['understand concepts of probability, statistical inference, generating functions and cumulants', 'derive and use generating functions to evaluate moments and establish the distribution of linear combinations of independent random variables', 'understand and apply the main methods of estimation and the main properties of estimators', 'construct confidence intervals for unknown parameters and test hypotheses', 'develop written, presentational and group work skills through a series of assessed essays, assignments and tutorial work.'] |

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| ATS3407 | Introduction to the theories of Sigmund Freud, Jacques Lacan and Carl Gustav Jung, based on a close reading of seminal texts. Key concepts of Freud's, Jung's and Lacan's psychoanalysis in their historical intellectual context: the unconscious and the structure of the psyche, sexual theory, the interpretation of dreams, the critique of civilization and religion. Exploration of the application of psychoanalysis in literature, the arts and social psychology. The logic and limits of psychoanalytic interpretation. | ['students will have acquired detailed knowledge of the main features of psychoanalytic theories;', 'students will have a good grasp of key texts reflecting the intellectual debates;', 'they should have also developed an acute awareness of the formative historical forces which contributed to the development of psychoanalysis in the late 19th and 20th century;', 'they will have developed their ability to analyse and interpret works of literature and art as well as social phenomena with reference to a psychoanalytic framework;', 'students will be capable of an informed discussion and they will be able to present the results of their own research in form of a class paper and in a more detailed written essay.'] |
| ATS2787 | This unit provides a detailed exploration of the production practices, resources, technologies and genres of reporting digital news, including video, audio, graphic and interactive formats. It explores the research capacities and information sources available through the internet. It critically considers the implications for journalists of different modes of audience engagement and editorial positioning, including social networking media, blogs and wikis. It covers both news and longer form feature and documentary genres. Please be aware that access to certain technology/equipment will be required for this unit. Contact the unit coordinator for details. | ['demonstrate an ability to identify and research a news story, conduct interviews and gather appropriate evidence', 'demonstrate an ability to report in a clear, concise, factual way using news conventions in at least two media', "identify, observe key ethical and legal obligations associated with news reporting, and reflect critically on their own and others' performance in this regard", 'work independently and collaboratively in learning and production processes, including digital forums, to produce news reports', 'demonstrate an ability to set and meet deadlines, and report under pressure', 'demonstrate an awareness of local, national and international people and events relevant to current issues and media issues', 'demonstrate a critical awareness of the capacities, limitations and socio-professional implications of journalistic practices in different media'] |

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| LAW4247 | The first half of the unit will consist of an in-depth consideration of the main theories of statutory interpretation: intentionalism, textualism and purposivism. With regard to intentionalism, the focus will not only be on the standard arguments for and against intentionalism, but also on the deeper theoretical commitments of intentionalism. For example, intentionalism presupposes that there is a defensible notion of legislative intent. Students will consider not only classic (aggregative) theories of legislative intent, and the criticisms of those theories, but also contemporary (largely non-aggregative) theories. Students will also consider the current scepticism among judges on the High Court of Australia towards the concept of legislative intent.  Similarly, with regard to textualism, consideration will be given not only to the standard arguments for and against textualism, but also to different versions of textualism based on different accounts of the meaning of a legal text. Consideration will also be given to Andrei Marmor's recent argument that, while textualism provides an accurate account of the meaning of statutory texts, few appellate court cases involving statutory interpretation turn on a correct understanding of the meaning of the relevant statutory text. | ['provide students with a detailed understanding of the strengths and weaknesses of the main theories of statutory interpretation', "provide students with a detailed understanding of the High Court of Australia's current approach to statutory interpretation, and some of the key criticisms of that approach and", "improve students' skills of analysis and critical reasoning, by exposing them to the sophisticated debates between judges and academics in both Australia and the United States concerning statutory interpretation, and by requiring students to participate in those debates both in the research assignment and in the  essay-based examination."] |
| HEC5970 | This unit provides an understanding of the microeconomic approach to resource allocation, both in general and specifically, in relation to the health sector. It introduces students to the use of economic tools in the analysis of the 'market' for health care in terms of efficiency and equity. It also provides an analytical framework for assessment of the Australian health care system, and health policy generally, from an economic perspective. | ['understand basic microeconomic concepts and their application to the health sector', 'understand role, limitations and usefulness of economic analysis and economics as a way of thinking, particularly when applied to the health care sector', 'understand organisation and delivery of health services from an economic perspective', 'understand the Australian Health Care system from an economic perspective, including an analysis of the reasons for growth in expenditure.'] |
| ACX4018 | Students conduct a critical review of the literature relevant to their study; derive appropriate hypotheses for testing; devise an empirical test of the hypotheses showing regard to practical problems of conducting research, ethical considerations, and principles of scientific method; conduct a planned study and manage any problems arising in the data collection; select and conduct an appropriate analysis of the data; and write a report on the project, showing due regard to relevant stylistic conventions. | ['implement a research proposal', 'recognise practical problems of conducting scientific research and propose solutions', 'complete a research dissertation', 'develop the ability to conduct and manage a planned study', 'apply critical thinking, problem solving and presentation skills in individual and/or group activities dealing with a research dissertation.'] |

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| FBS5002 | Designed to provide students with an understanding of the role of mental health in criminal offending this unit provides an overview of the relevant research (drawn from psychological, psychiatric, criminological and sociological studies), key findings and the practical implications of these findings. Different types of mental disorders (psychotic, mood, personality, substance use) associated with offending are considered and explanatory models which incorporate the role of symptoms, cognitions, biological and sociological factors are discussed. | ['Critically evaluate the evidence for an association between mental disorder and criminal offending.', 'Outline various possible explanations for the association between mental disorder and criminal offending.', "Explain the concepts of 'psychopathy', 'antisocial personality disorder', 'sever personality disorder', and their relevance to offending and rehabilitation.", 'Explain the evidence based principles for effective rehabilitation of offenders.', 'Describe the role of addictions including substance abuse and pathological gambling as risk factors for offending.', 'Outline methods for assessment and treatment of addictions.'] |
| MGF5600 | This unit looks at innovation as a managerial process. It provides methodologies for setting up and managing innovation within teams, departments and organisation wide. | ['develop strategies for managing innovation and its commercialisation', 'design an appropriate process for screening a new product service idea through to introduction', 'define criteria for the sustainability of innovations', 'describe the impact of networks and role of networking on managing the innovation process.'] |
| MKB3802 | The professional services industry continues to grow and evolve as the world shifts to a service-dominate economy. | ['identify the differences between product and services marketing', 'apply marketing concepts to the professional services context', 'develop marketing and service design strategies to address the unique challenges faced by the professional services industry', 'evaluate the effectiveness of marketing and service design strategies in managing the service experience'] |
| ATS3216 | This advanced, final-year unit will contribute to your career development by providing you with an opportunity to complete a major, "hands-on",  real-world project that integrates knowledge and skills gained throughout the course at a professional level. This project will take the form of a major collaborative media project, co-produced by you in collaboration with other students using facilities in the Monash Media Lab. You will be required to recollect, synthesize, and apply knowledge and skills related to your professional media learning project in a reflective project report. | ["apply broad discipline knowledge of media communication to design and deliver a major project relating to a 'real-life' media challenge;", 'exercise critical and reflective thinking, and professional communication and judgement skills in the development of and reporting on the media project;', 'work collaboratively and independently, with accountability and social awareness.'] |
| ATS2333 | This unit examines research pertaining to jazz history. The unit utilises critical readings of historical and biographical texts in conjunction with analyses of representative audio and score materials to investigate socio-cultural trends, major significant historical events and key figures that have influenced the development of jazz. | ['recognise and explain the significance of  socio-cultural trends, major historical events and key figures that have influenced the development of jazz;', 'discuss jazz music with reference to various sociological, biographical and historical contexts;', 'analyse selected major jazz genres, composers and works;', 'demonstrate academic research, writing and oral communication skills.'] |

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| BFF3841 | Lending environment; decision making and organisation of lending, lending policies and controls; behavioural aspects of decision making and decision makers; retail, commercial and corporate lending; business expansions; off balance sheet lending; loan management and problem loans. | ['examine the major types of lending products and match these products to customer needs', 'analyse the risk return characteristics and pricing of a loan application', 'discuss the behavioural aspects associated with lending decisions', 'apply statistical techniques used in decision making at the approval, monitoring and termination stages of lending', 'apply critical thinking, problem solving and presentation skills to individual and/or group activities dealing with lending decisions and demonstrate in an individual summative assessment task the acquisition of a comprehensive understanding of the topics covered by BFF3841.'] |
| MDC5210 | This unit advances knowledge, methods and principles in interaction design and focuses on furthering the practical and conceptual skills developed in preceding units. In the studio students will be exposed to a broad range of interactive system design methods from holistic thinking and operational thinking to self-organization, and will explore the significance and complexity of contextualization required in systemic approaches in the design process. A major design project encourages students to develop research skills and experience in applying methods and principles of system design to solve complex interaction design issues. | ['Research and integrate advanced interactive system design concepts, approaches, theories and principles to their own design practice;', 'Utilise contextual diagrams and interfaces as core components in a design outcome with consideration for the basic needs of target users;', 'Apply research, problem-solving methodologies and advanced technical skills to plan and manage complex interaction design solutions from initial concept to final resolution;', 'Communicate ideas and concepts to critically reflect and justify own design through a process of observation, analysis, selection, interpretation and expression;', 'Critically analyse and evaluate the rationale for integrating interactive technologies in a design solution;', 'Observe and employ occupational health and safety appropriate to studio practice.'] |
| MEC2402 | A systematic method of capturing design requirements, tools for ideation, estimation and decision-making. Primary and secondary manufacturing processes, assembly techniques. Engineering graphics for problem-solving, manufacturing communication and ideation. Report writing, teamwork in solving design problems involving the integration of mechanical elements in prototype conception, construction and testing. | ['Apply engineering design techniques to solve engineering problems.', 'Construct engineering technical drawings by hand or using CAD, to communicate concepts, detail designs, assemblies and manufacturing intent.', 'Design a prototype device and validate its real-world performance to comply with safety and specific rules.', 'Manage a complex engineering project within the limitations of cost, human factors, sustainability and rules or standards compliance.', 'Interpret the technical issues and performance of prototype device built.'] |

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| ACW2522 | This unit provides an introduction to the accounting framework, practices and standards of Islamic banks and Islamic financial institutions. The accounting treatment, measurement and disclosures of various financing transactions are explained. Related areas such as Zakat for Islamic banks will also be discussed. The unit will make references to Accounting and Auditing Organization of Islamic Financial Institutions (AAOIFI) standards and to Malaysian Accounting Standards Board (MASB) standards for Islamic financial institutions. | ["demonstrate an understanding of, and analyse and interpret the annual reports of Islamic banks and differentiate that from conventional banks' annual reports", 'understand the functions and roles of standard setters such as AAOIFI, the Central Bank (BNM) and MASB', 'demonstrate an understanding of the need for and rationale of Islamic accounting and accounting for Islamic banks', 'compare and contrast differences between Islamic accounting and conventional accounting', 'identify the objectives, reports and disclosure requirements in accounting for Islamic financial institutions', 'demonstrate the application of accounting principles in the recording, classification, analysis and reporting of various Islamic financial transactions based on the relevant standards', 'critically appraise accounting and reporting practices of local and international Islamic banks.'] |
| ATS3219 | In-depth study of the Ukrainian literature in its historical context with special reference to the visual arts and against the background of social and political change. | ['Upon completion of this unit students should have acquired a knowledge of representative texts of the major genres of the Ukrainian literature, an in-depth knowledge of the major developments of the Ukrainian history', 'Students should have developed an understanding of the texts in the context of contemporary East-Slavic and Ukrainian culture, and should be able to place them into the context of social and political change as well as the context of other arts', 'Students should have developed skills in critical interpretation, as well as coherent, independent written argument that makes properly documented use of secondary literature', 'Students taking the unit at fourth-year level should be familiar with various critical and theoretical approaches to the subject matter of the unit.'] |

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| RAD1061 | This unit delivers the initial scientific, professional and clinical radiographic knowledge that will be foundational in subsequent Radiographic Science and Practice units as the student progresses along the Novice to Expert continuum of development. The unit introduces the student to the requisite knowledge required to perform radiographic examinations of the limbs and chest and the fundamentals of professional practice to include the behavioural sciences, communication and legally and ethically correct working practices. Clinical exposure to patients under supervision will enable the student to apply these principles across the range of examinations indicated. | ['Describe and apply within a professional standards and ethics context theories of the psychosocial impact on human behaviour, communication and occupational health and safety of the working environment;', 'Record and obtain information from individuals employing appropriate observation and interviewing skills, such that the information generated may be integrated with basic scientific theory and knowledge to provide quality levels of patient care;', 'Recognise and adapt, in a professional manner, to the variety of social, cultural and ethical perspectives that may legitimately be encountered within clinical practice;', 'Describe and justify the radiographic projections, body positions and the radiographic exposure factors underpinning general radiographic examinations of the elbow, forearm, wrist, hand, fingers and thumb, knee, tibia and fibula, ankle, calcaneum, foot, toes and chest of an adult ambulant patient;', 'Evaluate the radiographic request form, obtain a clinical history from a patient, select appropriate radiographic protocols consisting of radiographic projections positioning techniques and exposure factors to produce high quality projection(s) that will aid the diagnostic process;', 'Evaluate radiographs in terms of technical quality and positioning criteria and where necessary devise appropriate problem-solving strategies for less than optimal radiographic projections;', 'Distinguish anatomical features on radiographic images and recognise common radiologic pathologies or traumatic appearances in terms of the clinical question being asked;', 'In the light of the clinical problem, assess the appropriateness of supplementary projections, and where required position the patient for the required further images;', 'Under supervision safely conduct radiographic examinations of the elbow, forearm, wrist, hand, fingers and thumb, knee, tibia and fibula, ankle, calcaneum, foot, toes and chest of an adult ambulant patient;', 'Position an adult patient, accounting for his/her clinical presentation, for the radiographic projections identified in the protocol, direct and align the central ray to an appropriate bony landmark and image receptor.'] |
| APG5746 | The unit is the compulsory unit in Part A of the Master of International Relations. It is designed for incoming students who do not have a cognate degree. The goal is to acquaint students with the key authors and readings in international relations, as well as provide them experience in the main forms of writing in the field. | ['identify and categorize the foundational authors in international relations;', 'analyse and critique the key arguments in international relations;', 'identify and categorize the main types of writing outputs in international relations;', 'discuss ideas and arguments with peers and lecturers in a public setting;', 'recognise professional behaviour in international relations scholarship.'] |

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| OCC2013 | This unit will prepare students for fieldwork education and includes clinical reasoning in relation to the practice activities they engage in and observe. | ['Describe and apply the principles of client-centred practice, the clinical reasoning process and key theoretical models of human occupation related to the occupational therapy practice settings.', 'Explain the role and contribution of different health professionals within a team', 'Use self-reflection practices and constructive feedback to modify behaviour', 'Select, administer, appraise and critique assessment tools and assessment methods used in occupational therapy practice', 'Demonstrate proficient information gathering and professional documentation skills related to occupational therapy practice in clinical settings', 'Demonstrate respectful and professional behaviour in both academic and clinical environments including health care team members, consumers, carers, fieldwork supervisors, and academic staff'] |
| CIV6887 | This unit will equip the learner with the knowledge and skills necessary to use the latest condition monitoring techniques and to design appropriate retrofits to alleviate common problems with ageing infrastructure systems. Smart monitoring techniques of localized and dispersed systems will be introduced. The condition assessment and forensic analysis of problem infrastructure will be complemented by knowledge on rehabilitation techniques. This unit will provide advanced technical knowledge to allow the graduate maintain an existing infrastructure system for future generations. | ['Assess the condition of existing infrastructure and noting the commonly observed problems.', 'Design and interpret a smart monitoring strategy to assess the condition of ageing infrastructure.', 'Describe and apply appropriate rehabilitation techniques for common infrastructure systems.', 'Predict the remaining life of an infrastructure system, given condition assessments and monitoring results.'] |
| SWK2110 | This unit will broadly explore the legal mandate and legal processes through which policies in social welfare are implemented. It will also consider key legal dilemmas that impact on social welfare service delivery. | ['Outline the origins and purpose of the law, including human rights considerations, particularly as applicable to children and older people.', 'Identify the values and principles that underpin the law including the nature of ethics and ethical practice, how these apply in practice and tensions that may arise.', 'Identify the legal systems and terminology that may affect individuals and families with particular reference to the child welfare and aged care groups.', 'Discuss how legal frameworks and welfare service delivery systems interact.'] |

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| AMU3806 | This unit provides a detailed exploration of the research and reporting practices for business, industrial and economic reporting. It canvasses the main documentary sources, geographical locations, key personalities and institutions, and contemporary issues in this field. It places contemporary practices in their larger historical and geographical contexts, and critically considers the professional and social implications and accountabilities of reporting in this specialized field. Please be aware that access to certain technology/equipment will be required for this unit. Contact the unit coordinator for details. | ['Demonstrate an ability to identify and research a business / industrial / economic story, conduct interviews and gather appropriate evidence in the appropriate medium;', 'Demonstrate an ability to select an advantageous medium for presentation, and report in a clear, concise and factual way using news conventions in at least two media;', "Identify, observe key ethical and legal obligations associated with business / industrial / economic journalism, and reflect critically on their own and others' performance in this regard;", 'Work independently and collaboratively in learning and production processes, including online forums, to produce business / industrial/ economic reports;', 'Demonstrate an ability to set and meet deadlines, and report under pressure;', 'Demonstrate an awareness of local, national and international people and events relevant to current affairs and media issues;', 'Demonstrate a critical awareness of the capacities, limitations and socio-professional implications of journalistic practices in in the field of business, industry and economics.'] |
| AZA4778 | Under the guidance of an allocated supervisor, students will complete a research proposal. The research proposal will be compiled on an approved topic related to the student's chosen area of specialization. Students will meet with their supervisor on a regular basis and will be required to submit  bi-monthly reports on proposal related writing assignments. | ['Design a research proposal under the supervision of an academic supervisor.', 'Identify a research problem, goals and questions.', 'Demonstrate the ability to develop and sustain an argument within the proposal.', 'Critically assess relevant primary and secondary literature in support of the dissertation topic and argument.', 'Critically assess and review relevant theories for the theoretical framework of the proposal.', 'Identify the research approaches and methodological issues relevant to the selected topic.', 'Address ethics and ethical clearance application issues.', 'Demonstrate an understanding of the methodological approaches and design and development requirements in a particular  sub-discipline under investigation.'] |
| PGC5102 | This unit examines aspects of clinical laboratory data, monitoring patient signs and symptoms and issues in therapeutics. Areas covered include pharmacokinetics, clinical pharmacy, cardiology and topics in general medicine. The focus of these topics is patient care in both hospital and community settings. Students must be practicing pharmacists in positions with patient contact. To undertake this unit students are required to contribute their own cases. | ['Implement a standardised approach to patient care in a range of healthcare settings.', 'Describe the pathophysiology of selected disease states and explain the rationale and expected outcomes for drug therapy.', 'Use current best evidence to determine and justify a valid/optimal therapeutic approach to management of these disease states.', 'Develop, with an evidence based rationale, customised management and monitoring plans considering patient specific parameters, clinical test results and pharmacokinetic parameters.', 'Critically reflect on their individual learning process and progress in clinical competence.'] |

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| BND4092 | This unit is predominantly a fieldwork experience that will challenge students to integrate their academic training and to synthesise knowledge into a practical public health nutrition project based in a community setting. The unit requires students to manage a project that addresses a public health nutrition issue. Students will participate in program planning within a work environment and provide tangible benefit to their participating organisation. Students will be responsible for designing a project, collection and analysis of data and synthesis of findings into a report. Principles of information evaluation, workload management, communication, teamwork and responsibility for project management will also be developed. | ['Apply the social, environmental, economic and political determinants of nutrition status to a priority public health nutrition area.', 'Plan, implement and evaluate systems based, population health approaches and solutions to priority nutrition issues.', 'Apply the research process using appropriate methods of collection and analysis for both qualitative and quantitative data.', 'Contribute to an  evidence-based, population approach to improve population nutrition health in a community setting.', 'Advocate for policy change to benefit health and nutrition outcomes for populations.', 'Employ critical and scientific writing and communication skills to document and report findings to professional and scientific audiences.', 'Practice professional leadership to promote the role of nutrition.', 'Establish effective working partnerships, networks, collaborations with a range of team members and stakeholders.', 'Adopt a questioning and critical approach in all aspects of practice and evaluate practice on an on-going basis.', 'Achieve entry level competencies to support community and public health nutrition practice.'] |
| ATS1899 | This unit is the first of a sequence of four units that integrates the development of aural skills with the theoretical understanding of music through listening, analysis, performance, notation and composition. It introduces students to the study and practical application of fundamental theoretical concepts in either the Western art music or jazz tradition. Areas of study include identifying and understanding timbre, intervals, chords, metre, rhythm, tonality, scales, melodies, chord function and part writing. | ['Understand fundamental concepts of melody, harmony and rhythm.', 'Analyse basic musical elements including intervals and chords.', 'Recognise aurally elements of pitch structure and basic rhythm.'] |
| FIT5191 | Module 1: In-depth coverage of the protocols used to operate the Internet and intranets, and a selection of major applications, including specific implementations of the protocols and systems. The topics include: Advanced Internet Addressing: IPv6, subnetting, supernetting. TCP Performance and Enhancements: Reno, New-Reno, Fast Retransmit and Recovery, etc. Unicast and multicast routing protocols: BGP4, OSPF, MOSPF, DVMRP, etc. Messaging systems: SMTP, MIME, POP3, IMAP, World Wide Web systems:  client-server implementations, HTTP, Real Time Protocols: RTP, RTCP,RSVP. Security and Firewall. Quality of Service issues: DiffServ and IntServ.  Network management and Remote File activities. | ['interpret complex information contained in the networking protocol standards;', 'analyse and evaluate details of the network protocols related to the: data link network, transport and application layers;', 'evaluate parameters of the data transfer through the local area, backbone, metropolitan and wide area network;', 'analyse and evaluate multimedia networks and network management systems;', "critically assess threats, vulnerabilities and risks to an organisations' networks and synthesise alternatives with estimates of their effectiveness;", 'conduct forensic analysis of the system when a security breach takes place.'] |

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| NUR5928 | The advance practice general nurse requires a diverse knowledge and skill base to appropriately and effectively assess and manage clients/patients in a hospital environment. This unit will enable students to develop proficiency in the holistic management of patients with gastrointestinal, neurological, endocrine and musculoskeletal dysfunction, and trauma. The unit will prepare the student to provide an advanced level of care to medical and surgical patients across age groups, and from all socio-cultural and economic groups. | ['Locate and critically appraise data to support advanced medical/surgical nursing practice.', 'Synthesise information in order to plan and implement appropriate, evidence-based,  person-centred therapeutic interventions for medical and surgical patients experiencing gastrointestinal, neurological, endocrine and musculoskeletal dysfunction, and trauma.', 'Critically evaluate the socio-cultural, legal and ethical issues related to the nursing management of medical and surgical patients.', 'Analyse the application of interpersonal skills in the management of patients, families and significant others who are experiencing grief, loss or what they perceive to be a crisis.', 'Critically analyse the clinical, situational and professional issues supporting and complicating advanced practice in medical and surgical nursing.', 'Critically evaluate approaches to patient safety and clinical risk management.'] |
| ATS2066 | This unit develops language skills and cultural competence. The Language and Culture component of this unit aims to develop students' comprehension skills and capacity to express ideas in both oral and written French, through a range of class activities, both spoken and written. Students practise and develop their language skills in an area of French studies, developing competence in the theory, research methodology and practices, and discourses involved in critical enquiry, understanding and analysis in the discipline area. | ['Express themselves, both orally and in writing, correctly, fluently and appropriately, on a wide range of topics and in different contexts including situations in which instructions are given or requested, events are retold and chronological information provided, or refused, discourse is reported, described or commented upon, proposals are made and accepted or rejected, discourse has to be structured logically and hypotheses formulated, logical arguments are conveyed, accepted or refuted, information is processed, ideas presented or reported orally, and ideas are presented or reported in writing;', 'Understand and demonstrate understanding of written, audio and video documents;', 'Demonstrate explicit competence in French grammar in the areas reviewed;', 'Demonstrate competence in the use of language reference material;', 'Demonstrate autonomous learning strategies;', 'Demonstrate a greater critical knowledge and understanding of modern France and its culture;', 'Demonstrate competence in the theory, basic research methodology and practices, and discourses involved in critical enquiry, understanding and analysis in an area of French studies;', 'Demonstrate individual and cooperative research skills.'] |

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| CHM3922 | A description of the advanced tools and methodologies that are used in the determination of reaction mechanisms will be provided. This is supported by a discussion of the theoretical basis of the design of synthetic pathways for target e.g. bioactive molecules. The knowledge gained will be used to elucidate the reaction mechanisms of common organic reactions and metal-mediated reactions towards identifying scope in organic chemistry. The development of chemical methods that allow realisation of the concept of a sustainable future will also be discussed. Advanced NMR spectroscopy will also be introduced as a useful tool to elucidating structure. | ['Identify and operate standard chemical laboratory apparatus to undertake and analyse routine organic transformations;', 'Identify and design strategies that exploit conjugate addition reactions;', 'Understand the rationale behind the design of strategies to assemble complex aromatic materials;', 'Identify and describe common pericyclic reactions;', 'Identify and understand routine transition metal catalysed and organocatalytic chemical reactions.'] |
| BMH4100 | Students will undertake a supervised research project of a publishable standard. Candidates may commence the Honours year at the beginning of either the first or second semester. Students will research literature relevant to their topic, carry out a research project and present the results of their study in both written and oral form. Information about the research projects is available from the course coordinator and at information sessions held during the second semester of third year. | ['Critically review the scientific literature that underpins the area of the research project;', 'Undertake a supervised research project and contribute to project design and management;', 'Apply appropriate laboratory techniques, research methodologies and data analysis methods to collect, interpret and report research findings;', 'Effectively present research and findings orally showing a firm grasp of the area;', 'Analyse research undertaken in the context of the discipline area and report findings in an extended written report.'] |
| ATS2868 | The unit will discuss the normative foundations of the state and of the institution of private property. What is the proper role of government? Why should we obey the law? What is the relation between property and liberty? When, if ever, is the government justified in redistributing property? These issues will be discussed mainly in the light of the work of classical thinkers, but some reference will also be made to contemporary political philosophers. | ['explain the various suggested normative foundations of the state and of property rights;', 'critically evaluate arguments made for and against the justification of the state; and,', 'critically evaluate arguments made for and against the justification of private property.'] |
| FIT3172 | This unit focuses on the capture, editing and creation/generation of digital sounds and soundscapes for virtual reality environments and games. Students will gain an understanding of the physical and acoustic properties of digital sounds, their communicative capacities, and learn how to layer, manipulate, synthesise and adaptively code digital sound waveforms. In their assignments, students will apply this understanding in the design and creative production of a soundscapes, soundtracks and the sound design of immersive environments. | ['explain digital representations of sound and its physical and acoustic properties;', 'implement sound design principles in digital sound recording, editing and synthesis;', 'construct and create soundscapes and sound tracks;', 'design and develop immersive, dynamic and adaptive soundscapes.'] |

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| TRM6002 | Translational research is a growing and exciting new discipline in medicine that involves many pathways towards developing fundamental scientific discoveries into tangible clinical outcomes. In this unit, students will learn how to identify, critically evaluate and apply translational research processes including the drug discovery pipeline, market needs, intellectual property, commercialisation and/or clinical trials.  Underpinning this training, students will learn to identify and critically appraise commercial and ethical decision-making crossroads. They will also learn how to communicate scientific findings to both scientific and non-scientific audiences by developing the ability to prepare a media release, a critical review of the literature and a scientific poster, conveying translational research. Translational research involves team work and leadership; students undertaking this unit will develop these abilities through engagement in a variety of team and leadership activities. | ['Critically evaluate the research literature and evaluate the potential for clinical translation', 'Examine and interpret translational research findings in medicine and communicate these to technical and non-technical audiences', 'Critically evaluate the benefits and drawbacks of different translational research pathways to drug development, commercialisation or clinical trials.', 'Demonstrate the ability to work effectively, either individually or in teams, to present a proposal and develop your leadership skills', 'Identify and evaluate commercial and ethical decision-making crossroads in translational research', 'Identify and apply translational research processes including the drug discovery pipeline, market needs, intellectual property, sourcing funding, company spin-offs and regulatory bodies'] |
| BMS2011 | This course is an introduction to human anatomy. It includes an overview of general principles of major body systems. This will be followed by a consideration of specific areas of regional anatomy from an evolutionary perspective. Namely, what distinguishes the human body from other primates, mammals and indeed vertebrates and how have these adaptations of anatomy contributed in a functional context to us being so successful. Practical classes will involve exposure to human cadaver prosections, skeletal material, models and a range of imaging modalities including X-rays, CT scans etc. | ['Describe and contrast the structures and spatial relationships of the tissues, organs, systems, and regions that make up the human body.', 'Relate anatomical structures (tissues, organs, systems) to basic developmental processes and use comparative approaches to identify evolutionary and functional contexts.', 'Interpret and extrapolate sectional anatomical images to topographic anatomy using various methods and techniques such as medical imaging, measurement, drawing, and 3D printing', 'Integrate discrete anatomical knowledge into a comprehensive framework of body structures and systems', 'Work collaboratively to collect and analyse anatomical data.', 'Investigate and communicate, verbally and through writing, the developmental, evolutionary and functional aspects of human anatomy'] |
| ATS3743 | This unit equips students with the capacity to manage their careers lifelong. It contextualises this understanding in the history, sociology, economics and future of work. Work legislation and the role of unions and professional associations also provide a setting for exploration of career concepts and theories and their application to the individual. Students will develop a career plan based on an awareness of their skills and aspirations and an understanding of approaches to job search, career decision making and managing change. | ['Practical experience and awareness of job search, networking, application and recruitment processes including interviews;', 'The opportunity to contextualise understand work in terms of its history, politics, economics and sociology;', 'An understanding of career concepts and theories and their application to individuals, focussing on self-assessment, exploring opportunities, decision making and managing transitions;', 'The opportunity to develop a career strategic plan concentrating on employability skills, opportunity awareness and strategies for implementing career development plans'] |

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| ATS3199 | In this unit, students explore one of the central dichotomies of contemporary human life: corporations are non-human entities that are playing a more and more significant role in human activity, and few lives are not influenced by them. At the same time, corporations rely for their existence on humans, and ideally should provide benefits to human lives. The central questions of this unit examine this problem: in a world defined by human relationships, how do corporations figure in social activity? Relying on anthropological analysis of corporate activity in western and non-western settings, the unit examines what corporations mean for human sociability, focussing on: the differing forms and meanings of corporations across cultures; the changing relations between humans and corporations, and their implications for understandings of human subjectivity; debates about what kinds of responsibility can be attributed to these non-human entities; different forms of speech and language used by corporations; how corporations benefit from ethnographic analysis; the ways in which social facts such as kinship and gender shape and are shaped by corporations. Drawing on ethnographic case studies as well as anthropological theorising, the unit approaches corporations not as givens, but as social products that can be compared to other cultural forms. | ['explain and communicate the methods of investigation and theoretical frameworks for the anthropological study of corporations;', 'analyse the ethical and responsibility issues of corporations in the contemporary world;', 'conduct and produce an independent research project in a written form in keeping with anthropological/ethnographic convention;', 'develop innovative solutions to real world problems in the corporate world through applied anthropology, including a specialised awareness of the importance of human difference;', 'devise time management practices to manage competing demands;', 'engage in professional development and demonstrate a commitment to life-long learning.'] |
| ATS3859 | The unit aims to enable 3rd year German Studies students to develop stylistic competence in the areas of German research writing and German as a Language for Special Purposes (GLSP). The advancement of research writing skills will assist students with aspirations toward further postgraduate studies, GLSP seeks to equip double degree students to operate more efficiently in a German speaking professional environment (for example engineers, medical or legal professions). | ['identify a variety of stylistic and genre choices in German language;', 'critically determine the advantages of stylistic competence;', 'apply different styles, genres and register to match the communicative purpose of their German;', 'communicate in German using advanced written and oral presentation skills;', 'apply research skills to produce a written project.'] |
| MEC4456 | Spatial descriptions and transformations. Manipulator forward and inverse kinematics. Differential relationships and Jacobian. Manipulator dynamics: Lagrangian and Newton Euler formulations. Design of mechanisms and end-effectors. Actuation, sensing and control. Computational geometry for design, manufacture, and path planning. Robotics in manufacturing and automation. Techniques for modelling, simulation and programming of robotic tasks. Advanced mathematical formulations.  Introduction to advanced robotics. A self-directed learning component completes the unit. | ['Analyse problems of direct and inverse kinematics.', 'Generate robotic dynamics models by using both Lagrangian formula and New-Euler equations.', 'Design linear and nonlinear motion controllers and force controllers.', 'Design robotic tasks using methods of path planning and kinematics.', 'Appraise the design and performance of serial robotic manipulators in terms of kinematics, workspace and dynamics.'] |

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| CMH5004 | This unit considers some of the broad issues that are significant in mental health and wellbeing and community mental health practice. The unit will take us beyond the individual explanations of health and ill health to an examination of some of the broad understandings about the courses of mental ill health and the strategies required to improve mental health. We examine the concept of need in relation to populations and take a practical approach to the process of assessing the mental health needs of populations and groups. Two major community intervention strategies to address mental health needs are examined. The role of consumer participation and collaboration and the notion of citizenship are explored in some detail. The unit concludes with a discussion of the skill base required for community mental health practice. | ['Describe various practice paradigms and their place in community mental health practice;', 'Critically analyse the concept of need and competently do a need assessment and develop community intervention models;', 'Identify and discuss the skills needed for community mental health practice;', 'Demonstrate a knowledge of the concepts of empowerment, consumer participation and collaborative practices; and', 'Develop a consumer focused understanding of mental health needs.'] |
| BFF5300 | This unit is intended to consolidate and apply the technical learning achieved in the core units of the Master of Applied Finance, to attain real industry experiences. This will be achieved by using a selection of targeted case studies that highlight the issues likely to be encountered in industry. | ['develop the ability to identify problems, to synthesise, analyse, and summarise quantitative and qualitative information', 'evaluate and weigh evidence, arguments and ethics', 'apply specialist skills and knowledge to global business issues and to work out solutions to practitioner issues', 'develop capabilities to work effectively in a group', 'demonstrate effective individual research skills to produce professional quality business documents to address financial issues.'] |
| FIT1003 | The unit will provide students with an introduction and broad overview of the application of IT to the management of information in organisations, and the role of the IT professional in developing and implementing IT-based solutions to information problems. The discussion of the organisational framework for IT and IT professional practice will be set within its broader social context. The opportunities, problems and risks associated with IT will be examined, together with their implications for the rights and responsibilities of IT professionals. | ['describe the basic concepts of information and information systems in relation to organisational structures;', 'describe the business and information management processes and functions for which IT is used in organisations and in which IT professionals are involved;', 'explain the processes of acquiring, developing and managing IT in organisations and the risks and liabilities arising from the usage and application of IT in organisations;', 'explain the importance of information to organisational processes and functions and the role and responsibilities of IT practitioners;', 'identify and describe the organisational and social impacts of IT and the ethical dimensions of IT related decisions;', 'describe the roles of IT practitioners in organisations and the range of ethical and professional rights and responsibilities associated with them and the importance of the inter-relationships between the IT staff and the stakeholders in organisations.'] |

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| BEH3121 | This unit continues to develop the role of the paramedic as a clinician by extending clinical examination and decision making skills that were introduced in previous clinical units. The unit covers commonly encountered toxicological and environmental emergencies across the lifespan. The unit will be case based, and will include clinical skills laboratories and simulation to develop essential clinical skills, clinical problem solving and decision making competencies. The scope of the unit includes the development of skills needed to provide effective out-of-hospital care for patients experiencing health emergencies related to toxicological or environmental exposure. | ['Describe the epidemiology, population health, pathology and clinical manifestations of conditions associated with toxins and environmental exposure encountered in paramedic practice across the lifespan;', 'Locate and evaluate evidence that informs paramedic clinical practice guidelines used to care for patients with toxicological and environmental conditions;', "Demonstrate systematic patient assessment and formulation of a statement describing the individual's alteration in health status;", 'Demonstrate the planning and implementation of care and accurately document and communicate the care provided;', 'Demonstrate effective communication and collaboration with patients, families and other members of the multidisciplinary health care team;', 'Evaluate the appropriateness and efficacy of care in relation to the special needs of patients across the lifespan and the needs of patients, family and carers from Indigenous and culturally diverse backgrounds;', 'Relate the pharmacology of drugs and toxins commonly associated with overdose or accidental exposure and antidotes used by paramedics for the management of these conditions;', 'Reflect on the diagnostic reasoning, clinical problem solving and clinical decision making processes that influence the care of patients with toxicological and environmental conditions in order to evaluate and justify management decisions and identify threats to patient safety;', 'Describe the special features and trends in the Australian health system relating to prevention and management of health emergencies related to toxins or environmental exposure.'] |
| PSY6262 | Students will observe oral case presentations given by experienced clinicians and other students and will present their own cases. They will be exposed to a variety of different presentation styles designed to cater for specific audiences and will learn to evaluate case material in an objective and critical manner.  They will participate in discussions of clinical issues and recent developments in the field of Clinical Neuropsychology and will be challenged to remain informed about such developments and issues. | ['be proficient in summarising and presenting case material relative to assessment and management in an oral format suitable for a number of different audiences, ranging from hospital to rehabilitative settings, through to the medico-legal forum to other colleagues to lay persons;', 'participate confidently and productively in case discussions;', 'be informed about current issues in the field of Clinical neuropsychology;', 'be familiar with case material drawn from a number of different settings.'] |
| RAD2005 | This unit is the first of two which provide an introduction to a range of concepts related to professional practice and patient care in the medical radiation sciences. | ['Describe psychological theory relating to human development and learning, behaviour and personality', 'Discuss socio-cultural issues related to health care delivery focussing on patients attending the radiology, radiation therapy and nuclear medicine departments.', 'Identify issues and strategies for diagnosing, treating and preventing disease and illness in Aboriginal and Torres Strait Islander clients', 'Develop practical skills required for implementing equity in healthcare', 'Evaluate the barriers and enablers of effective patient and family centred and Inter-disciplinary collaborative care'] |

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| ATS1221 | The unit consists of two sections: language and culture. | ['listen, speak, read and write basic Italian with reference to present, past and future events in a range of everyday situations;', 'read basic authentic texts for gist or for specific information;', 'identify the basic structural aspects of Italian;', 'recognise and utilise language learning and communication strategies;', "critically analyse issues relating to Italy's collective national imagination;", 'search, identify, evaluate and utilise reliable digital and social-media resources for the study of Italian history, culture and society.'] |
| ATS3399 | In the 21st century our identities, and our relationships to others, are constructed out of a multitude of interactions - some based in 'real' world institutions such as work and school, others are online and continued at a distant. Our experience of our 'identity' in these contexts can be both destructive and empowering. This Unit will explore political, social and cultural approaches to understanding the politics of identity in the 21st century, the consequences that relationships have for our sense of identity, and how we can understand the variety of human actions that are shaped by these relationships. | ['developed critical thinking skills in a variety of political, social and cultural theories on the nature of identity and human relationships at the start of the 21st century;', 'developed a detailed and extensive research skills for gathering knowledge about identity in the 21st century, and to demonstrate a capacity to work with these skills in a group work assessment context;', 'developed an ability to identify, explore and make judgments in finding innovative solutions to research problems related to the concepts learned in this unit;', 'developed an ability to critically use this literature to communicate perceptively and effectively in oral and written form, and in a logical, coherent and analytical manner about concepts learned in this unit.'] |

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| MAP5104 | This unit has been created in collaboration with the Alfred Emergency and Trauma Centre for students seeking credit from studies in Emergency and Trauma Evidence Based Medicine; Emergency and Trauma Research Methods; Emergency and Trauma Clinical Leadership and Management and Emergency Medicine Theory and Practice. | ['Understand the benefits and limitations of evidence based medicine', 'Perform a comprehensive search of the medical literature', 'Describe quantitative techniques for data collection and basic analysis for reporting data', 'Critically appraise studies of therapy, harm, diagnosis and prognosis', 'Interpret information generated by systematic reviews\n\nEmergency and Trauma Research Methods', 'Create a research question amenable to rigorous scientific investigation', 'Design a research protocol', 'Justify the selection of the research methodology', 'Identify ethical issues related to the proposed study', 'Transform information gathered as part of the proposed study into usable data for scientific analysis\n\nEmergency and Trauma Clinical Leadership and Management', 'Implement a robust and defensible approach to clinical leadership in the emergency and trauma context;', "Apply a critically reflective approach towards the management of human resources' issues in the emergency and trauma context;", 'Positively influence key stakeholders within the emergency and trauma context', 'Critically evaluate quality improvement measures in the emergency and trauma context', 'Apply high-level analytical and leadership skills in relation to the implementation of a range of health care projects of relevance to the emergency and trauma context ;\n\nEmergency Medicine Theory and Practice', 'Implement specialist medical diagnostic skills during the acute phase of illness or injury', 'Apply specialist emergency medical knowledge and skills to resuscitation', 'Critically apply an evidence-based approach towards the implementation of medical procedural and technical skills required in the emergency setting', 'Integrate emergency medicine theory with practical experience across a range of patient cases and situations', 'Apply a critically reflective approach towards the management of emergency patients'] |
| MDC5320 | This unit is the capstone studio to the Multimedia Design specialisation within the Master of Design. Students are required to develop a self-initiated major studio project that demonstrates an advanced-level application of multimedia design. The project will serve as a vehicle providing students with a means to undertake creative decision-making; apply their design, media and technical capabilities; and exercise a professional understanding of multimedia design practice. Preliminary research and project development will be undertaken in consultation with the studio supervisor. | ['Apply independent research, problem-solving methodologies and advanced technical skills to plan and manage complex multimedia design solutions from initial concept to final resolution;', 'Demonstrate an advanced level of proficiency in the design and production of a multimedia product;', 'Communicate ideas and concepts to critically reflect, evaluate and justify their own multimedia design project;', 'Demonstrate an extensive understanding of the multimedia design discipline and its professional practices, within the scope of a specified multimedia design project;', 'Proficiently present multimedia design concepts in a logical and informed manner that has relevancy to a specified target audience, and;', 'Understand and apply the rules of occupational health and safety appropriate to the discipline practice.'] |

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| AHT2001 | Art Writing and Criticism is a unit in the "practical" dimension of the study of art history. Students will explore the various registers, genres and venues in which the discussion of art is carried out today - from academic journals, magazines, newspapers to online. Students will both gain a theoretical perspective on these different approaches to the discussion of art and their various histories and themselves undertake a number of practical exercises in writing in these different styles and formats. Students will especially be directed to thinking what is the future of the discussion of art in the new age of the internet and the electronic media. What opportunities can they think of for themselves and others to put the art-historical knowledge they otherwise gain in their studies to practical use in the public arena? | ['Identify and analyse the different places and formats in which the discussion of art takes place;', 'Demonstrate practical mastery of the various genres and styles of art writing;', 'Apply good work habits with regard to their own "art writing" practice;', 'Develop new venues and opportunities for art writing in the 21st century;', 'Employ new skills in online web publishing, graphic design and layout required to self- and other-publish online and in book and magazine production.'] |
| MGF3684 | Business Strategy enhances students' knowledge of the process of strategy formulation, implementation and evaluation within a business, and the key contextual factors and managerial decisions which influence this process. The unit develops skills in research, academic writing and application to current and future business environments. The unit amalgamates aspects from a range of management areas and prepares students to be able to develop and apply sound business strategy methods in practical settings. | ['explain and apply the core concepts of business strategy', "analyse and evaluate the influence of key contextual variables on a business' strategy", 'apply and critically appraise business strategy formulation, implementation and evaluation concepts and the relationships between them', 'illustrate and judge future directions and trends for forming, implementing and evaluating business strategy.'] |
| ATS2223 | The unit consist of two sections: Intermediate 1 Language and Culture: | ['interact in most everyday social situations with some confidence and fluency;', 'produce oral and written texts with varied tone and register;', 'read  simply-structured literary texts and articles in periodicals;', 'use monolingual as well as bilingual dictionaries;', 'discuss medieval Italy and its cultural output in the European context as well as its legacy today.'] |
| ARC1102 | Delivered in conjunction with ARC1002. Explores materials, component systems, products and fabrication systems as they apply to building construction. This includes the study of materials in terms of their physical and chemical properties, environmental sustainability and impact, and involves physical testing and assessment of materials and their application in architecture. | ['Understand the basic use and properties of materials and fabrication techniques as they apply to architectural design;', 'Be familiar with historic and contemporary development of construction materials, component systems and fabrication techniques;', 'Understand basic physical and structural principles as they pertain to different materials;', 'Understand issues of environmental sustainability in relation to materials selection and design;', 'Understand and be able to apply the rules of occupational health and safety appropriate to the unit of study.'] |

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| MAP5105 | This unit has been created in collaboration with the Alfred Emergency and Trauma Centre for students seeking credit from studies in Emergency and Trauma Evidence Based Medicine; Emergency and Trauma Research Methods; Emergency and Trauma Clinical Leadership and Management and Trauma Theory and Practice. | ['Understand the benefits and limitations of evidence based medicine', 'Perform a comprehensive search of the medical literature', 'Describe quantitative techniques for data collection and basic analysis for reporting data', 'Critically appraise studies of therapy, harm, diagnosis and prognosis', 'Interpret information generated by systematic reviews\n\nEmergency and Trauma Research Methods', 'Create a research question amenable to rigorous scientific investigation', 'Design a research protocol', 'Justify the selection of the research methodology', 'Identify ethical issues related to the proposed study', 'Transform information gathered as part of the proposed study into usable data for scientific analysis\n\nEmergency and Trauma Clinical Leadership and Management', 'Implement a robust and defensible approach to clinical leadership in the emergency and trauma context;', "Apply a critically reflective approach towards the management of human resources' issues in the emergency and trauma context;", 'Positively influence key stakeholders within the emergency and trauma context', 'Critically evaluate quality improvement measures in the emergency and trauma context', 'Apply high-level analytical and leadership skills in relation to the implementation of a range of health care projects of relevance to the emergency and trauma context ;\n\nTrauma Theory and Practice', 'Implement specialist medical diagnostic skills during the assessment and management of trauma patients', 'Apply specialist trauma medical knowledge and skills to the resuscitation of the critically injured trauma patient', 'Critically apply an evidence-based approach towards the implementation of medical procedural and technical skills required in the trauma setting', 'Integrate trauma medical theory with practical experience across a range of patient cases and situations', 'Apply a critically reflective approach towards the management of trauma patients'] |

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| PGC5115 | The Geriatric pharmacy practice unit will help students develop specialist knowledge and skills in geriatric pharmacy practice and medication management reviews. This unit explores medication management for elderly patients in community, residential aged care and hospitals settings, through readings, case studies, online small group discussions and fieldwork as outlined below. | ['Advise healthcare professionals and consumers on the changes in physiology and pathophysiology in older patients, and how this impacts the quality use of medicines in this population.', 'Explain the principles of prescribing and medication management in older patients to healthcare professionals and consumers.', 'Identify and manage medication related problems in individual older patients and in institutional care settings in the context of best available evidence.', 'Prepare for and conduct medication management interviews with elderly patients using effective communication skills.', 'Evaluate collected information to provide evidence based recommendations in a medication management review (MMR) report.', 'Inform and refer older patients to relevant aged care health services where appropriate.', 'Communicate effectively (oral and written) with patients, carers and healthcare professionals to complete medication management reviews (MMR) and provide education.', 'Critically reflect on their individual learning process and progress in clinical competence.'] |
| APG5397 | The subject examines the history of communications and media from the genesis of the mass circulation press to the new media of the 21st century. It provides students with an appreciation of how communication and media are shaped by technological advances, decisions by policy-makers and broader social forces. It also provides students with an opportunity to consider how the media's coverage of important public debates and controversies has helped shape society. In the major research essay students will have the opportunity to investigate media coverage of a major historical issue or event. | ['Have a broad overview of communications and media history.', 'Have an understanding of how technological advances, decisions by policy-makers, and broader forces have shaped that history.', 'Have an appreciation of how media coverage of watershed events and issues has influenced society.', 'Be able to conduct independent research.', 'Be able to write lucidly and with analytical depth.\nIn addition, students taking APG5397 should be able to demonstrate additional conceptual ability in written work.'] |
| LAW4190 | This unit will allow students to acquire knowledge and understanding of a specialist, and increasingly important, area of law. Construction Law: Principles and Practice examines the legal issues impacting on construction projects including the different types of contracts and project delivery methods. In this unit, students explore how construction contracts deal with a variety of issues that arise during the course of a construction project, including variations, latent conditions, delays and defective work, as well as related issues such as insurance and security.  Students will examine the relevant legislations and learn to research and write on construction law issues. | ['be familiar with the different types of contracts used on construction projects and the pros and cons of each;', 'understand risk allocation and the different methods of project delivery;', 'be able to apply the contract provisions that relate to various issues that impact on construction projects such as variations, latent defects, delays and defective works and the legal ramifications of each;', 'recognise the different types of insurance required for construction projects and be able to critically assess the contractual provisions relevant to them;', 'have knowledge of the various statutes and regulations governing the construction industry; and', 'be able to write clearly, concisely and logically on issues relating to construction law.'] |

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| FIT3199 | Internship is an important part of an academic curriculum in higher education institutions and is a requirement to graduate. This unit is designed to provide students with the opportunity to gain professional experience and first-hand knowledge in the field of study. Students on internship placement will participate full time in a defined, graduate level role at leading companies. Students will apply the knowledge, skills and practices of professional attitudes and behaviour developed in their academic units. They will develop communication, time management, self-reflection and customer service skills in business situations, experience and participate professionally in the corporate environment and obtain feedback from experienced supervisors on their performance. | ['apply knowledge in computing, mathematics or programming in hardware or software development;', 'select and adapt the relevant computing tools and programs;', 'apply and understand social, safety, culture, legal, ethics or integrity issues related to professional computing practices;', 'communicate effectively orally and in writing;', 'develop leadership skills and confidence to work independently and as a member of a team'] |
| UPD4201 | This unit develops knowledge and skills around the legal and administrative frameworks that underpin the implementation of planning in Australia, set within national and international contexts. Students will critically analyse the roles and powers of governments, markets and communities, and their respective impacts on policy and planning instruments. | ['Demonstrate a command of historical and contemporary approaches to the regulatory contexts shaping planning systems;', 'Demonstrate the ability to research and understand planning principles and frameworks in Australia in a global context;', 'Be able to interpret legal codes and policies and apply them through planning instruments;', 'Have developed an understanding of the complex political environments and the impacts of these on planning cities;', 'Understand and be able to apply the rules of occupational health and safety appropriate to the unit of study.'] |
| MAE2406 | This unit introduces second year aerospace engineering students to the concepts of time, space, coordinate systems, particles, rigid bodies, forces, work, energy and Newton's Laws of Motion. Students will be taught the fundamentals of kinematics and kinetics of rigid bodies and systems of particles and to carry out dynamic analysis to balance systems with rotating and reciprocating masses. These fundamental principles will then be applied to the study of orbital bodies and spacecraft, including  multi-body problems, trajectory planning and orbital transfers. | ['Solve engineering problems involving: displacement, velocity and acceleration, simple vibrating systems of masses, springs and dampers, and analysis of simple engineering mechanisms.', 'Analyse forces, power and energy losses involved in practical engineering applications.', 'Apply fundamental physical principles to analyze and predict the motion of orbital systems.', 'Describe and plan basic orbital maneuvers and mission trajectories for spaceflight vehicles.'] |

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| ATS3898 | The Italian city, a microcosm of Italian society, reveals the rich layers of Italian culture and history. This unit explores Italian cityscapes through their monuments and art works and their representation in literature and film. It offers a journey through the social spaces of the modern city to the virtual zones of the postmodern city. By visiting the city through literature and film students will be exposed to a diversity of texts, written and visual, that grapple with the complexity of urban spaces and with challenges posed to Italian cities by increased migration. In addition to considering textual representations of urban spaces, a particular focus of the unit will be the urban biography of Prato, from the Middle Ages to the present day. This will include examining how Prato's remarkable economic history has contributed to its distinctive civic identity, and how the culture of the city is reflected in contemporary writings. | ['Have a greater understanding of Italy, the Italian city (Prato) and Italian culture;', 'Have consolidated both oral and written language through linguistic and cultural immersion;', "Have gained knowledge of the city's long history and its contemporary cultural and urban landscape;", 'Have acquired an understanding of how Italian Archives work and be able to further develop research skills;', 'Have acquired an understanding theoretical issues surrounding the conception of city.'] |
| PGP5022 | Foundation Practice 2 is undertaken during a period of supervised practice in the pharmacy internship year. The internship year is designed to provide intern pharmacists the opportunity to develop their competence to practice as independent pharmacists. As part of this unit, the intern will work in a Monash Credentialed Workplace, be supervised by a Monash Credentialed Pharmacy Clinical Educator and work through Monash Credentialed Workplace Learning. A Workplace Learning Plan, developed by the intern's clinical educator with guidance and input from the unit coordinator, will be used to guide and assess workplace activities undertaken during supervised practice. Interns will also be given the opportunity to complete the "Provide First Aid" and "Cardiopulmonary Resuscitation" (CPR) certificates as part of this unit. Liaison visits by University staff to meet with the intern and clinical educator will provide opportunities to review progress towards meeting learning outcomes, and to facilitate the integration of theory and practice. | ['Demonstrate an ability to practice pharmacy in accordance with current National Competency Standards for Pharmacists in Australia.', 'Demonstrate an ability to meet personal learning needs through critical reflection of gaps in skills and knowledge.', 'Demonstrate an ability to critically analyse and integrate complex information, concepts or problems relating to a research question or patient care.', 'Demonstrate life-long learning skills.'] |
| VPR1011 | This is a core unit in the Visual Practices sequence, and is one of four 1st year units. This unit provides students with an exploration of a broad range of approaches to production methodologies in contemporary visual art for those wishing to work in the arts industry. Topics are delivered in an intensive series of workshop environments and will include experimentation with a range of materials, techniques and conceptual approaches. Students will be encouraged to develop inventive solutions to a series of projects set around a variety of themes and concepts appropriate to each workshop. Teaching methods involve technical demonstrations, critical dialogue, class discussion and evaluation. Safe and sustainable approaches to fabrication techniques and materials are promoted as core values in the unit. | ['Draw from their experience through different disciplines in the semester;', 'Develop conceptual solutions to projects set across a range of fine art media;', 'Experiment with production methods of a select array of mediums used in contemporary visual art practices;', 'Apply strategies of observation, analysis and experimentation across the developmental process;', 'Understand interdisciplinary approaches across contemporary visual art practices at both individual and collaborative levels;', 'Contextualise their work and its material rationale within the field of contemporary visual art practices;', 'Understand and apply the rules of occupational health and safety appropriate to sustained independent studio practice and in order to collaborate safely with peers.'] |

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| ATS2247 | The unit develops Italian cultural knowledge and language proficiency through a focus on Italian historical and contemporary society. Passages from seminal Italian literary texts as well as other media are used to understand and critically analyse Italian society and its transformation in the last century. | ['acquire an understanding of historical and cultural developments of contemporary Italy;', 'analyse complex issues in Italian society and culture;', 'critically read, assess, and articulate an informed position regarding Italian cultural and historical texts;', 'consolidate and expand their knowledge of grammatical concepts, vocabulary and written and spoken styles in Italian;', 'use an expanded vocabulary and grammatical knowledge set to listen to, speak/write and read a range of Italian styles.'] |
| AZA2789 | The unit provides an opportunity to undertake detailed examination of the production practices, resources, technologies and genres of video journalism.  Examination topics covered include broadcast and online modes. It develops the major performance practices of voice presentation and interviews, image and sound recording, editing and post-production. The unit critically analyses and evaluates the implications for journalists of differing forms of audience engagement and editorial positioning, including news, current affairs and feature/documentary genre. In a South African and African context, access to certain technology/equipment will be required for this unit.  Contact the unit coordinator for details. | ['Identify a television news or current affairs story, research and prepare a brief;', 'Shoot, interview, script and edit a television story;', 'Demonstrate the ability to successfully undertake individual and group work;', 'Analyse and evaluate key ethical and legal issues and obligations associated with television reporting, particularly as they apply to the South African and African contexts.', 'Demonstrate the capacity to apply basic professional standards to production and presentation of television news.'] |
| BTM5903 | This unit examines business law in a management context. It will cover contractual and non-contractual risks and will provide instruction on how to identify, assess and manage these different legal risks. It will also provide an introduction to different legal forms of business organisations and their comparative risks and advantages. | ['develop an understanding of the basic legal risks when operating a business, including contractual risks, non-contractual risks and statutory risks', 'develop the ability to identify, assess and resolve these legal risks.', 'develop an understanding of different legal forms of business organisation (sole trader, agency, partnership and corporation), to be able to critically determine the most appropriate legal form, understand the benefits and problems associated with each legal form and develop a good corporate governance regime.'] |
| AZA2785 | In this unit students critically engage with historical and contemporary debates about the legal context of news production in the South African and African contexts. Topics covered include the historical development of the media as the 'fourth estate', freedom of the press, public interest defence, the law of defamation and contempt, professional confidentiality, freedom of information (shield laws), copyright, censorship and freedom of expression and racial vilification. | ['Demonstrate the capacity to understand and make effective use of the literature on jurisprudence and law as it relates to journalism and the media more broadly.', 'Show evidence of an ability to undertake research, discuss, analyse and evaluate relevant scholarly issues in a clear, concise and rigorous manner.', 'Demonstrate an ability to contribute constructively to online forums', 'Produce written assignments to deadline.', 'Work independently and in groups to achieve learning outcomes', 'Demonstrate a critical understanding of the strengths, limitations and social and professional implications of scholarly practice in the law of journalism in the South African and African context.', 'Demonstrate an ability to make concise and persuasive presentations.'] |

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| ATS3231 | This intensively delivered unit is part of our Criminology Overseas program. Students study human rights in relation to criminal justice and criminology through interactive experiences delivered on location in New York with criminal justice system and NGO actors. The unit will trace the impact of human rights across the differing phases of the achievement of justice in the criminal justice system. Students will be presented with and analyse issues of human rights affecting the United States and consider how dominant Australian ideas of criminological theory, practice and research might/might not apply in the European countries through comparative studies. Focusing on some specific rights as case studies students will contrast definitions of human rights in understanding responses to crime. Examples of topics for comparative understanding include: human rights and difference, human rights and social media, human rights and the criminal justice system, and human rights and the contemporary world. Students gain  on-location access to experienced professional practitioners - police, crime investigation agents, prosecutors, judges, prison staff and NGO workers to understand how human rights impacts their professional activities and daily operations. | ['identify and explain key human rights at the various stages of criminal justice proceedings;', 'discuss and evaluate the impact of human rights on national and international efforts to combat crime in various historical and current social contexts;', 'compare and critique contextual differences between understandings of human rights, crime and criminal justice;', 'critically evaluate applications of human rights and criminology to practices of national and international justice;', 'undertake an independent research project under supervision.'] |
| MKF5351 | This is the capstone unit of the Master of Marketing degree program. The overarching goal of the degree is to prepare competent and responsible entrants to the marketing profession. Accordingly, this integrative, end-of-program capstone unit will help in translating knowledge gleaned from all other degree units (i.e. the academic discipline of marketing) toward the professional discipline of marketing. This will be achieved in the form of "direct decision making scenarios" (case studies), "experiential learning episodes" (simulation), "competitive situations"  (mid-term case completion), "learning from academic and industry leaders" (research day, marketing masterclass, marketing breakfasts), and "immersive learning events" (industry visits). | ['critically evaluate competitive marketing decision situations and craft innovative and systematic solutions for which personal responsibility is taken', 'exhibit a keen sense of personal learning from professionals (academic and practitioner), competitive and immersive situations and decision scenarios', 'develop a perspective of socially responsible and culturally sensitive global marketing practitioners.'] |
| CIV3204 | Systematic approaches to engineering data collection, analysis and interpretation. The Scope covers data description and presentation, randomness, discrete probability, continuous probability, conditional probability, Bayes' Theorem, normal distribution, sampling distributions, point estimation, interval estimation, hypothesis testing, linear regression. | ['Apply statistical theory to problems frequently encountered by civil engineers.', 'Analyse and interpret large data sets and present the summary.', 'Design and conduct experiments using statistical methods.', 'Formulate hypotheses and test them to come to a conclusion.', 'Predict random processes through time series analysis.'] |

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| ATS2185 | The unit begins with a survey of the Hebrew Scriptures as viewed in their ancient Near Eastern historical and cultural setting, and proceeds to examine the Greek Scriptures or New Testament, which are situated in their Jewish, Greek and apocalyptic contexts. Particular attention will be devoted to the Bible as an expression of the religious life and thought of ancient Israel. Topics examined include an exploration of the core beliefs of the Bible regarding creation, revelation and redemption, and the problem of evil and suffering, as well as conceptions of divinity, prophecy, law and cult. The art of biblical narrative and poetry will also be explored, as will issues of authorship and canonisation. | ['understand the foundational beliefs of the Bible.', 'understand the Hebrew Scriptures in their ancient Near Eastern context, and the Christian Scriptures in their Jewish, Greek and intertestamental contexts.', 'appreciate the diversity of Biblical literature and demonstrate familiarity with the different genres of Biblical literature.', 'appreciate the literary sophistication of Biblical texts.', 'read and interpret select Biblical texts.', 'demonstrate familiarity with the key institutions of Ancient Israelite religious life.', 'demonstrate a familiarity with the key debates in modern scholarship concerning the compositional history of the Bible.', 'demonstrate a familiarity with contemporary approaches to reading the Bible\n(e.g., literary, feminist etc.).'] |
| CIV4280 | Essential aspects of highway bridge design, assessment and rehabilitation. Criteria for selection of bridge types, which are most prevalent. Examine structure as a whole, and implement the analysis and design of the bridge deck and the supporting members. Relevant strength and serviceability limit states applied to the design of the bridge, life-cycle performance and risk assessment, material degradation, corrosion, fatigue and time-dependent deformations of reinforced and prestressed concrete elements of the bridge, structural rehabilitation and repair techniques. | ['Formulate a conceptual design for a bridge considering various types of bridges, their components, and methods of construction.', 'Identify and calculate the loads to which a bridge is subjected, according to first principles and relevant codes of practice.', 'Determine the structural behaviour various bridge types quantitatively and qualitatively using relevant hand- and computer-based methods.', 'Design prestressed concrete beams for service and strength requirements.', 'Describe the reliability basis for limit state design and its use in bridge assessment, including descriptions of the basic variables.', 'Discuss bridge inspection and management procedures, including levels of assessment and condition rating approaches.', 'Work effectively in a bridge design team and communicate engineering designs.'] |
| SWK3180 | Supervised Professional Practice 1 enables students to observe, practice and critically reflect on the role of social work in a health or human services context and to develop an emerging professional social work identity. | ['Apply the AASW Code of Ethics to the practice context.', "Identify the placement provider's legal and political context within the health and human services field.", 'Explain the legislation and social policies that influence the field of practice.', 'Articulate the theories and methods relevant to the placement context and critically reflect on their use and application.', 'Apply effective communication skills within the placement context.', 'Assume responsibility for self-learning and professional development while on placement.', 'Critically apply knowledge of assessment, intervention and referral skills to the field of practice.', 'Critically analyse different types of social research and their application to social work in the context of the placement setting.', 'Interpret and adapt knowledge of cultural diversity in order to work in a culturally responsive and inclusive manner in a social work context.\nStudents must also provide evidence of completion of at least 500 hours of field placement.'] |

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| TDN5001 | The unit develops the capacity to confidently engage in current design research practice and methods.  Regular group and individual critiques of the design research applied to a project will be undertaken. Both the intentions of students and the results of their work are debated in group discussions and critical sessions. Students will be expected to demonstrate a capability to investigate design research as part of design practice. | ['Investigate a range of current design research methods for design practice;', 'Evaluate and apply design research methods to a design project, demonstrating a synthesis of complex theories, concepts and propositions;', 'Communicate specific design strategies and approaches reflecting on the outcomes of design research in design practice;', 'Clearly articulate a design methodology and its critical application to the discourse of a design practice.'] |
| MKS2431 | Topics include the nature and environment of business marketing, buying process in business marketing, marketing intelligence and business market targeting, networking and relationship, planning a business marketing mix strategy, and ethical issues in business marketing. | ['define and explain the dynamic nature of business marketing', 'illustrate the organisational buying decision process and the role of buying centre in buying decisions', 'develop competencies in business marketing strategy components', 'demonstrate application of marketing theories and concepts in the management of business marketing functions', 'critically evaluate the techniques that can be used to assess market opportunities.'] |
| AMU3560 | This unit as a whole explores what constitutes feminist knowledges and practices in Asia. As feminisms are historically 'western-centred', the unit considers the ways in which these resonate with lived realities in Asia. As such, feminist knowledges and practices of 'women of colour' (e.g. feminist-postcolonial thought) are privileged in this unit. Highly interdisciplinary in its concerns, the unit examines fluid and contextual characteristics of a 'who is a feminist'; how feminisms are practised vis--vis transformations in and through the body, dress (e.g. veiling) or fashion, gender-based violence and gender justice; what constitutes feminist knowledge (i.e. standpoint epistemologies) and who owns or produces such knowledge (e.g. those who inhabit the margins such as queers, masculinities, diaspora, cyborgs, etc.). The unit aims to enable students to reflexively engage with the relevance of feminist theorising and practice by critically applying concepts and questions of identity, agency and feminist praxis to contemporary debates, issues or concerns. Feminisms have relevance when it potentially questions assumptions or biases even prejudices, reviews existing practices, particularly those that lead to gender-based discrimination and violence, opens-up possibilities for providing solutions to a particular problem or redress to a social injustice or spaces of negotiation to a controversy or impasse. | ['Identify contemporary issues related to feminisms in an Asian context;', 'Relate key feminist concepts to your lived reality;', 'Apply key concept learned - often Western-based and centred - to show its relevance to a contemporary debate, issue or concern in Asia;', 'Examine and compare feminist debates in Asian and global contexts;', 'Appraise the complexities, possibilities, and limitations of linking feminist theories and practices;', 'Compose responses to questions based on weekly requisite readings that demonstrate a clear understanding of how feminisms operate in Asia and the broader Western context;', 'Communicate perceptively, effectively and with cultural sensitivity and develop collaborative skills;', 'Demonstrate ethical values, cross-cultural competency as a responsible and effective global citizen.'] |
| ATS3834 | ATS3834 is a continuation and development of ATS3833. It offers students the opportunity to undertake rehearsal in a professional manner and to bring that project to fruition in the public performance of a major length theatrical work or a number of shorter works. This unit emphasises the quality of all elements of the processes of preparation and rehearsal, in addition to that of its public product. | ['apply theoretical methods in the creation of a piece of theatre;', 'utilise a range of physical skills in performance;', 'explain the technical elements of theatre and how they contribute to the aesthetic of the performance;', 'develop and refine strategies for the maintenance of the performance through a performance season;', 'conceptualise and articulate, the imaginative basis and developmental processes of an original piece of theatre work.'] |

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| ATS2193 | In this unit students develop more sophisticated speaking, writing, reading and listening comprehension skills in Spanish, as well as acquiring explicit grammar competence and awareness of different discourses and registers. In the culture component, students further develop their ability to understand and analyse Spanish and Latin American cultures and societies through an exploration of important social, political and cultural issues in films and/or short stories. | ['communicate in Spanish about matters related to work, study, and personal interests;', 'describe in Spanish events and experiences, dreams, hopes and ambitions in the past, present and future;', 'understand short written and audio texts in Spanish and be able to extrapolate relevant information from them;', 'compare and contrast social and cultural customs in Spanish and Latin American contexts;', 'analyse, compare, contrast and critique Spanish and Latin American cultural products (films and/or short stories).'] |
| ATS3331 | This unit introduces students to the study of music in different cultural contexts. Culturally-specific approaches to performance, composition, music technology and ethnomusicology/musicology will be investigated in their environments. The focus of the unit will be a reflective approach to the integration of diverse traditions of music into individual creative and research activity. Courses are offered subject to availability and may be stream-specific. | ['Understand the practice of music in diverse historical/social/cultural contexts;', 'Evaluate practical and theoretical approaches to music performance, composition and research;', 'Apply this knowledge to their personal music practice.'] |
| ATS1298 | In the modern workplace, the ability to communicate well in different forms (spoken and written) and contexts (online, face to face, and formal documents) is highly valued. In this unit we will focus on developing effective communication, particularly in written form, in professional situations. The unit is based in practical exercises to develop your abilities as a writer and also an editor of professional standard texts. We will study and produce types of writing and documents that are essential for you to secure professional employment, as well as to thrive in the kind of professional employment you can expect to find as a graduate. | ['identify and use appropriate English in written and oral contexts;', 'plan and design effective documents for varied situations;', 'understand and apply essential features of English usage (grammar and structure) in writing and editing documents, and oral communication in class groups;', 'understand and apply basic principles of information gathering and research (such as short online surveys) in professional contexts through practical assignments;', 'identify expectations of communication based on understanding of different professional audiences and contexts and apply these in documents and presentations;', 'apply understanding of contemporary professional communication issues.'] |
| MDC5010 | This unit develops the practice of advanced design communication by combining techniques and media, as well as experimental methods. Students will be required to examine current methods to help develop their design visualisation proficiency. | ['Demonstrate advanced proficiency in the use of drawing as a means of communication to show salient features of an intended design;', 'Have an advanced practical and critical understanding of drawing as a method of externalising thoughts and developing ideas;', 'Communicate their ideas through concept presentation sketches and renderings;', 'Use drawing for persuasion and communication in a design context;', 'Demonstrate proficiency in a variety of techniques: traditional, electronic and experimental;', 'Select appropriate techniques to suit the nature of the design or the communicative purpose.'] |
| MGS5310 | International strategic management; ethics and social responsibility, communication and interpersonal relations; employee attitudes and motivation;  cross-cultural leadership; control and conflict issues, international human resource management and comparative industrial relations. | ['evaluate the changing nature of international management processes', 'relate management theory to varying and different cultures in the Southern African context', 'describe and explain the complex challenges facing business and managers in a  cross-cultural setting', 'critically compare and contrast a range of cross-cultural variables in the international business management environment and explain their impact on international management.'] |

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| MGB2200 | Business communication is designed to provide students with the skills and knowledge of communication in professional contexts. The unit emphasises organisational communication theory, its application to effective written communication, informative and persuasive communication, the role of verbal and non-verbal communication, and interpersonal skills in business teams and cultures.  The underlying theme of the unit is to provide awareness of a range of professional communication skills required to meet 21st century career demands. Students will be provided the opportunity to develop and demonstrate a range of skills to assist in meeting communication challenges within organisations in preparation for employment. | ['critically evaluate communication theories underpinning business communication', 'analyse the relationships between different business communication theories and concepts', 'demonstrate creative solutions to persuasive and informative business communication challenges', 'understand the roles of verbal and non-verbal communication and interpersonal communication in business contexts', 'develop professional writing skills for business, electronic communication and social media for business communication.'] |
| ATS3725 | The unit examines Australian population issues and their social dimensions. The components of demographic change will be examined, as will the dramatic social consequences of population change. Substantive issues covered will include population ageing, the determinants of fertility and partnering in Australia and the factors shaping Australian immigration policy. Students will also learn how to address a population question in-depth using relevant information extracted from the Australian unit record census data files. | ['understand key concepts and tools used in the study of population', 'identify the components of change in the size, structure and composition of the population', 'identify and articulate some of the many social origins of demographic trends', 'identify and articulate social consequences of demographic trends', 'engage critically with public debate over population issues', 'use ABS Tablebuilder (for Australian census data) and extract relevant data to address a research question', 'describe and interpret tables extracted from Australian census data files'] |
| RTP5104 | This elective unit is designed to meet the needs of Radiation Therapists seeking to extend their understanding of the principles and application of imaging techniques in clinical practice. Techniques such as such as image fusion and registration, image guidance and adaptive radiation therapy will be studied with a requirement for the student to reflect on clinical practice. Students will gain an in-depth knowledge of the imaging equipment used in  pre-treatment and treatment imaging processes and critically reflect on its application in clinical practice. Students will be able to critically evaluate a range of issues associated with on-treatment imaging, quality assurance and accuracy and reproducibility. | ['Critically analyse image fusion and registration techniques and equipment reflecting on their application to clinical practice.', 'Evaluate contemporary approaches and convention related to volume delineation.', 'Describe in detail the techniques and equipment used for pre-treatment imaging and  on-treatment imaging and matching.', 'Appraise and reflect on issues associated with the implementation multi-modality imaging in planning and treatment in your clinical centre.', 'Analyse the rationale for employing image matching and adaptive radiation therapy protocols.', 'Evaluate the role of quality assurance in relation pre-treatment and on-treatment imaging.'] |
| ATS3632 | This unit examines the emergent histories of  post-genocide and post-conflict societies. It explores the negotiation of perpetrator, victim and bystander identities after genocide through histories of return and diaspora; and considers the local initiatives that rebuild post-conflict societies, including strategies of genocide prevention. It recognizes the different experiences of women, children and men in conflict and their different paths to reconciliation. Bosnia, Rwanda, Cambodia, South Africa, post-Holocaust German-Jewish relations, Germany's reunification, and Australia will be discussed, along with processes such as reparations, international criminal tribunals and truth commissions. | ['an understanding of the human impact of genocide and conflict on the communities that survive it', 'an understanding of the modern historical contexts in which these conflicts emerged', 'an appreciation of the issues and the agencies involved in rebuilding states and societies after genocide and conflict', 'In addition, third-year students will develop the capacity to describe and analyse questions of memory and justice using historical examples.'] |

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| BEX5973 | This unit introduces students to techniques of microeconomic appraisal in the evaluation of health care programs. It considers conceptual and methodological issues, as well as the practical conduct, and review, of such studies and their use in priority setting within the health care sector. The application of decision rules for economic efficiency in health program evaluation and their influence on policy decisions are introduced. | ['understand techniques used for microeconomic appraisal in the evaluation of health care programs', 'understand conceptual and methodological issues arising in the economic appraisal of health care programs', 'understand conduct and review of economic evaluation in the health care sector', 'understand application of results from economic evaluation to achieving broader priority setting goals within the health care sector.'] |
| MPH5307 | Review of legal principles related to health care; including common law principles and statutes. The focus is on key areas of medical and health law such as negligence, consent, privacy of health information, clinical research, abortion, euthanasia, mental health, infectious diseases, health complaints, ethics and human rights and law for health systems. | ['Describe the sources of law', 'Describe aspects of law impacting upon the delivery of health services', 'Apply key areas of medical law to health management; such as negligence, informed consent, confidentiality, clinical research, abortion, euthanasia, health service law, mental health law, infectious diseases law, health complaints law and coronial law', 'Comprehend other areas of law and legal policy as they apply to the health care system including restrictive trade practices, contract law, professional registration and malpractice, drugs and poisons law and therapeutic goods law', 'Examine the means of resolving consumer dissatisfaction.'] |
| ATS1250 | The unit introduces students to ideas of social justice and Indigenous rights, focusing on the role of the state and its obligations to the international community, and Aboriginal human and civil rights and  self-determination. Students will gain an appreciation of issues of Aboriginal sovereignty, land rights and native title. The unit considers histories of ideas of social justice and their relationship to colonisation in Australia. | ['have gained an understanding of the theoretical ideas that have shaped understandings of social justice and Indigenous rights;', 'have gained a broad understanding of particular social justice and human rights issues for Indigenous people, including sovereignty, questions of land and native title, service provision, and the historical treatment of Indigenous people;', 'have developed an ability to reflect on their own relationship to questions of social justice;', 'have developed an ability to critically analyse contemporary public discourse on issues of social justice and human rights;', 'have engaged in assessment which reflects these understandings as well as an awareness of the value of interdisciplinary approaches to a study of this kind.'] |

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| ATS2394 | This unit examines Australia's past and present relations with Asia, culminating in a study tour of an Asian country. It traverses a broad terrain, investigating cross-cultural contact at political and diplomatic, economic and trade, as well as cultural and personal levels. The unit places contemporary events within their broader historical contexts, to identify enduring themes that influence  Australian-Asian relations. It also looks ahead to future developments as Australia negotiates the 'Asian Century'. The unit begins in Australia, before students embark on a study tour of an Asian nation to gain an in-depth awareness of the complex social, cultural and political context of Asia, and how Australia fits into a regional frame. | ["Demonstrate a critical understanding of the breadth and complexity of Australia's contacts with Asia, at diplomatic, economic, social and cultural levels.", 'Exhibit an understanding of the ways in which past encounters, discourses and policies affect contemporary cross-cultural and international relations.', 'Have attained an understanding of the impacts of representation and discourse in shaping international relations.', 'Have developed the capacity to reflect on the implications between personal attitudes and views and broader patterns of culture and discourse.', 'Have developed skills in constructing evidence-based arguments using a variety of primary and secondary sources, and demonstrated their ability to reflect critically on what they have learnt.', 'Have developed skills in written and oral presentation and communication.', 'Have developed a capacity to undertake location-based fieldwork, enhancing personal resilience and the capacity to work cooperatively in teams, and conduct independent research.', 'Students taking this unit at Level 3 will demonstrate a higher level of skills in independent research and critical analysis.'] |
| HUP3810 | This unit will introduce students to two aspects of Pathology - Clinical biochemistry and Haematology - and their importance in medical sciences. The content is broad-based and focuses on general principles and pathophysiological processes in the body. The lecture and practical material emphasises applied and practical aspects of the topics. The unit will include the following: | ['Demonstrate an understanding of how the organs and tissues of a healthy body become diseased;', 'Demonstrate appreciation of the involvement of metabolic interrelationships in health and disease, including vitamins, micro and macro minerals and also some organ functions;', 'Explain the biochemical, physiological and immunological processes involved in normal body functions and disturbances that may occur in different diseased states with respect to blood eg. anaemias, leukaemias and some bleeding disorders;', 'Interpret and critically analyse laboratory results in order to distinguish between normal and pathological specimens;', 'Demonstrate capacity to work effectively as part of a team in a medical laboratory;', 'Be aware of OHS issues and demonstrate application of safe practices in a medical/clinical diagnostic laboratory;', 'Communicate scientific information via written reports.'] |

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| AZA2763 | In order to prevent the development of serious problems or possible problems in children, the child and youth care worker needs to be knowledgeable about the risk factors that can contribute to serious developmental delays or deviations. The early identification of symptoms of a disorder facilitates early treatment and accurate referral, increasing the chances of a successful outcome for the child. Since childcare workers spend a large quantity of hours with children they are in the ideal position to not only identify problems early through risk factors and symptoms, but also with highlighting the protective or resiliency factors that will assist the child in overcoming challenges successfully. | ['factual information', 'sources and resources', 'conceptual definitions', 'academic debates', 'analytic communication skills.\nUpon successful completion of this unit, learners will be able to demonstrate knowledge of and familiarity with the following types of information, academic perspectives and skills:\n\n\nUnderstanding assessment in the context of child and youth care.\nIdentification of the risk factors in the development of major childhood problems.\nDetection of symptoms of the most common childhood problems.\nRecognition of protective factors or resiliency in children and how to utilise this for the benefit of the child.\nUtilising the person-in-environment classification system to categorise childhood problems.\nWriting of assessment reports and giving feedback to caregivers.\n', 'Understanding assessment in the context of child and youth care.', 'Identification of the risk factors in the development of major childhood problems.', 'Detection of symptoms of the most common childhood problems.', 'Recognition of protective factors or resiliency in children and how to utilise this for the benefit of the child.', 'Utilising the person-in-environment classification system to categorise childhood problems.', 'Writing of assessment reports and giving feedback to caregivers.'] |
| ATS1339 | Structural patterns can be seen in various aspects of language and this unit introduces students to a toolkit for analysing some of them. Drawing on data from a range of languages, we concentrate on techniques and frameworks to analyse how words are built (morphology) and how we build larger units with words (syntax), and on some of the applications of these theoretical tools. Meaning emerges in context, so we also consider the role of cognitive and cultural constraints in shaping language forms, and the processes by which languages become standardised. | ['identify the structural building blocks of human language;', 'describe how words can be grouped into classes, and how this can differ across language and cultures;', 'analyse the structure of clauses and sentences in a range of languages;', 'be aware of some cognitive and cultural factors which affect language structures and their interpretation;', 'discuss the applications for knowledge gained in the unit in applied fields, such as language acquisition and forensic linguistics.'] |
| BIO3091 | This unit focuses on the factors influencing the distribution, composition and structure of plant communities from around the world, and the characteristics of the component plant species that enable them to survive in diverse environments.  Methods of quantifying community parameters and physiological responses are covered in the practical course. Case studies will focus on Australian species. There is a four-day field excursion during the Easter break (fee payable). | ["Describe the broad characteristics of the Earth's major vegetation types, and functional and structural differences between plants adapted to different environments;", 'Explain the fundamental physiological and ecological processes that influence vegetation types and their component species;', 'Integrate and explain various environmental interactions and their impact on plant growth and development;', 'Demonstrate strong competence in methodological approaches used in the plant sciences, including the collection, interpretation, analysis and synthesis of biological data;', 'Effectively communicate the results of practical and project work in a range of modes and for a variety of audiences;', 'Work effectively, responsibly and safely in individual and peer or team contexts.'] |

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| OCC1012 | Students will learn about the principles and mechanisms underlying the relationship between persons, their environments and occupations; and how it relates to human health and wellbeing. The concept of occupation will be described, and how people shape and are shaped by their engagement in occupation and their environmental context. Students will engage in experiential exercises to support their learning of concepts, including participation in a community-based volunteering experience. | ['Describe and explain classifications of human occupation, and how the interaction of  person-environment-occupation relates to health and wellbeing.', 'Examine issues relevant to a health professional as well as reflect upon work completed as a team after participation in a community-based volunteering experience.', 'Identify data collection methods, collect and analyse data on the occupational performance of self and others.', 'Locate, retrieve and use resources to identify the relationship between persons, their environments and occupations.', 'Locate, retrieve and use resources relevant to occupational science and identify key issues and concepts for practice.', 'Demonstrate effective presentation skills in written, visual and verbal modes.'] |
| MED2200 | This unit further consolidates and extends knowledge, and skills in medicine. | ['Use key ethical and legal principles to discuss issues pertinent to health care and clinical contexts.\n\nTheme II - Society, Population, Health and Illness', 'Examine key social, economic and environmental determinants of health on status and outcomes in marginalised groups, including the Indigenous population.', 'Explain concepts in prevention science and approaches used in health promotion.', 'Explain concepts in population health, epidemiology and measurement of health and disease in populations.', 'Describe the role of health care services in maintaining health and in monitoring, managing and preventing disease.', 'Using prescribed methodologies search for and critique information from medical research literature and popular information sources.\n\nTheme III - Scientific Basis of Clinical Practice', 'Describe the structure and function of the human body at cellular, organ, system and whole body levels.', 'Explain biological, psychological and social factors pertinent to understanding human development, health, illness and behaviour.', 'Describe common and important illnesses, conditions and disorders', 'Explain fundamental pathological processes and causes underlying specified illnesses and conditions.', 'Describe drug classes and identify the use and actions of drugs in these groups.\n\nTheme IV - Clinical Skills', 'Elicit and summarise a structured, comprehensive and logical history in simulated environments.', 'Perform and summarise an appropriate examination for specified systems in simulated environments.', 'Propose and justify the reasoning for a differential diagnosis (list) at a basic level for specified systems.', 'Competently perform specified clinical procedures and tasks in simulated environments.', 'Identify relevant investigations for specified problems or conditions.', 'Outline a basic management plan for specified common problems and conditions.', 'Use principles for effectively communicating medical information to patients in simulated settings.'] |

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| ACW3050 | Topics covered by this unit include: Australian accounting environment, theories of financial accounting, accounting for leases; accounting for employee benefits; accounting for financial instruments; cash flow reporting; public sector and agriculture accounting, segment reporting; accounting for EPS; accounting for extractive industries; foreign currency translation; and social and environmental reporting. | ['critically analyse how standard setting procedures and theories of regulation are formulated and their contribution to financial reporting nationally and globally', 'apply accounting standards and the conceptual framework in the preparation and presentation of financial statements', 'develop critical skills in written communication and problem analysis through the completion of a comprehensive assignment exercise and/or essay(s)', 'develop an ability to work independently and to participate in group discussions with participants from diverse backgrounds', 'demonstrate in an individual summative assessment task the acquisition of a comprehensive understanding of the topics covered by ACW3050.'] |
| NUR5325 | The aim of this unit is to research and apply modern leadership theories to clinical nursing practice. The content is delivered in three modules. The first module examines concepts of the development of clinical leadership performance and skills. The second explores contemporary leadership theories and considers their relevance to nursing leadership in a range of clinical contexts. The third examines developmental strategies in nursing that require operationalization of clinical leadership. | ['Identify personal clinical leadership goals;', 'Assess clinical leadership readiness and related skill sets of nurses in practice;', 'Critically analyse leadership theories relevant to nursing practice and their application in clinical nursing services;', 'Construct and critique strategies for clinical development through leadership;', 'Evaluate outcomes of successful leadership;', 'Evaluate clinical development outcomes produced through leadership intervention.'] |
| CIV4212 | This is a capstone unit drawing together the material taught in previous units. The objective is to utilise this knowledge to undertake a multi-disciplinary open ended design task for a specified civil engineering development, in groups, mirroring the expectations of working in professional practice. The design project will vary from year to year but will include aspects of structural, water, geomechanics, environmental engineering and transport design with an emphasis on sustainable design. | ['Appraise a multidisciplinary engineering project brief as part of a design team.', 'Generate concept designs that meet multidisciplinary criteria as part of a team.', 'Design components of a multi-disciplinary engineering project.', 'Construct construction-standard details and drawings of the design.', 'Generate oral, written and visual communication skills suitable for professional practice.'] |
| UPD5202 | This unit develops knowledge and experience of community engagement theory and techniques, social impact analysis, and the ability to address fundamental issues for diverse communities including indigenous peoples. We will explore methods for deploying new communication technologies, innovative community consultation and conflict resolution strategies through proactive mediations and negotiations. | ['Critically reflect on and describe key theories and concepts for democratic participation and engagement;', 'Apply a range of engagement techniques in diverse communities, including Indigenous communities;', 'Apply methods to identify the assets, issues, and conflicts of various stakeholders;', 'Effectively communicate community planning concepts and strategies;', 'Understand and be able to apply the rules of occupational health and safety appropriate to the unit of study.'] |

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| ATS3359 | Australia is the site of a remarkable diversity of systems of knowledge. Indigenous knowledge systems and systems based on western scientific tradition have often been seen as the most distant poles on a continuum that ranges from myth to science. Continuing research in Australia shows that Indigenous ecological knowledge on this continent is detailed, localised and grounded in empirical observations. In addition, Indigenous knowledge is embedded within a system of ethics that is oriented toward long-term productivity. It is usual to contrast Indigenous knowledge with non-Indigenous systems of knowledge and care in order to show their divergence or even, in many instances, their oppositions. | ['To explore in depth the way in which people describe their relationship with country', 'To explore the way in which environmental and biological knowledge is encoded.', 'To study ecological and scientific systems within the context of a culture.', 'To explore how language, history, tradition, material culture, spirituality, kinship, emotion and politics are all ways in which people negotiate a relationship with the environment.', 'To study the anthropological discourse with landscape and how knowledge about landscapes are encoded. This will involve issues such as kinship and ceremony, language and understanding ethnobiological zoological/botanical taxonomy in comparison to western Linnaean zoological and botanical taxonomy. The course will use actual case studies and will involve manipulating original material collected by the lecturer and other researchers.', 'Address the academic debates in relation to ethnoecology from the school of thought which places cognition at the forefront of this discipline to those that believe other issues such as culture, time and concepts such as tradition and religion also influence people and their relationship to the environment.'] |
| NUT3003 | This unit is focused on students' developing knowledge, skills, and competencies to critically evaluate current developments in sport and exercise nutrition, targeting both health and sports performance outcomes in a variety of populations. The scientific disciplines of exercise physiology, biochemistry and immunology will be emphasised as students critically evaluate the underlying evidence supporting benchmark nutritional guidelines and recommendations given to individuals/groups partaking in exercise. Laboratory sessions will provide practical experience of various anthropometrical, nutritional and hydration assessment techniques; alongside applying knowledge of area specific theories into practice through a kitchen laboratory session. Particular reference to the roles and responsibilities of the sport and exercise nutrition expert when working in multi-disciplinary teams will be emphasised. | ['Evaluate the role of macro- and micro-nutrients in human energy transfer systems active during different types of exercise, and recognise the nutritional implications;', 'Appraise the effect exercise and the environment have on various body systems and body composition;', 'Evaluate nutritional and hydration assessment techniques in sport and exercise;', 'Assess nutritional, hydration and exercise requirements for active individuals performing at different sporting activities and levels and develop appropriate exercise and nutrition regimes;', 'Critically appraise the evidence base to justify food, fluid, supplement and other management strategies for improving sport and exercise performance.'] |

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| PHA3021 | This unit provides an historical overview of the use of drugs, with an emphasis on the principles underlying the safe and effective current use of drugs for the maintenance of health and the treatment of disease. The importance of evidence-based drug therapy is highlighted with an introduction to statistical and epidemiological concepts. The pharmacological properties of drug classes used to treat specific respiratory, cardiovascular and gastrointestinal disorders are studied, concentrating on the rationale for their use. Pharmacological approaches to the study of existing and novel compounds will be reinforced in laboratory sessions. | ['Explain the major principles underlying the therapeutic use of drugs, including the relevance and assessment of evidence-based medicine;', 'Apply knowledge of the actions of major drug classes to explain their therapeutic applications and potential adverse effects;', 'Use knowledge of the mechanisms of drug action to predict effects in intact organisms;', 'Demonstrate the ability to execute pharmacological experiments to obtain, analyse and interpret data and present this in a written report;', 'Demonstrate the ability to undertake literature based research to source and critically evaluate information relevant to current topics in pharmacology and to effectively communicate ideas in oral, visual or written forms.'] |
| LAW4161 | This unit introduces students to European Union law. After an overview of the historical development of European integration and the ideological, political and economic factors shaping the Union, the unit focuses on the constitutional and institutional architecture of the European Union as well as selected issues of substantive European law. The unit explores the composition, roles and functions of the EU's main institutions; it analyses the principles and procedures governing law-making in the EU, the enforcement mechanisms of EU law and available judicial remedies; it covers the interactions between the EU and national legal orders. It also analyses the most important areas of substantive European law related to the Internal Market, such as the free movement of goods and workers. It concludes by examining the EU's external relations. | ['articulate and apply legal principles of constitutional, institutional and substantive law of the European Union, demonstrating sophisticated awareness of the functioning of European law and ability to solve problems in the area of European Union', 'critically analyse and reflect upon the institutional structures and substantive policies of the EU, its relationship with its Member States and the wider world', 'demonstrate appropriate legal research and reasoning skills in relation to European Union law', 'communicate effectively and persuasively with others', 'work autonomously, using feedback to improve on performance'] |
| AHT3801 | This unit examines the medium and its materiality across a range of visual art practices including: painting, sculpture, installation, photography, video, multi-media, social practices and performance art. It focuses on a historical lineage of art's mediums and disciplines and how they are framed, constituted and judged in a diverse range of academic fields.  Concepts and traditions of modern aesthetics, the effect of late-capitalism, socio-economic critiques of art and technology are pivotal to any understanding of how art's form moves between modes of  medium-specificity to trans-disciplinary realms. The unit introduces key theoretical tenets to analyse late modernist and contemporary art practices as case studies. It introduces students to the critical dialogue around the medium and artists' material processes. | ['Understand and articulate what a medium is both conceptually and practically;', 'Analyse the debates surrounding the defence and criticism of medium specificity and the trans-disciplinary;', 'Contextualise studio practice within the conceptual models explored in the unit;', 'Reflect and engage in critical dialogue about the medium and its importance in twenty-first century art.'] |

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| ATS1287 | Performance in Context I will be a foundational unit in the Theatre major and minor. Whilst offering a general introduction to concepts, theories and practices in the discipline, the primary focus of the unit will be on theatre history and historiography. Students will examine the development of theatrical conventions in key periods of theatre history, and the relationship of theatrical performance to social, political and cultural forces. The continuing influence of past modes of performance in the development of contemporary theatrical forms will also be explored. | ['Familiarity with concepts, theories and practices within the discipline Theatre Studies', 'Deeper knowledge of theatre history', 'Ability to perform research in theatre history', 'Understanding of the ways in which performance codes of historicized texts might be translated into the processes of contemporary theatre', 'Awareness of the range of communicative languages used on stage, and of the critical discourses appropriate to their description and analysis', 'Ability to articulate critical interpretations of dramatic texts and processes in systematic written argument.'] |
| EAE5020 | The unit will discuss some basic statistical methods for analysing climate dynamics with the aim of understanding the physical mechanisms driving the observed structures (statistics). The unit will start with a discussion on the basics of probability theory, time series analysis, stochastic models and multi-variate data (pattern) analysis. It will then focus on the principles of decision making in statistical analysis (significance tests), which is followed by a discussion of the pitfalls and general strategies in statistical analysis. The unit will not focus on deriving statistical parameters, but rather will emphasise how these methods can be applied and will discuss the potential pitfalls in interpreting statistical results. | ['Complete a statistical analysis on probability distributions, time series, and multi-variate data.', 'Apply standard statistical methods in climate dynamics data analysis.', 'Interpret the outcomes of the statistical analysis in the context of climate dynamics.', 'Read, understand and critically analyse the scientific literature on data analysis in climate dynamics.'] |
| HUP3820 | This unit will introduce students to various aspects of anatomical pathology (histology and cytology), medical parasitology and entomology, and their importance in medical sciences. The unit focuses on general principles and pathophysiological processes in the human body. The lectures and practical materials emphasize applied and practical aspects of the topics which will include the following: | ['Describe the causes and clinical effects of diseases eg. cytological problems associated with gynaecological and non-gynaecological abnormalities, circulatory disorders and disorders of growth such as hyperplasia and neoplasia;', 'Describe the pathophysiology of some parasitic diseases borne by insects and arachnids found in the Malaysian region and understand their life cycles;', 'Identify important parasites and vectors in various parasitic diseases;', 'Process tissues, slides and specimens including sputum and other body fluids, and prepare Papanicolaou (cervical) smears for diagnosis;', 'Interpret and critically analyse laboratory results in order to distinguish between normal and pathological specimens;', 'Demonstrate capacity to work effectively as part of a team in a medical laboratory;', 'Be aware of OHS issues and demonstrate application of safe practices in a medical/clinical diagnostic laboratory;', 'Communicate scientific information via written reports.'] |

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| CIV4248 | Geotechnical engineering concepts applied to solve or minimise geo-hazard problems specific to waste containment facilities, contaminated sites and redevelopment and construction on marginal land.  The unit focuses on geotechnical aspects of ground improvement, as well as in the analysis, design and construction involving projects located on marginal land. Learning through failure cases to highlight potential pitfalls of the discipline is an important component in this unit. | ['Perform basic analytical procedures related to stability.', 'Understand the importance of ethics and legal matters for geotechnical and geoenvironmental projects.', 'Gain insight into the importance of minimising the likelihood of failures.', 'Understand the concept of ground improvement.', 'Provide solutions to ground improvement based on sound analytical methods.'] |
| ATS3970 | The unit will provide students with an opportunity to apply disciplinary practices of criticism in an  audio-visual mode. It will expose students to a range of strategies of screen criticism, including  mise-en-scne criticism and cinephilia and include a major practical project in audio-visual criticism ideally undertaken in groups. It will also involve a scholarly reflective exercise on the audio visual project experience as it relates to contemporary theories on criticism and screen-based media. | ['translate a range of critical approaches in film and television to an audio-visual work;', 'explain the complex relationship between film and television criticism, theory and practice;', 'research, develop and present a critical work utilising audio-visual editing software applications;', 'engage in discussion of texts, theories and arguments in seminar environments both in the classroom and online.'] |
| LAW4306 | This course deals with the legal framework within which offenders are sentenced locally and nationally. It will examine sentencing principles applicable under state and federal law in Victoria. The course will examine the sources of sentencing law; the distribution of sentencing authority between the legislature, judiciary and executive arms of government; the control of sentencing discretion; the role of counsel in the sentencing hearing; plea negotiation, and the opportunity for public and victim input. Main sentencing measures and procedures currently utilised will be explored. The problems of sentencing special offender groups and special sanctions such as confiscation of the proceeds of crime will also be examined if time allows. The unit may cover: | ['possess an overview of the legal framework within which offenders against federal and state law in Victoria are sentenced or subjected to other measures such as civil action for confiscation of proceeds of crime under state or federal law, or administrative sanctions such as infringement notices, or other post sentence sanctions such as detention and supervision orders, or orders made under the Sex Offenders Registration Act 2004 (Vic);', 'appreciate the role that problem-oriented or solution-focused courts have in relation to the sentencing of drug dependent or mentally disordered persons, family violence offenders and Koorie offenders;', 'understand some of the empirical and criminological dimensions of sentencing;', 'have obtained an overview of different philosophical underpinnings of the sentencing systems.'] |
| ATS1191 | ATS1191 is aimed at students with no previous experience of the Spanish language. It provides an integrated, innovative and communicatively oriented Spanish course which develops all-round competence in the basic structures of the language. In addition, students are introduced to key aspects of Spanish and Latin American cultures and societies. | ['Converse in Spanish for 5 to 10 minutes about present and future activities.', 'Use the following tenses: the present habitual, the present progressive and the informal future.', 'Write compositions of up to 100 words in Spanish, with the help of a  Spanish-English dictionary and a reference grammar.', 'Engage in conversations and discussions in Spanish, about themselves, their family and friends', 'Read and comprehend texts in Spanish of up to 500 words;', 'Demonstrate an understanding of key aspects of Hispanic cultures and societies.'] |